The implementation of Communicative Language Teaching in primary schools

by

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December 2017

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Submitted in partial fulfilment of the requirements for the degree

PHILOSOPHIAE DOCTOR

in

Curriculum and Instructional Design and Development

Faculty of Education

University of Pretoria

South Africa

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December 2017

Declaration

I declare that the thesis, which I hereby submit for the degree Doctor of Philosophy, in curriculum and instructional design and development at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this institution or any other institution.

December 2017

Ethical clearance certificate

UNIVERSITEIT VAN PRETORIA
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Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	**CLEARANCE NUMBER:** HU 15/11/01
DEGREE AND PROJECT	PhD
	The implementation of Communicative Language Teaching in primary schools
INVESTIGATORS	Ms MS Nyamayedenga
DEPARTMENT	Humanities
APPROVAL TO COMMENCE STUDY	12 February 2016
DATE OF CLEARANCE CERTIFICATE	27 July 2017

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Dedication

I dedicate this thesis to my beloved husband, Emmanuel Nyamayedenga, for giving me moral, spiritual and financial support, and to my parents, Nason and Dorothy Tenene, for believing in me.

Acknowledgements

Abstract

English remains an important resource, especially in formally colonised countries where it is spoken as second language. English is the official language in Zimbabwe, while all other indigenous languages remain national languages. English is the medium of instruction from the fourth year at primary school level up to tertiary education in all subjects except indigenous languages. English is a prerequisite to secure employment and placement at training colleges. In spite of the fact that more lessons are allocated for the teaching of English than any other subject at primary school level, the pass rate remains the lowest. There is a common observation in Zimbabwe that primary school learners are not proficient in English. Furthermore, the use of Communicative Language Teaching (CLT) is fraught with problems. However, there seems to be a dearth of studies on the implementation of CLT – specifically in primary schools where the crossover from mother tongue to English takes place. This study seeks to contribute to the body of research by examining how primary school teachers implement CLT in primary schools in the Harare Metropolitan Province of Zimbabwe. The study is located in an interpretive paradigm and follows a qualitative approach. The qualitative research draws from a single case study design to examine how primary school teachers in Zimbabwe implement CLT. Purposive sampling was used to select five participants from five primary schools to provide a deeper understanding of how CLT was implemented. Data were collected through non-participant observations and semi-structured interviews to determine teachers' perceptions of CLT. Document analysis was used to review teachers' scheme-cum-plans and to determine the kind of activities and mediation tools that teachers use to implement CLT. The study established that CLT was not implemented effectively in the selected primary schools. Although CLT is partially implemented in Zimbabwean primary schools, teaching is still characterised by traditional methods of language teaching. This study revealed that teachers did not have adequate knowledge of CLT and as a result were not aware that they should use socio-culturally related topics, activities and learning aids to implement CLT in their English lessons. The teachers themselves were not proficient in English since it was their second language (L2). The study also revealed that there was a lack of material resources to implement CLT. Based on the findings of the study and reviewed literature a model is proposed for implementing CLT in primary schools that may result in learners becoming communicatively competent users of English.

Key words: Communicative Language Teaching (CLT), English as a second language (ESL), Experiential Learning or Teaching (ELT), implementation, instructional communication, second language acquisition

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To whom it may concern

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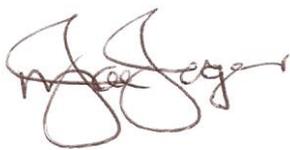
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25 November 2017

List of acronyms

Some of the acronyms below are not necessarily standardised but are presented in alphabetical order as used in this study.

ALM:	Audio-lingual Method
BICS:	Basic Interpersonal Communication Skills
CALP:	Cognitive Academic Language Proficiency
CC:	Communicative Competence
CLT:	Communicative Language Teaching
COELS:	Cambridge 'O' level English Syllabus
CUP:	Common Underlying Proficiency
DBE:	Department of Basic Education
DIH:	Interdependent Hypothesis
DTE:	Department of Teacher Education
ECD:	Early Childhood Development
ELT:	Experiential Learning or Teaching Theory
EO:	Education Officer
ESL:	English as a second language
GTM:	Grammar-translation Method
GMIC:	General Model of Interpersonal Communication
IC:	Instructional Communication
ICT:	Information Computer Technology
L1:	First language
L2:	Second language
MKO:	More Knowledgeable Other
MoPSE:	Ministry of Primary and Secondary School Education
NCAPS:	National Curriculum and Assessment Policy Statement
O level:	Ordinary level
PED:	Provincial Education Director
SAPDLIEPI:	Seven Areas of Policy Development for Language-in-Education Policy Implementation
SLA:	Second language acquisition
SLT/L:	Second language teaching/learning
ZPD:	Zone of Proximal Development
P-P-P:	Presentation, practice and production
TBI:	Task-based Instruction
TBLT:	Task-based Learning/Teaching
UNICEF:	United Nations International Children's Emergency Fund
TP:	Teaching Practice
ZIMSEC:	Zimbabwe School Examination Council

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Chapter 1   Overview of the study

1.1   Introduction

The principal focus of the present study is to explore how Communicative Language Teaching (CLT) is implemented in selected Zimbabwean primary schools. English remains an important communication resource in Zimbabwe and worldwide. In Zimbabwe and most countries around the world, English is taught as a second language (ESL) (Kadenge & Nkomo 2011; Mutekwa 2013). However, there are some countries where English is taught as a foreign language (EFL) (De Bot 2014; Farsia 2016). ESL and EFL are related concepts. By definition, English as a foreign language (EFL) refers to the learning and teaching of English in countries where learners' first language is not English and it is not used as a medium of instruction. However, English as a second language (ESL) refers to a context in which the teaching and learning of English is conducted in countries where learners' first language is not English, but where it is used as a medium of instruction (Ellis & Tomlison 1980; Broughton, Brumfit, Flavell, Hill & Pincas 1980). In Zimbabwe, English is classified as a second language, and currently dominates as a medium of instruction and communication. This means that in Zimbabwe English is used for teaching and learning, as a means of communicating with the global village, as official language of government (Chivhanga & Chimhenga, 2013) and, as in many countries, as language of commerce, industry and mass media (Dash & Dash 2007; Richards 2006).

Owing to its importance in Zimbabwe, English is critical in teaching, learning, and communication; hence it is apposite that it should be taught appropriately due to the expected economic benefits associated with being competent in English.

One of the ways of teaching learners to achieve communicative competence may be through the use of the CLT approach. CLT, as a method of teaching English, was pioneered in Britain but has increasingly become popular beyond Britain. Research shows that several countries have embraced CLT in their curriculum and discarded the Grammar-translation, Audio-lingual and Direct Methods (Madrid, & García Sánchez 2001). Perhaps this is because researchers have over the past years developed a high regard for CLT as teaching approach (Memari 2013). Zimbabwe has followed this trend and embraced CLT in its curriculum as expounded in the Ministry of Education, Sport & Culture Primary School English Syllabus Grade 1–7 (1986).

This study seeks to explore how CLT is implemented in Zimbabwean primary schools. In this study, implementation refers to carrying out or fulfilling the use of a recommended

curriculum; and in this case, the implementation of CLT. CLT is defined as an approach to the teaching and learning of languages that emphasises interaction as both the means and the final goal of learning a language (Ying 2010). It may also be referred to as a "communicative approach (CA) to the teaching of languages" (Ying 2010: 2). CLT is based on the philosophical belief that learning a language successfully is achieved through the learner being exposed to communication in real contexts and meaning. CLT aims at using communication in language lessons to enhance learners' communicative competence, which refers to skills that a learner is expected to have in order to communicate effectively in a speech community (Hymes 1972). In addition to knowledge of grammar rules, CC includes knowledge of sociolinguistic rules or the appropriateness of utterances. It also refers to the ability to negotiate meaning, which allows learners to successfully combine knowledge of linguistic, sociolinguistic, and discourse rules in communicative interactions (Savignon 2001; De Jager 2012).

As a lecturer and teacher by profession, I have discovered that learners of English in Zimbabwe sometimes fail to communicate competently in English, although they may have been exposed to the language for extended periods of time. Resultantly, I have always struggled to determine where and how learners miss these important skills during instruction. Therefore, there is a need to understand how CLT is implemented as a teaching approach to overcome the problem of ineffective communication skills.

In CLT, exchange of meaning is important, and this is achieved through interaction and negotiation (Memari 2013). Thus, learners should understand each other when they communicate in a CLT lesson. CLT is viewed as a modern strategy for effective teaching, which centres on learners' interaction and their communicative competence (Chang 2011). CLT involves the use of interactive activities.

According to Ellis (2003), Howatt and Widdowson (2004), and Yuan (2011), CLT consists of a weak and strong version. The importance of providing learners with opportunities to use English to learn how to communicate is referred to as the weak version. In the weak version meaning is important. Thus, learners should communicate with understanding. The weak version of CLT is viewed as learning to use English while the assertion that language is learnt through communication is referred to as the strong version (Ellis 2003; Howatt & Widdowson 2004; Yuan 2011). The strong version recommends that teachers provide learners with a variety of opportunities to familiarise themselves with how language is used in day-to-day communication. This means that teachers may need to create scenes that are familiar to learners in an effort to assist them to interact, hence the view of communicative

teaching. It involves communicating to learn English (Howatt & Widdowson 2004; Yuan 2011). In the teaching or development of CLT skills, exchange of meaning is vital, and according to literature, this may be achieved through interaction and negotiation (Memari 2013). When learners are involved in collaborative and meaningful communication, their potential for learning a second language is enabled (Richards 2006).

This study investigates the weak version of CLT where learners can interact among themselves and where meaning is of major importance. This interaction enhances learners' chances to assign meaning to new knowledge, to increase their knowledge, appreciate the use of language, and to engage in significant communicative learning during instruction among themselves. In view of the studies conducted internationally, this study sought to ascertain how the implementation of CLT by primary school teachers in Zimbabwe allows learners to participate in given learning activities in order to become communicatively competent. In addition, this study aimed to determine the factors that influence the effective implementation of CLT in the classroom situation.

Research suggests that teaching methods that facilitate active learners' learning and creativity should be prioritised over those that promote passive and rote learning (Bellamy 2000). Chang (2011) claims that CLT is an effective approach that helps learners develop the ability to use English in context. This has been confirmed by Memari (2013) who reports that CLT is effective when teaching speaking skills in China. Thus, if implemented effectively, CLT yields good results in both English as foreign language (EFL) and English as second language (ESL) situations. Although the objectives of teaching English are not confined to oral competence, Wang (2010) and Memari (2013) emphasise that oral communication helps learners to be competent, not only in listening and speaking skills, but also in reading and writing skills. Teachers should therefore be aware that CLT is not about equipping learners with one language skill, but instead involves adopting activities that help learners to be competent in four language skills. If teachers implement CLT effectively, chances are good that learners may become communicatively competent.

Another CLT context is enacted in Bangladesh where English is used for research purposes in nearly all disciplines, although it is not used as a second language (National Curriculum and Textbooks Board 2006). Quader (2003:27) states that "CLT had been introduced at the Secondary School Certificate (SSC) and High School Certificate (HSC) levels towards the end of the 90s while textbooks had been written for both levels for teaching through this method". This means that prior to its implementation, Bangladesh planned for CLT by producing material resources. For CLT to be implemented effectively it should be supported

by material resources to assist learners to achieve communicative competence. In this study, I sought to determine the kind of material resources or learning aids that the teachers in Zimbabwe use to implement CLT. In Hong Kong studies showed that the use of the learners centred curriculum proved that task-based teaching inspired learners to be creative and also nurtured their interest to read and write English stories (Mark, Coniam & Kwan 2008). A British study by Andon and Eckerth (2009) revealed that teachers planned learner-lcentred lessons where learners participated actively in communication and in selection of tasks and topics. In China a practical syllabus of CLT was introduced in 1992 by the State Education Development Commission (SEDC), which elucidated the purpose and meaning of teaching English (Hossen 2008). The operational syllabus in China is based on the functional aspect of language, that is, the intention and purpose of the use of language (Raine 2010). The operational syllabus is communicative by nature as it allows learners to express themselves in a target language. The studies mentioned above show that interactive activities encourage learners to learn a language and also demonstrate the effectiveness of using CLT to assist learners to become communicatively competent.

In southern African countries like South Africa, Botswana, and Zimbabwe English is taught as a second language (Nkosana 2006; Kobo 2013; Mutekwa 2013). In South Africa the English curriculum is informed by CLT. The National Curriculum and Assessment Policy Statement (NCAPS), which informs CLT, was introduced in South Africa (Hove 2012). The introduction of the curriculum was necessitated by curriculum implementation and human resource challenges (Hove 2012). A study by Kobo (2013) shows that although CLT was adopted in South Africa, materials used to teach English were not locally developed. In Lesotho they use a revised version of the Cambridge 'O' level English Language Syllabus (COELS) (Kobo 2013). The revised syllabus encourages teachers to use CLT to achieve communicative competence (Kobo 2013). Although South Africa and Lesotho use different syllabuses, English is taught communicatively in both countries. The expansion of CLT to southern African countries is an indication that CLT is an effective approach to teaching English as a second language to assist learners to become communicatively competent. However, it should be emphasised that socio-culturally related contextual materials should be used in the teaching of English.

The foregoing discussions clearly reveal that CLT has been implemented across the globe with some desirable results. This shows that the world has embraced the CLT approach, discarding the traditional methods of teaching English. With the hope that learners will achieve communicative competence, CLT was introduced in 1982, some two years into the

independence of Zimbabwe. The Zimbabwean primary school syllabus suggests activities which are interactive, such as pair and group-work, role play, dialogue and discussion, which promote interaction as one of the key features of CLT. Findings by Nziramasanga (1999), who was set to inquire the state of education in Zimbabwe, support the primary school English syllabus and recommend the use of interactive activities. However, little or no research has been done on how CLT may be successfully implemented in primary schools in Zimbabwe therefore it is not clear how CLT is implemented in these schools. By determining the factors that influence the implementation of CLT and determining which activities and teaching materials enhance the teaching of English, this study was designed to explore how CLT is implemented in Zimbabwean primary schools.

1.2   Context of the study

One of the major priorities for post-independent Zimbabwe was access to free education (Zvobgo1994). Nziramasanga (1999) recommended that both ECD A and B with affordable fees should be integrated into the Zimbabwean primary schools. This was meant to curtail the mushrooming of expensive privately-owned pre-schools and day care nurseries. Zimbabwean primary schooling comprises of nine years, a period that spans from early childhood development (ECD) to Grade 7. ECD A comprises of three to four year olds, while ECD B comprises of four to five year olds and then Grade 1 to Grade 7. In ECD A and B informal teaching and learning processes are practised, while formal learning commences at Grade 1 level and continues up to higher education (Kanyongo 2005; Ministry of Education, Sport & Culture 2005).

The post-independence education system in Zimbabwe expanded tremendously, with the primary school enrolment doubling between 1980 and 1992 (Zvobgo 2005). Currently, Zimbabwe has a total of 5753 primary schools which comprise of private, church, and government institutions and satellite schools (Zimbabwe National Statistics Agency 2013). From 1980 Zimbabwe embarked on expanding education and 819200 learners were enrolled in schools. This number increased to 2,4 million by 1992 (Zvobgo 2005).

Currently, enrolment of learners at primary school level is declining and many children are failing to access basic education as was envisaged by government education policies. Dakwa, Chiome and Chabaya (2014) found that most children in rural Zimbabwe are school dropouts. According to the World Bank (2003), 15% of learners from developing countries (Zimbabwe included), ranging between the ages 10 and 18 years dropped out of school before completing primary education. This is largely because of economic hardships that

have had a negative impact on both learning and teaching standards. For example, from the year 2000 to date, Zimbabwe has faced brain drain challenges and this has compromised the quality of education offered in the school system (Tevera 2004; Shumba & Mawere 2012). Some qualified primary school teachers left for neighbouring countries in search of greener pastures, leaving schools staffed mostly with untrained teachers. In addition to the compromised delivery of quality lessons because of untrained teachers, learners also missed lessons due to late or non-payment of fees (Masuko 2003).

It is imperative that teachers are trained and become certified before they can provide instruction in the given curriculum. Teacher training colleges and universities in Zimbabwe offer teacher training programmes that are designed to meet the defined needs of the education system (Kurasha & Chabaya 2013). All primary school teacher training colleges have a scheme of association with the Department of Teacher Education (DTE) under the Faculty of Education at the University of Zimbabwe. Under the scheme of association, the University of Zimbabwe is the accrediting institution with a mandate to ensure quality in all diplomas in education programmes offered by primary training teachers' colleges. As a result, the syllabi compiled by and used at teachers' colleges are approved by the DTE. The final exams are assessed by the DTE at the University of Zimbabwe, which in turn awards the diploma. In-service teachers have varying academic qualifications with some being holders of diplomas in education and others holding certificates of education (Ministry of Higher and Tertiary Education 2010).

The entry level for training as a primary school teacher at teachers' colleges in Zimbabwe is an ordinary level ('O' level) certificate with five 'O' level passes, including English and mathematics. Teacher training programmes for primary schools are completed within three years, during which trainee teachers are in college for two terms in their first year, then go on teaching practice (TP) for five terms, and return to college for two terms to complete their diploma. This training model is referred to as the 2-5-2 model, which means two terms in college, five terms on TP and two terms back in college. One year comprises of three terms of three months each. Both syllabuses conform to the 2-5-2 model. In Zimbabwe primary school student teachers are trained to teach 11 subjects offered at primary school level. From the 11 subjects, trainee teachers choose one as their major although they are taught how to teach all 10 other subjects. As a result, there are two syllabuses for English, one for English main subject and another for English applied subject in all the Zimbabwean primary school teacher training colleges. In this study I assumed that the curriculum that is used to train the primary school teachers may influence how CLT is implemented. The syllabuses

used in both English main and English applied subject at United College of Education which is one of the teacher training college are summarised in table 1.1.

Table1.1: Diploma in Primary Education English Main and English Applied Study Syllabus

English main study syllabus	English applied syllabus

1. Phonetics
   1.1 Places of articulation
   1.2 Speech production
   1.3 International phonetics
2. Phonology
   2.1 Phoneme theory
   2.2 Mono thongs and diphthongs
   2.3 Allophones
3. Morphology
   3.1 Types of morphemes
   3.2 Allomorphs
4. Lexis
   4.1 Developing the lexicon
   4.2 Blending, compounding
   4.3 Acronyms borrowing
5. Syntax
   5.1 Immediate constituency theory
   5.2 Transformation-generative theory
   5.3 Sentence types and functions e.g. simple or complex sentences
6. Focus of language
7. Parts of speech e.g. nouns, verbs, conjunction
8. Literature: prose, poetry and plays
9. Creative writing
   9.1 Play, speech and composition
   9.2 Discourse analysis, cohesive devices and speech acts
10. Application of error analysis
11. Socio-linguistics
   11.1 Register field of discourse
   11.2 Deductive and inductive reasoning
	1. Language learning
	   1.1 Theories of language acquisition
	   1.2 Sign language
	2. Aims of teaching English
	   2.1 Functions of language & English as a L2
	3. Four language skills
	   3.1 Listening, reading, writing and speaking
	4. Methods of teaching the four skills
	5. Error analysis
	   5.1 Identification of errors and classification of errors
	6. Preparation for TP
	   6.1 Interpreting the syllabus
	   6.2 Scheming and planning
	7. Approaches to teaching English as a L2
	   7.1 The structural approach: Audio-lingual and Grammar-translation
	   7.2 Functional approach
	   7.3 CLT approach
	8. Teaching children's literature
	   8.1 Types of literature
	   8.2 Methods of teaching literature
	9. Marking/evaluation of children's work
	10. English sound system
	   10.1 English sound system
	   10.2 Teaching vowels stress and rhythm

Extracted from United College of Education English Main and Applied Study Syllabus (2015)

From the syllabi provided in table1.1 it is evident that only student teachers who major in English have an opportunity to be enriched with oral and written communication skills. This is because the aim of the Main Study Syllabus equips student teachers with all aspects of language and linguistics (United College of Education Main Study Syllabus 2015). Consequently, the quality of the English main student teacher has the potential to enrich the learning experiences of primary school pupils learning English. The applied study syllabus aims to equip all student teachers with pedagogical knowledge and skills for teaching English as a second language (United College of Education Applied Study Syllabus 2015). However, there is an erroneous assumption that student teachers are competent in English when they are enrolled since English is one of the compulsory subjects for college entry (Nyawaranda 1999), and the fact they have a pass in English. The college therefore assumes that the candidate is equipped with the four language skills, namely listening, speaking, reading and writing, in addition to appropriate linguistic grammar skills. This does not seem to hold true because my experience as a lecturer shows that, despite having a pass at 'O' level, some learners are still not proficient in English. For instance, a study by Mutandwa, Takavarasha and Kahari (2014) reveals and confirms that a Grade C pass in the ZIMSEC Examination in English does not guarantee that a candidate is competent and fluent in the language of instruction. As a researcher and lecturer at a teachers' college I can attest to that assertion because I get the opportunity to interview prospective student teachers. My experience has shown that some of the prospective trainee teachers did not pass English in one sitting. This could be one of the reasons that student teachers have a low proficiency in English.

To address the problem of English proficiency among student teachers, Mutandwa et al. (2014) suggest that student teachers should complete a communication skills course once they enrol at teachers' colleges. According to the authors, this will help institutions to equip students with the four language skills. My experience concurs with this view on teaching communication skills to trainee teachers, which may assist them to articulate their arguments in both written and oral form. Communication skills may equip student teachers with competence in oral and written presentation skills. This will in turn assist them in implementing CLT once they qualify as teachers.

Learners at teacher training colleges are trained in applying relevant teaching approaches for second language learning, including CLT (Nyawaranda 1999). The assumption is that

once teachers are exposed to different approaches of teaching English, they will become effective teachers. I presume that this assumption has not worked since evidence abounds that some learners may still not be proficient in English, even after they were taught English by qualified teachers. Nkomo (1995) argues that teachers who lack the appropriate exposure in teaching requisite knowledge, skills and initiative may fail to adjust to a given syllabus.

In this study, I argue that teachers' outputs are directly correlated to the training that they receive at teacher training institutions. Usually, untrained teachers may not implement the syllabus well due to their lack of professional knowledge and skill (Nkomo 1995). For primary school teachers to implement quality Communicative Language Teaching, they should be qualified and well trained. Unfortunately, it seems that this has not been the case in primary schools in Zimbabwe. Al-Magid (2006), an avid researcher on the concept of CLT, is of the opinion that challenges in the implementation of CLT stem from inadequate training that many qualified teachers received during their teacher training experience. This means that teachers leave college without proper training in implementing CLT.

Given this background, the main aim of this study was to examine how qualified primary school teachers implement Communicative Language Teaching in their classrooms.

1.3   Situating myself in the study

As an educationist, I am an experienced English lecturer at college level, and I also have vast teaching experience at primary school level in Zimbabwe. I have worked in the Ministry of Primary and Secondary School Education (MoPSE) for 15 years. As a primary school teacher, I used to teach Grades 6 and 7 classes. There were times when I taught a Grade 7 class and would concentrate on teaching for examinations without applying the expected teaching methods to equip my learners with appropriate communication skills. Because I was more interested in having my learners pass the English examination than teaching them proficiency in communication, I used rote learning approaches that were not applicable to wider scales of learning. Instead of applying the CLT approach, I concentrated so much on teaching language structures using rote learning methods which did not help my learners to use learned concepts in meaningful communication. Resultantly, my learners' inadequate language proficiency was carried over from primary school to secondary school.

After I became a lecturer at a teachers' college where I teach language, literature and communication skills, I realised that I may have contributed to language inadequacies that learners have in English. As a college lecturer I realised that some learners at tertiary level lack communicative language proficiency, and this has an even greater negative impact on

the learners they are going to teach in schools. Student teachers fail to articulate themselves in English during oral and written presentations, and yet when they qualify, they are expected to use English as a medium of communication during the teaching of all the subjects at primary school level, except for first languages. This made me realise that my previous teaching approach, which I had inherited from the teachers who taught me at both primary and secondary school, had short-changed my Grade 7 learners. I concluded that some of these learners may have joined the teaching profession, thus transferring the language inadequacies to their learners. Unless corrected, this cycle will continue. My job at the Zimbabwean teachers' college is to train language teachers and to supervise them when they are on teaching practice (TP). As a lecturer I realised that learners who are well taught at school are communicatively competent when they advance to tertiary colleges. Through TP supervision and performing external teaching assessment, I also realised that student teachers use the chalk-and-talk method of teaching and I assume that that is what some of the qualified school teachers do, since student teachers are mentored by these teachers. In addition, lecturers at teachers' colleges use the lecturing method to train student teachers. Hence, part of the motive for this study is to understand how primary school teachers implement CLT.

Findings from previous studies on CLT have given evidence to the fact that teachers have positive attitudes towards the CLT approach but either lack resources to implement the approach or are affected by other factors, such as large classes, which inhibit the implementation of CLT (Sakui 2004; Liu 2005; Richards 2006). Studies by Chang and Goswami (2011) and Kalanzadeh, Mirchenari and Bakhtiarvand (2013) reveal that student teachers who were not adequately prepared to use CLT continue to equip their learners with inadequate communication skills. The same scholars also found that some teachers were not proficient in English as a second language (Goswami 2011; Kalanzadeh et al. 2013).

A number of studies on the CLT approach have been carried out in Zimbabwe. However, these studies mainly concentrated on secondary school teachers' attitudes and on perceptions of the implementation of CLT. In addition, some of the studies were conducted in contexts other than Zimbabwe (cf. section 1.5).

Since there is a dearth of studies that examine how teachers implement CLT in Zimbabwean primary schools, there is a need for an exploratory study on how primary school teachers implement Communicative Language Teaching to assist learners to achieve communicative competence. In this study I sought to examine how qualified teachers from teachers' colleges in Zimbabwe implement CLT. The findings of this study will have the potential to

add to the existing body of research literature on CLT by examining the activities used by teachers in implementing CLT as well as focusing on factors that enhance its effective implementation. For this study, I preferred the primary school context because it is the foundation of the education system. In choosing the primary school context, I argue that once primary school learners master the requisite language skills in English, they are equipped with potential skills for communicating competently as they progress in the education system. My study aims to ascertain what is currently taking place in the English classrooms in primary schools. It attempts to fill in the gap of the teaching and learning methods by examining how primary school teachers implement CLT in the Harare Metropolitan Province.

1.4   Research problem

In Zimbabwe, primary school learners struggle to competently use English in appropriate contexts. Learners carry this problem with them up to tertiary level and later reproduce the same problem when some of them are employed in the teaching profession. Although CLT is prescribed by the Ministry of Primary and Secondary Education (MoPSE) as the appropriate method of teaching language in Zimbabwe, it is unclear whether teachers are effectively implementing the teaching approach to assist learners to become communicatively competent.

In my reading so far, there is limited literature on the study with regard to the implementation of CLT at primary school level in Zimbabwe. Studies conducted in Zimbabwe on CLT have focused on secondary schools. A study by Mareva and Nyota (2012) to determine whether teachers use CLT or the structural approach when teaching English as a second language revealed that secondary school teachers used both teaching methods. Findings revealed that the CLT was not properly implemented pointing to the need to produce a model that guides school leaders and supervisors with ideas on how to ensure total instruction of English as a second language. Mareva and Nyota (2012) attribute this scenario to ignorance by classroom practitioners who are unaware of how CLT works and what its perceived merits are. Al-Magid (2006) conducted a study on attitudes of secondary teachers towards CLT in Zimbabwe and concluded that teachers have positive attitudes towards it, but are reluctant to implement it. Mutekwa (2013) also carried out a study on the use of CLT to teach English as a second language at a secondary school in Zimbabwe and discovered that teachers did not fully embrace the approach. All the studies above were carried out in secondary school contexts in Zimbabwe. The findings do not cover how CLT is implemented

or what is taking place at primary school level. There is a need for a study that explores the situation at the primary school level, and this study is a step towards achieving that goal.

1.5   Purpose of the study

The purpose of the study was to examine how primary school teachers in the Zimbabwean context implement CLT as an approach to English second language teaching. By examining how Grade 7 primary school teachers of English implement CLT in selected schools in Harare Metropolitan Province in Zimbabwe, this study fills a research gap in literature with regard to the CLT approach. The focus was on the activities and material resources teachers use, and other factors that may hinder or promote the effective implementation of CLT. A number of international researchers studied the implementation of the CLT approach, but the majority of those studies focused on secondary schools and universities. The main aim of the study was to propose a contextual model for the effective implementation of CLT at primary school level in Zimbabwe. This study builds on other studies and adopts key concerns of CLT, but contextualises them in order to understand practices used in the implementation of CLT in the Zimbabwean context.

1.6   Rationale

Having taught at primary school level for 15 years, I observed that learners had problems with both their spoken and written English. Subsequent to becoming a lecturer at a teachers' training college, I further discovered that learners lacked proficiency in English when completing assignments and making oral presentations. I assumed that the problem of communicative inadequacy was carried over by learners from lower levels of learning to tertiary level. English is one of the subjects with low pass rates at 'O' level. Equally troubling is the fact that some learners who passed English at Grade 7 and 'O' level still fail to proficiently communicate in English. This scenario calls into question the effectiveness of the teaching methods used by teachers who teach English at primary school level.

Furthermore, evidence abounds that primary school learners perform badly in English (ZIMSEC Council Report 2011; 2014). A report by ZIMSEC and Zimbabwe Early Learning Assessment (ZELA) (2013) on how primary school learners perform in English at national level established that 50,8% of learners performed below Grade level while 49,2% of learners performed at Grade level and above. This is an indication that the learning and teaching of English is fraught with problems. I assumed that the performance of learners may be determined by how CLT is implemented. My assumption is supported by Adunola (2011) and Ganyaupfu (2013) who found that learners performance is fundamentally linked

to the teaching methods that teachers use. Hence this study attempts to fill in the gap by exploring how primary school teachers Implement CLT. The Zimbabwean Schools Examination Council (ZIMSEC) and the Ministry of Education, Sport & Culture Primary School English Syllabus Grade 1–7 (1986) recommend a teaching approach which equips learners with useful skills necessary for communicating in different situations after leaving school. In this regard, the syllabus requires teachers to use the CLT approach (Ministry of Education, Sport & Culture Primary School English Syllabus Grade 1–7 1986). However, based on the above it would seem that primary school teachers prefer using traditional approaches such as the Grammar-translation Method (GTM) and Audio-lingual Method (ALM) which are teacher centered.

Previous research shows a resistance towards CLT in foreign language contexts (Deepti 2004; Liao 2004; Hiep 2007). For instance, in research by Abe (2013) in Japan, it was revealed that teachers avoided using oral activities or only used them occasionally, hence the need to revisit the syllabus and emphasise the CLT approach. With this background in mind, and as a primary school trained teacher, I noted an apparent reluctance towards implementation of the CLT approach by primary school teachers. It seems as if, in teaching English, teachers still prefer the use of the structural approach which is discouraged by ZIMSEC, resulting in these teachers not teaching English effectively (Bamgose 1991; 2000; 2007).

This study is purposed to explore how CLT implementation is carried out at primary school level. The limited research in this area in the Zimbabwean primary school context has necessitated me to carry out this study. Very few learners pass English and those who do still lack proficiency. It would seem as if few or no scholars in Zimbabwe have investigated the underlying causes of this problem. It is against this background that I wish to examine the implementation of CLT in Zimbabwean primary schools.

In the course of this research, I hope that once I am able to determine how teachers implement CLT in their classrooms, there might be opportunities of suggesting other teaching activities that could improve and contribute to quality education. This research thus seeks to assist Grade 7 primary school teachers in identifying possible flaws and plugging loopholes in the implementation of CLT. Furthermore, the study seeks to recommend improvements through developing a framework on how CLT can be implemented.

1.7 Research questions

This study was guided by the following main research question:

How do teachers in primary schools implement the CLT approach required by the Ministry of Education Primary School English Syllabus?

To ensure a coherent development of the study, I divided the broad research question into sub-research questions (Sub-RQ's):

Sub-RQ1: What activities do primary school teachers employ in implementing the CLT approach?

Sub-RQ2: What factors influence teachers in implementing the CLT approach?

1.8   Assumptions of the study

I approached the study with the following assumptions

o   Learners' English proficiency is inadequate because CLT may not be properly implemented.
o   Inadequate English proficiency may be caused by a number of factors which also have a bearing on individual teachers in different schools.
o   All primary school teachers are qualified to teach English as a second language and they have undergone a teacher training programme from teachers' colleges in Zimbabwe.
o   Teachers from five schools sampled for this study use the same primary school syllabus.
o   The implementation of CLT is determined by how the individual teacher has constructed his/her understanding of CLT.

1.9   Scope of the study

This study was conducted in five selected primary schools in the Harare Metropolitan Province. At the selected primary schools, all learners are taught English as a second language. The first language for most of them is chiShona. The five chosen primary schools use the Zimbabwean primary school syllabus, which prescribes the CLT approach in the teaching of English.

The study was primarily delimited to understanding how CLT was implemented in Harare primary schools. Since the effective implementation of CLT is expected to produce communicatively competent learners, the study therefore examined literature that discusses

factors that impede or promote CLT. Literature on the activities employed in implementing CLT and other second language approaches that could be used by teachers in teaching English as a second language was also reviewed.

For the conceptual framework, I used a combination of theories. The Socio-cultural Theory by Vygotsky (1978) was the main theory used as an analytical tool together with elements from the Instructional Communication theory by McCroskey, Valencic and Richmond (2004), the Experiential Learning or Teaching Theory by Kolb (1984), the second language acquisition theory by Cummins (1979; 1981;), Communicative Competence Theory by Canale and Swain (1980) and the Seven Areas of Policy Development for Language-in-Education Policy Implementation by Kaplan and Baldauf (1997; 2003) (cf. section 2.7). The Socio-cultural Theory by Vygotsky (1978) was combined with elements from the other theories in order to understand how teachers implement CLT with the objective of producing communicatively competent learners, since communicative competence is the major goal of CLT. In this study I concentrated on five teachers who were the main participants. The sample size of five teachers from five primary schools was manageable for this qualitative study. Learners were not my main focus in this study although their participation as learners being taught assisted me to ascertain how teachers implement CLT.

1.10 Key terminologies

This section defines key terms as they are used in this study:

Communicative Approach (CA): The Communicative Approach (CA) is a teaching approach that aims at equipping learners with the ability to use language. It is a theory of language teaching that informs the CLT (Richards & Rodgers 2014). It is a learner-centred approach to language teaching. In this study CA and CLT are used interchangeably.

Communicative Competence (CC): Communicative Competence is the main concept in CLT as proposed by Hymes (1972) who claims that a person who possesses communicative competence knows what to communicate in each particular socio-linguistic environment. CC also encompasses how one would express him/herself, interpret and negotiate meaning (Savignon1972; 1987). According to Richards (2006), CC is the ability to communicate using language to suit different reasons, purposes and situations. In other words, a communicatively competent learner has the ability to know when, where and with whom to use grammatically

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correct sentences (De Jager 2012). In this study CC is the ability by the learner to apply the grammatical rules of English and using them appropriately.

Communicative Language Teaching (CLT): CLT was developed as one of the best approaches in the teaching of English as a second language, and gradually replaced the previous Grammar-translation Method and Audio-lingual Method (Larsen-Freeman 2000; Kern & Warschauer 2000). CLT is defined as a teaching approach that encourages communication among learners in the learning of a language (Ying 2010). CLT is a language teaching philosophy that can be interpreted and applied in different ways. CLT, as an approach, recommends that language learning should be done in a meaningful setting with accurate language as input (Mustapha & Yahaya 2012). CLT places importance on fluency and the ability to communicate in a variety of ways and in a variety of contexts. Larsen-Freeman (2000) supports the above assertion when he states that one of the objectives of CLT is to empower learners with CC. In this study, CLT is a teaching approach that places emphasis on meaningful interaction, and furthermore enhances communication.

English as a foreign language (EFL): EFL refers to the learning/teaching of English in countries where learners' first language is not English, and it is not used as a medium of instruction.

English as a second language (ESL): ESL refers to the learning/teaching of English in countries where the learners' first language is not English but it is used as a medium of instruction.

Grade 7 level: The final stage or level of education at primary school level in the Zimbabwean education system.

Harare Metropolitan Province Primary Schools: These are primary schools in the urban areas and, in this study, refer to schools in and around the city of Harare, Zimbabwe.

Implementation: Implementation refers to adhering to a recommended syllabus

Instructional communication: Instructional communication refers to the communication that takes place in the classroom between teachers and learners that enhances

interaction. This communication uses verbal and non-verbal cues to be effective (McCroskey et al. 2004).

Learners: All children of school-going age from Grade 0 (ECD A & B) to Grade 7 at primary school level learning English.

Mediation artefacts: A construct of the Socio-cultural Theory that explains the use of activities, learning aids and language to make learning easy.

Proficiency: Proficiency is the ability of both teachers and learners to be communicatively competent in the four competences that are socio-linguistic, discourse, strategic and grammatical.

Scheme-cum-plan: Scheme-cum-plan refers to a scheme of work combined with a lesson plan. This document shows what work the teacher schemed and planned for, and how this work will be presented in the classroom.

Second language (L2) speaker: L2 speaker refers to a learner who lives in a country where English is not the native language of the local people, but is used as a medium of instruction. English is referred to as the second language in this study.

Socio-cultural Theory: A learning theory that identifies the role of the learners' social environment in facilitating their learning and development.

1.11 Overview of the research design and methodology

In this study I employed a qualitative approach that enabled the participants to share their views on how they implement CLT in their English lessons. As research design I used a single case study of five schools from which I gained insights into how teachers implement CLT in their classrooms. The case was about how five Grade 7 primary school teachers in the Harare Metropolitan Province implement CLT. From the case, I selected one participant from each of the five purposively selected schools.

Qualitative data collection instruments, namely non-participant observations, open-ended interviews and document analysis, were used in this study. These instruments assisted me to cross-check the findings of one instrument with the other and thus enhancing validity. Data collected from observations were documented in the form of video recordings and I also documented insights that I got from observations in a journal. Data collected from interviews were documented through audio recordings and I also kept a journal for this.

For document analysis I used descriptive notes from documents that I reviewed. Data analysis was informed by the conceptual framework I designed from various theories such as SCT by Vygotsky (1978), ELT by Kolb (1984), Communicative Competence by Canale and Swain (1980), Instructional Communication by McCroskey et al. (2004), Second Language Acquisition Theory by Cummins (1979; 1981) and the Seven Areas of Policy Development for Language-in-Education Policy Implementation by Kaplan and Baldauf (1997; 2003).

In this study I also adhered to the ethical requirements of the University of Pretoria. Before collecting data, I made sure to obtain approval from the ethics committee of the University of Pretoria. I obtained informed consent from the Provincial Director, the heads of schools, as well as the participants. I ensured that I protected the participants from harm before and after data collection by maintaining their confidentiality and anonymity. Measures of trustworthiness that comprised credibility and dependability were applied. The research process of the study is highlighted in table 1.2.

Table1.2:   Research process used in the study

Paradigmatic approach	Interpretivism
	Social constructivism
Research approach	Qualitative study
	Research design
	Single case study
Selection of participants	Five purposively selected Grade 7 primary school teachers
Data collection methods	Non-participant class observation
	Document analysis
	Semi-structured interviews
Data documentation	Video recording of observations
	Audio recording of interviews
	Journal of generated data from interviews and observation
	Descriptive notes of document analysis
	Data stored in audio and visual formats
Data analysis and Interpretation	Inductive thematic analysis
	Translated, transcribed and coded data from each participant
	Themes and patterns identified and categorised
Ethical considerations	Participants' informed consent before data collection
	Protecting participants from harm during and after data collection

	Maintained participants' confidentiality and anonymity during and after data collection
Quality criteria	Trustworthiness
	Credibility
	Transferability
	Dependability

1.12 Outline of the study

Chapter 1: Introduction

The chapter provides the background to the study. It introduces the study by looking at the area of investigation. It presents a brief discussion of CLT and the countries that have adopted this teaching approach. The chapter includes the context of the study, problem statement, rationale, purpose, research questions and the problem of the study. Overviews of the research design and methodology, as well as an outline of the thesis are provided.

Chapter 2: Literature review

Chapter 2 discusses the key concepts of the study that are associated with the implementation of the CLT approach. The reviewed literature is based on the research questions and summarises what most scholars have revealed in connection with the implementation of CLT in the global village. The reviewed literature also exposes a gap in research on the way teachers implement CLT at primary school level in Zimbabwe. The activities used in the implementation of CLT are given and the factors that affect the implementation of CLT are discussed. Approaches to language teaching that were used prior to the introduction of CLT, and the conceptual framework are also discussed. The literature guided and informed the data collection and analysis process. Since this is a qualitative study, a number of surprises are also highlighted, discussed and explained.

Chapter 3: Research methodology

Chapter 3 examines the social constructivist paradigm and the qualitative approach used, as well as the single case study of five primary school teachers. Sampling procedures, data collection and data analysis and interpretation are discussed. Ethical issues and measures for quality assurance criteria as well as the justification for choosing all these methods are provided in this chapter.

Chapter 4: Data analysis and findings

Chapter 4 presents the findings of the analysis and interpretation of the data. The chapter documents the qualitative analysis of data collected at five primary schools in Harare Metropolitan Province. Detailed analysis of the non-participant observations and semi-structured interviews offers a descriptive summary of the data and outlines major themes of how CLT is implemented in selected primary schools.

Chapter 5: Conclusion and recommendations

Chapter 5 provides conclusions drawn from the study and their implications for practice in the implementation of the CLT approach. In this chapter, I also discuss the relevance of the findings and conclusions drawn from the way teachers implement CLT at primary school level in Zimbabwe.

1.13 Chapter summary

In this chapter the foundations that shaped the study are emphasised and the source and rationale of the study are highlighted. I explain the purpose of the study and provide the problem statement. The context of the study, its importance, and research questions provide the structure for the rest of the thesis. In this chapter I also give an overview of all chapters in the study. In the next chapter I review literature related to the study and discuss the conceptual framework. In the literature review, I briefly give the history of CLT and how it came to be a popular teaching approach. I further explain the kind of learning activities that can be used in a CLT classroom. Factors affecting the implementation of CLT and other methods that may be used in teaching English as a second language are discussed.

In devising a conceptual framework, I used various theories. The SCT of Vygotsky (1978) was the main analytical tool. In addition, I borrowed elements from Experiential Learning or Teaching (ELT) by Kolb (1984), CC by Canale and Swain (1980), instructional communication by McCroskey et al. (2004), Second Language Acquisition Theory by Cummins (1979; 1981) and the Seven Areas of Policy Development for Language-in-Education Policy Implementation by Kaplan and Baldauf (1997; 2003). The literature review explores what has been covered so far in this area and the gaps that need to be closed.

Chapter 2   Literature review

2.1   Introduction

The study examined how primary school teachers implemented CLT during their lessons. Chapter 1 presented an overview of the study highlighting the area of investigation and its background, the context of the study, the research problem, and the rationale for the study. I also stated the purpose of the study, the research questions, assumptions, and the scope of the study. Key terminologies were defined to ensure that their special meanings to the study were accentuated. The chapter concluded by outlining the research process. Previous CLT studies conducted in the Zimbabwean context have centred on secondary and high school levels leaving a gap at primary school level the foundation of education of learners in the education system.

Chapter 2 is a review of literature related to the research problem of the study. To ensure an organised literature review, I was guided by specific research questions related to the research problem. Therefore, each question references what literature says about the research problem. The reviewed related literature was meant to highlight CLT in order to settle for a particular working definition for this study. This approach sought to glean information from available literature on how CLT was implemented by primary school teachers. The review of literature therefore assisted in shaping the focus of my study. The reviewed literature is presented in two parts. The first section presents literature guided by the research questions. In this part the literature proffers various definitions of CLT and traces the development of the concept from a historical background. In addition, I briefly discuss the language policy and its indirect impact on the implementation of CLT. Secondly, I discuss studies that seek to understand other instructional approaches used for language teaching, apart from CLT. This broadened my view of how methodologies that were used to teach English compare when juxtaposed to CLT. Finally, it is critical for the review of related literature to discuss those activities used to implement CLT and the relevant factors that affect the implementation thereof. In the same section, I also present an overview of the conceptual framework to explain, predict, and understand the phenomena under study that is, how primary school teachers who participated in this study implement CLT during lessons. Therefore, the theoretical framework in this study was used as lenses to see how CLT is implemented by these primary school teachers. A detailed description of related theories in the conceptual framework guiding the study and their significance concludes the review of related literature.

2.2   The history of CLT

Communicative Language Teaching is a British innovation that was greatly influenced by the works of the Council of Europe, and became popular and important in the early 1970s (Littlewood 2007; 2013; Ozsevik 2010; Prasad 2013). Before the introduction of CLT in the United Kingdom, traditional teaching methods like the Grammar-translation Method and Audio-lingual Method were the dominant language instructional methods. CLT gained popularity when British functional linguists such as Halliday (1997) and Firth (1957), as well as American socio-linguists like Hymes and Gumperz (1972), became dissatisfied with the learning outcomes of traditional methods of language teaching. This was based on the belief that these methods of language teaching neither satisfied the communication needs of learners, nor developed their competence (Littlewood 2013). As a result, CLT was also introduced in Zimbabwe just like in other countries, and the traditional methods were discarded. Achieving CC became one of the goals of using CLT as a teaching approach in second language contexts (Xiao 2006; Hunter & Smith 2012; Prasad 2013), and Zimbabwe was no exception.

While the development and spreading of CLT was influenced by the British and North American linguists and educationists, it was the British language experts who first saw the need to teach communicatively. This was their way of moving away from focusing on the mastery of grammatical language structures. Linguists like Hymes (1972) stressed the importance of the socio-cultural environment in understanding linguistic and extra-linguistic behaviours as well as achieving CC. Hymes' (1972) ideas influenced CLT widely in material, syllabus and textbook design. Similarly, learning aids and textbooks used in Zimbabwe should be designed to suit the socio-cultural environment as postulated by Hymes (1972) to implement CLT. In order to explore how primary school teachers implement CLT in this study I needed to determine how teachers implement CLT by examining the teaching and learning aids used.

The fact that CLT emphasises that learning occurs in a meaningful environment within which learners are able to interact, it means that teachers implementing CLT should allow learners to communicate. Cook (2008) states that learning a language communicatively is similar to learning through CLT. O'neil (2000) supports this view by reiterating that the aim of learning a second language through CLT is attained by allowing learners to use dialogue to achieve CC. In this study, it means that CLT in teaching should be employed as a teaching approach to assist learners to acquire CC. The purpose of the use of CLT in teaching is to develop learners' communicative skills that assist them to develop linguistically. The opportunities

that primary school teachers create for communication among their learners should not only help the learners to master linguistic knowledge, but also CC.

CLT was introduced in Zimbabwean schools as it was clear that traditional methods of teaching were failing to produce communicative competencies in learners. In addition, the introduction of CLT also came from the understanding that learners exposed to the CLT approach may become more communicatively competent. During its formation, the post-colonial Zimbabwean primary school English syllabus adopted Hymes' (1972) idea of using the socio-cultural environment and interactive activities to achieve communicative competence in primary school learners.

The foregoing discussion gives a summary of how CLT became a popular language teaching approach and why it was adopted in Zimbabwe. However, how teachers implement CLT appears to take into cognisance the use of interactive activities and socio-culturally related materials. While this study seeks to explore how primary school teachers implement CLT I observe the use of socio-cultural related learning materials, the activities employed and factors that affect how CLT is implemented. This should provide insight into whether or not CLT as an approach recommended by the Zimbabwean primary school syllabus is being implemented effectively. In the next section I define CLT and I produce a working definition suitable for this study.

2.3   Towards a definition of Communicative Language Teaching (CLT)

Ying (2010) defines CLT as an approach that uses interaction as a way to learn a language. Larsen-Freeman (2000) understands it as a communicative approach that facilitates effective communication. Thus, the explanation by Larsen-Freeman extends the definition by Ying (2010) in that it emphasises interaction during teaching, while Ying (2010) values facilitation as key to the teaching of English to promote effective communication. In this study I agree with both scholarly definitions and I embrace the view that CLT is successful when teachers employ communicative interaction to enhance communication. Littlewood (2011) views CLT as an approach that maybe used by teachers to develop a teaching framework to design methods and activities that are suitable to their teaching environments. Pica (2000) accepts that CLT as a communicative approach may be more effective than the traditional approach in that it improves the learners' confidence and fluency in English. These definitions are supported by Brown (2007) and Hiep (2007) who commonly perceive that scholars that advocated for CLT regard it as a broad idea about the nature of language learning and teaching. I concluded that literature concurs with the idea that CLT is an

incorporating approach to language teaching and learning rather than a method. This implies that CLT is considered as an approach rather than a method, and thus may be implemented using different activities that enhance interaction. Classroom teachers may have an opportunity to do their own interpretation and variation suitable to their environment as long as learners are given activities that allow them to interact. I agree with literature (Cook, 2001; Hiep, 2007) that as long as there is effective interaction among learners at primary school, then learners who are taught this way may be able to negotiate meaning through application of CLT. There is a dearth of related literature on how teachers implement CLT at primary school levels in Zimbabwe. This study is one step towards providing an understanding of how CLT is being implemented in the teaching-learning processes in English at primary schools.

The fact that CLT may not be emphasised in classrooms, learning may still occur if a meaningful environment is present within which learners are able to interact. According to Cook (2008), learning a language through communication is similar to learning using CLT. O'neil (2000) supports this view by reiterating that the aim for learning a second language using CLT is achieving learning of a language by allowing learners to carry out dialogue in the language. In this study I propose that the use of CLT in teaching will assist learners to develop communicative skills that will in turn assist them to develop linguistically.

In support of the above, Finch (2003) and Vongxay (2013) contend that the ability to recognise the logical basis of linguistic competence is in itself CC. Finch (2003) identifies three kinds of logic, namely formal logic, natural logic and the force of utterance. Formal logic is about promoting rules that direct valid arguments and help to understand the importance of communication. Natural logic assists learners to understand how their peers use language while the force of utterance assists learners to understand their meaning of utterances according to the different situational settings or social context.

I assumed that all three kinds of logic are important in a CLT classroom. During the observations I paid particular attention to whether learners were afforded the opportunity to contribute meaningfully during group discussions. During the implementation of CLT, teachers should make use of concrete lived experiences which facilitate learners' ability to communicate and become versatile in English.

In addition, when CLT is properly implemented by teachers, learners may benefit by acquiring language appropriate for their day-to-day communication. This may include language for requests, communication, giving directions, greetings, and apologising. CLT

emphasises the process of communication and learners assume roles other than those used in traditional teaching approaches, while the teachers act as facilitators of language acquisition during the teaching-learning process (Brown 2001; Richards & Rodgers 2001; Sekiziyivu & Mugimu 2017). In principle, CLT is an approach that encourages interaction, and allows learners to use language meaningfully and in context. The main aim of CLT is to enhance the learners' proficiency in English (Kirkgoz 2010). A proficient learner should be competent in four language skills, namely listening, speaking, reading and writing. This concurs with Fang (2010) and Li (2011) who found that teachers are concerned with the four language skills. The four language skills should be developed at classroom level by using CLT and applying learner-centred instructional activities.

From definitions above, it is clear that CLT allows learners to interact and communicate. Another characteristic of CLT is that the learners' environment, identity and social behaviour should be taken into account in the activities used. In light of these observations, the working definition of CLT in this study is the approach that involves interactive activities and teaching/learning media that classroom teachers use, where the teacher is viewed as a facilitator while learners do most of the talking during given activities. This definition is embraced with the view that Grade 7 teachers who currently teach using certain learning aids start from the premise that socio-culturally related media enhance learner's comprehension that in turn enhance interaction. In addition, this study was purposed to observe whether teachers implemented CLT by enacting their roles as facilitators and allowing learners to learn independently. I also wanted to observe whether the teachers used socio-culturally related materials that assisted learners to comprehend and interact easily. In the next section I briefly discuss the different versions of CLT.

2.3.1   Diverse versions of CLT in the classroom

From the discussion in the previous section, it has become fairly clear that the CLT approach may be applied differently. In this study, I discuss CC developments propounded by different linguists. Literature has shown that CLT comes in diverse versions that I have alluded to in this section. The most common versions are the weak and strong versions highlighted in the introduction (cf. section 1.0). Other versions are task-based instruction (TBI) or task-based language teaching (TBLT) (Richards & Rodgers 2014). In this study I am particularly interested in the weak version of CLT because it allows learners to gain knowledge on language structures and how to use these in context. My working definition of CLT seamlessly fits within the weak version as learners are expected to interact among

themselves with the teacher as facilitator of language learning through the use of socio-culturally related learning aids (cf. section 2.3).

2.3.1.1   The weak version of CLT

The weak version of CLT is grounded in notions and functions of language (Skehan 1996; Howatt & Widdowson 2004). Such notions and their functions include different types of language structures used in communication to refer to various ideas such as time, for example three weeks ago, movement, for example from the shops to the clinic, and quantity, for example, much, many, little and few. On the other hand, purposes of language include different communicative acts or purposes that learners fulfil in communication, called speech acts, for example, apologising, requesting and promising.

The weak version is based on the continuous practice of grammatical structures but used within the real life contexts (Littlewood 1981; Skehan 1996; Howatt & Widdowson 2004). Richards (2006) and Littlewood (1981) list three main activities that are commonly used by teachers in the functional notional syllabus to teach the grammatical structures and these are named to characterise the activities using three Ps (P-P-P).

- o   The first P is for presentation– new grammatical structures are presented through speech or a short text. The role of the teacher is to elaborate the grammatical structures and to verify whether learners understand.
- o   The second P is for practice– learners use the given structures of language through drills or substitution exercises. These drills may be in the form of role-play in a controlled context or fixed dialogues (Willis 2004).
- o   Finally, the third P is for production – learners use language structures in context to improve their fluency. What this implies is that learners are expected to be able to use language meaningfully in relation to their context. This in turn would assist learners to improve their language for communication (Savignon 2007).

2.3.1.2   The strong version of CLT

The strong version of CLT is where the teacher exposes learners to natural communication. Natural communication occurs when learners are exposed to an environment where the language to be learnt is spoken. In the strong version the teacher allows learners to communicate by using the language to be learnt for communication. Willis (2004) names the French immersion programme for speakers of English as an example of the strong version. In this programme learners develop their language competence by learning other subjects in

their school curriculum through English. This approach is still used in Zimbabwe as a tool for instructing indigenous people. More importantly, while findings by Willis (2004) on the French immersion programme is similar to the Zimbabwean model where English is used as a medium of instruction for all subjects except L1, I only observed English language lessons to determine how CLT is implemented in the target language.

Task-based language teaching (TBLT) or task-based instruction (TBI) is the latest version of CLT that aims to develop both fluency and accuracy in learners (Richards & Rodgers 2014). The strong version is influenced by two specific principles in second language acquisition (SLA). The first principle is the *noticing hypothesis* and the second principle is *noticing the gap*.

The noticing hypothesis and noticing the gap postulate the importance of clear instruction that assists learners to be aware of what they are learning as well as an awareness of what they are lacking (gap) to become proficient in English. To achieve this, the teacher should always ensure that learners note new language items they have learnt for the day in their notebooks (Schmidt 2010). According to Schmidt (2010), the assumption that language acquisition is done unconsciously is not effective. Schmidt (2010) is of the view that learners should acquire language consciously. This means that learners should focus and notice grammatical terms for the learner to add new knowledge to what they already have.

In TBI/TBLT, all learning is done through activities that learners may do in pairs or groups. The activities might therefore assist the learners in:

> Comprehending, manipulating, producing or interacting in the target language, while attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than manipulate form. The task should have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end (Nunan, 2006: 18).

In TBI/TBLT the focus is on meaning. Learners are encouraged to use grammatical structures of language. The activities should relate to real-life situations that learners meet in their day-to-day lives. The teacher ensures that learners complete learning activities in their groups. According to Ellis (2013), TBI/TBLT assists learners to develop language accuracy and fluency. The teacher may pre-teach the language that learners need in order to complete an activity. The teacher then explains the language while learners are interacting in

their groups. According to this method, learners' interaction assists them in practising English to improve their communicative competence.

Norris (2009) explains that in TBI/TBLT, learners complete activities with their peers while assisted by the teacher (the expert) to use lexical and grammatical knowledge during interaction. Ellis (2003) asserts that TBI/TBLT is supported by Vygotsky (1978) whose theory established that there is a Zone of Proximal Development within all learning contexts, which affirms that learners assist each other to perform activities they may not be able to perform individually, thereby reaching their next level of potential development. This is called scaffolding in teaching-learning processes and it goes together with grouping learners.

2.3.2 Significance of different versions of CLT to my study

The different versions of CLT that have been highlighted share a commonality in that they all focus on communication and meaning. These versions encourage teachers to use interactive activities. Interactive activities are described as activities that allow learners to communicate meaningfully in the target language (Sanchez 2017). Since this study was aimed at exploring how teachers implemented CLT at primary school, I realised that I would understand this phenomenon better by observing whether teachers allowed learners to interact among themselves to create new knowledge, and whether they gave learners socio-culturally related, meaningful language exercises using socio-culturally related learning aids. These observations and related reviewed literature helped to improve my data collection strategies since there was no information that explained these indicators in CLT in conjunction with teaching-learning context in primary schools, specifically within the Zimbabwean context. Therefore, I developed an observation guide that captured information around those ideas that I wanted to explore so that I would add information that would close that literature gap.

Interestingly, this study was conducted as Zimbabwe launched its new school curriculum which is still being piloted. Findings of this study have therefore the potential to enhance how English for communication may be developed to enhance the facilitation of all other aspects of the new curriculum in Zimbabwe. It can be argued that once learners are able to communicate meaningfully they become communicatively competent in all other contexts of the school curriculum. Since the new Zimbabwean English syllabus and the curriculum in general require teachers to use the CLT approach, I looked at how teachers implement CLT in order for learners to acquire communicative competence. In the next section I discuss the

language policy in Zimbabwe and how it may have an effect on how primary school teachers implement CLT.

2.4   The language policy in Zimbabwe and the implementation of CLT

The purpose of this section is to critically appraise the language policy in order to determine its position regarding the implementation of CLT in Zimbabwe. This will assist me to explore whether it has a positive or negative impact on how primary school teachers implement CLT in their Grade 7 English classes.

The Zimbabwean education system is a product of the British colonial system. The language policy adopted at independence is enshrined in the Education Act (1987) in which local languages were recognised through an Act of Parliament as main subjects that were to be taught from primary school to tertiary level. English remained prominent and it was adopted as the language of business, administration and international relations (Nziramasanga, 1999). The language policy at independence placed English, chiShona and isiNdebele on par. While the policy placed English, chiShona and isiNdebele on par, English remained an important subject. For instance, English is a compulsory subject, a language of instruction and a requirement in all school certificates. At first teacher training colleges were allowed to train learners with five 'O' levels including any language. The policy changed after the University of Zimbabwe, which offers teaching diplomas, decided that a full 'O' level certificate comprises five 'O' levels with a pass in English (Department of Teacher Education 2012). Thus, this situation led to the importance of English language proficiency because English is a medium of instruction.

However, Nziramasanga recognised only three languages, namely English, chiShona and isiNdebele as languages of instruction. ChiShona and isiNdebele are only used from Grade 1 up to Grade 3. In 2006, the language policy was amended and the government of Zimbabwe allowed for the use of English only as medium of instruction beyond Grade 3. The Education Amendment Act (2006) (section 62) decreed that all three languages isiNdebele, chiShona and English shall be allocated an equal number of slots in the school timetable up to Form 2. The policy also states that in communities where other indigenous languages apart from chiShona and isiNdebele are spoken the Minister of Education may authorise their teaching. From these observations, there is need to understand how the activities used in the teaching-learning processes may be prepared to enhance English which has since been recognised as an important subject. This will help to transplant the views to all the other languages, especially considering that there is also a demand for other indigenous

languages in Zimbabwe. The Language Act also states that prior to Form 1, any of the indigenous languages may be used as medium of instruction depending on whether it is commonly spoken in that area.

The foregoing arguments seem to suggest that the policy advocates for the use of all the indigenous languages (even the so-called minority languages) in teaching and learning in Zimbabwe. However, scholars like Gora (2013) and Kadodo and Mhindu (2013) argue that while the 2006 policy states that indigenous languages may be used in the teaching of all subjects at primary schools, all subjects are examined in English, which emphasises the importance of English. It may seem that the language policy of Zimbabwe has failed to address effectively the issue of English as a medium of instruction in primary schools. This reveals and supports the existence of the research problem that drove this study. However, if answers to the research questions identified in chapter 1 are established, the issues of implementing CLT to assist learners to achieve communicative competence may be achieved in much easier ways. It is critical, therefore, to determine how primary school teachers in Zimbabwe implement CLT in the teaching of English by exploring the language that they use in the classroom.

My concern was that, since the Amended Education policy of 2006 advocates for the use of indigenous language prior to Form 1, this could create a situation where the teachers who may not be communicatively competent may take advantage of using the first language throughout – thus affecting how CLT is implemented. This may not be a desirable situation for a nation. From the above it is clear that the Language Policy in Zimbabwe is not clear on how language should be taught.

In addition, the issue of materials to be used in the teaching of English is not enshrined in the language document policy. A language policy document should stipulate the learning and teaching materials that are supposed to be used in teaching and learning (Kaplan & Baldauf 2003). However, Dube and Ncube (2013) revealed not all language policy documents direct language activities to be used in school systems. The issue of the materials to be used during the implementation of the languages is therefore not highlighted in the policy documents.

In my view the government should seriously address the issues in the language policy as it affects how primary school teachers implement CLT. The language policy in Zimbabwe should be clearly stated so that primary school teachers know what is required of them. However, in this study I assumed that English teachers in primary schools were

implementing CLT according to the dictates of the syllabus. To confirm the assumption, I examined the language used by teachers, the kinds of teaching-learning media used, the kinds of activities assigned to children, and how the interaction between teachers and learners was designed to assist learners to become communicatively competent.

2.5 Code-switching and the implementation of CLT

Code-switching contributes towards the way teachers implement CLT. It is an interesting phenomenon in the teaching of English as a second language (ESL). Studies conducted by Phiri, Kaguda and Mabhena (2013) to assess the impact of the medium of instruction on the performance of two Grade 6 classes revealed that code-switching from English to chiShona, even in English lessons, was prevalent. Teachers would explain in English first and then code-switch to chiShona to help learners understand, since the written exercise would be in English. Phiri, Kaguda and Mabhena (2013) did not support code-switching as a method to achieve CLT. They concluded that neither first-language speaking isiNdebele learners nor first-language speaking English learners benefited from code-switching during English lessons. However, Veit-Wild (2009) argues that code-switching is a linguistic innovation and supports the practice. Gotosa, Rwodzi and Mhlanga (2013:92) differ from Veit-Wild and state that "teachers and pupils are faced with a language they may not fully communicate in (English) [and] they have creatively devised a way of dealing with their problem through code-switching." This allows incompetent language teachers to express themselves while learners are able to participate in the L1. Findings from research by Shizha (2007) and Viriri and Viriri (2014) support earlier findings when they state that the use of English as the only medium of instruction has made teachers fail to create an interactive atmosphere that enhances understanding between teachers and learners. This means that the two scholars support code-switching because they are of the view that it allows interaction which enhances communicative competence in learners.

In view of the above discussion, code-switching is central to the modern multicultural classrooms in Zimbabwe because it comes naturally and people code-switch more frequently than they realise. By definition, code-switching is the unconscious practice of alternating use of two or more languages, or some language varieties during a conversation (Gotosa, Rwodzi & Mhlanga 2013; Phiri, Kaguda & Mabhena 2013). Some scholars argue that it must be encouraged in the classroom context while others feel that it must be discouraged. In this study, I assumed that code-switching is a duplication of broad inadequate proficiency in English among learners and teachers. This is supported by Mlambo (2009) who observes that English second language teachers are also second

language speakers of English. The implication is that teachers have their own problems in articulating themselves fully in English during the teaching process, which may influence how they implement CLT. As a result, I posit that teachers may also pass on their linguistic deficiencies to the learners that they teach. Under such circumstances, teachers may thus be lacking the requisite professional language skills to meet the learning needs of their learners. While I appreciated the fact that learners and teachers may interact meaningfully in the L1 in which they are competent, I am of the view that L1 should be used sparingly. As a researcher, my concern is that code-switching is likely to continue as long as teachers find comfort in using it without being corrected. In addition, if teachers are encouraged to code-switch unnecessarily, they in turn may continue to pass on that weakness to learners, which may result in difficulties to achieve communicative competence in learners. Throughout this study I confirm that communicative incompetence in learners may be caused by how primary school teachers implement CLT in their classrooms. This is a gap in literature that findings of this study have the potential to partially fulfil and thus initiate strong research interest, which may develop a body of research that helps to modify how CLT is implemented in the teaching of English. In the next section of this literature review I discuss other approaches to teaching English as a second language.

2.6   Other approaches used to teach English as a second language

In this section I discuss the Grammar-translation Method (GTM) and the Audio-lingual Method (ALM), which are categorised as traditional teaching methods in the teaching of language. It is important to discuss these two methods because they were used to teach English as a second language (ESL) in Zimbabwe before CLT was introduced. I found it important to discuss these two methods so that I could establish whether there were any changes in how teachers implement CLT from the traditional methods that were used prior to the introduction of CLT. GTM and ALM were popular and dominant in Zimbabwe until the 1980s when they were replaced by CLT. These two methods hinge on the ideologies of the behaviourist/structuralism style of learning which treats L2 learning mainly as a process in which learners repeat or regurgitate what has been said by the teacher whereas CLT hinges on the social constructivist ideology in which the learner is given room to construct knowledge (Thomas 2009; 2013; Mertens 2010). The GTM and ALM progress from a logical approach in that the teacher gives a linguistic statement which learners repeat and imitate (Anker, 2001). The approach embraces the philosophy that it is the teacher who has, and owns, all the knowledge that is passed on to the class (Ellis 2004; Soneye 2010). Despite extensive literature discouraging the use of traditional methods in ESL contexts, the

traditional methods (ALM and GTM) continue to maintain considerable influence on the teaching methods used by ESL teachers (Finnochiaro & Brumfit 1983; Stern 1987).

The Grammar-translation Method (GTM) of teaching mainly emphasises knowledge about language rather than how language is used. This method of teaching, which emphasizes reading, writing and accuracy, may be preferred to fluency (Badger & Yan 2008). A lot of time is devoted by the teacher to giving instructions on how to master grammatical rules and structures when teaching. Using GTM as an approach, a teacher compares the first and second language grammar. This activity is targeted at how sentences are constructed in the first and second language and how sentences can be translated from the first to second language. The teacher plays the leading role in class, speaking most of the time whilst taking control of most activities. GTM uses neither language for understanding nor enables the learner to speak, but it emphasises that learners should use grammatical structures accurately. It has its weaknesses in that learners may not construct their own knowledge because, once learners have memorised the vocabulary, they may not apply it in different contexts outside the classroom. This is because GTM deeply relies on drill and pattern repetition (Badger & Yan 2008; McKendry 2009).

Studies carried out in Botswana by Akindele and Trennepohl (2008) show that the English secondary school syllabus is academic and examination oriented. As a result of the exam-oriented syllabus, GTM dominates the ESL classrooms in Botswana. In their findings, they concluded that the use of GTM encouraged a passive culture that resulted in learners not asking questions even if they were having issues understanding what they were being taught. As a result, it would seem that GTM is preferred by teachers because it does not demand much from them. This could be the same with primary school teachers in Zimbabwe. Primary school teachers could be using GTM because it does not require them to have or apply other skills since it simply requires of them to drill learners. I argue that some teachers assume that if learners master the rules of sentence construction, memorises grammatical structures, and have enough vocabulary, they would become proficient in the English. When using ALM, the teacher's role is to explain and illustrate grammar rules (Ozsevik 2010). This means that the process of learning and teaching is focused on grammatical structures. The teacher also corrects learner errors openly before they are internalised (Larsen-Freeman 2000). The ALM mainly uses the target language during lessons. There is very little use of the first Language (L1).

Apart from the incomplete achievement of the traditional methods in spoken communication and traditional discussions of L2 learning, they also fail to provide real-life language use by

learners in their contexts but provide artificial responses to present the second language grammar and vocabulary (Badger & Yan 2008). Thus, these approaches do not apply natural communication in practical situations and do not equip the learner to achieve strategic communicative competence to cope with language use outside the classroom. Studies have shown that traditional methods have demonstrated their inadequacy to advance learners' capability to use language to carry meaning (Finocchiaro & Brumfit 1983; Clark 1989).

The discussion above reveals that the traditional methods of teaching and learning are not adequate to produce communicative competency in learners. This is supported by Clark (1987), Finnochiaro and Brumfit (1983) and Lightbown and Spada (2006) who assert that memorisation of grammar and vocabulary may not assist a learner to achieve communicative competence. Implications of this finding are that learners may not achieve communicative competence through memorising grammatical structures and acquiring a lot of vocabulary. Learners may fail to retrieve the grammar and vocabulary when it is needed for practical use in specific contexts. For this study, I argue that, if primary school teachers in Zimbabwe use GTM and AM in their classrooms, that may be one contributory factor for low proficiency in English in some learners.

Furthermore, I strongly hold the belief that if Grade 7 teachers in Zimbabwe use CLT as prescribed by the current Grade 7 primary school English syllabus, they should subscribe to the understanding that interaction among learners builds and helps them to become communicatively competent. From my experience, firstly as a primary school teacher, and now as a college lecturer and assessor of teaching practice, I have concluded that there is an element of communicative deficiency among learners, irrespective of whether teachers are implementing CLT or are using the traditional methods of teaching. In order for me to understand how teachers implement CLT there is need to establish the activities that they use, which I discuss in the next section.

2.7   What literature says about activities used in implementing CLT

Literature presents diverse views and arguments related to how teachers implement CLT during the teaching of ESL. A number of teaching activities for implementing CLT have been suggested by researchers, each depending on the situation or context. For example, according to Brown (2007), a teaching activity may be viewed as the implementation of a plan that a teacher may use to achieve communication in a classroom situation. This implies that methods related to how teachers implement CLT may be affected by teachers' input. It

is therefore necessary for teachers to devise activities that may assist learners to become communicatively competent.

Advocates of CLT contend that teachers of English as a second language should employ diverse activities that motivate and sustain the interest of learners in the classroom. The teacher needs to employ diverse kinds of teaching-learning activities to cater for learners' individual differences. Proponents of CLT embrace the view that teachers should expose their learners to activities that assist them to achieve the four language skills (Bygate, Skehan & Swain 2001; Brown 2007) in order to develop CC. Learners are also motivated by activities that are authentic as these stimulate their interest in learning a language. Appropriate activities that stimulate learners to practise English are therefore important.

Teachers may use a variety of activities to improve learners' speaking proficiency in a CLT classroom. Littlewood (1981) and Celce-Murcia (1991) identify activities that may be used by teachers to improve learners' CC. Some of the activities are role-play, group discussions, watching videos or movies and dialogues. Apart from these activities, teachers may also use debates, prepared speeches, and jig-saw activities. All the above-mentioned activities are done in pairs or in groups (Richards 2006; Farooq 2015). The aim of this study was to establish how primary school teacher implement CLT. However, literature is silent on how teachers implement CLT and the kinds of activities that they use at primary schools in Zimbabwe. In this study, I had to use observation as one of my data generation research activities to answer the research questions stated in chapter 1. I observed teachers during their lesson presentations to establish the kinds of activities that they used and how they used them.

2.7.1   Fluency and accuracy

Fluency is one of the objectives that CLT develops in learners (Richards 2006). According to Richards (2006) teachers should develop classroom activities that assist learners to communicate competently and negotiate meaning. Therefore, during the lesson observations in this study I wanted to establish whether teachers used classroom activities that facilitate learners' abilities to communicate effectively. Accuracy and fluency activities may be used by teachers to assist learners achieve communicative competence. In fluency activities, learners should use language meaningfully. When language is used in context, learners may achieve effective communication (Richards 2006). In accuracy, focus is on the correct use of grammatical structures to achieve meaning and enhance communication.

Accuracy activities should reflect classroom use of language and language choice should be controlled. Accuracy and fluency activities employ the use of pair and group-work, and role-play (Richards 2006; Al-Magid 2006). In order to ensure fluency, teachers may act out dialogues with learners. In turn, learners may act out dialogues in their groups using their own words without changing the meaning of the dramatised situation. When learners dramatise or act out a dialogue with the assistance of the teacher for accuracy and fluency the teacher will be giving what is referred to as "scaffolding instruction" (Vygotsky 1978). My study examined how CLT was implemented by Grade 7 teachers by establishing how they handled accuracy and fluency activities. This could only be achieved by non-participant observations during the actual teaching-learning contexts. This view is supported by Brown (2007) who accepts that in a CLT classroom, teachers may succeed to facilitate the implementation of CLT if they emphasise both fluency and accuracy. In this study it was necessary to examine how teachers were organising these classroom activities. For the teachers' use of accuracy activities in the classroom, I expected learners to be strategically grouped to allow them to practice dialogues among themselves, with some playing the roles of the knowledgeable others, while others corrected the errors made by their peers. This is how I expected to observe Vygotsky's (1978) philosophy applied in lessons.

Brown (2007) advises that an emphasis on smooth communication is observable and evidenced through understanding, coupled with emphasis on the formal accuracy of sentence construction. These are complementary principles in effective communication. To achieve accuracy and fluency, teachers should correct only the errors that hamper communication (Brown 2000; Larsen-Freeman 2000; Pica 2000). While Durrani (2016) and Brown (2007) advise that both accuracy and fluency are important for communicative competency in learners, in this study I set out to establish how teachers handled errors in their classrooms. To determine how teachers implemented CLT in their classrooms, I observed them teaching, examining whether they focused on fluency to allow learners to gain fluency and comprehension. In this study, I expected teachers to monitor or guide or balance the two depending on their learners' needs.

2.7.2   Project work/discovery learning

The focus of language teaching today is to equip learners with essential skills that allow them to take effective roles when employed (Rahman, Yassin & Yassin 2012). Project-work activities provide learners with natural learning contexts which offer learners opportunities to explore their world and enhance meaningful learning. Findings by Rahman et al. (2012) submitted that teachers did not have confidence to implement project-work activities

effectively. The use of project work or discovery learning motivates learners to be inquisitive and develop investigative skills. Project-work activities assist learners to interact among themselves during the learning process, thus, providing them with opportunities to interact with materials, peers and teachers; helping them to develop self-esteem and social skills (Rotumoi & Too 2012). The role of the teacher is to provide instructionally relevant teaching media or materials (Vygotsky 1978). Research findings show that learners use their knowledge to construct meaning through understanding and criticising (Wood, Bruner & Ross 1976; Vygotsky 1978; Wood 2001; Miranda 2004). During these interactive processes new knowledge is created (Vygotsky 1978; Wood 2001). This study sought to explore how teachers implemented CLT by establishing whether primary school teachers used project-work activities in their teaching to allow learners to interact and construct new knowledge.

The foregoing discussion reveals that project-based activity in the teaching and learning process is a social constructivist approach that focuses on the process of deep learning through the inquiry method (Rahman et al. 2012). Although this activity is time-consuming, it keeps learners occupied with tasks that are relevant to their daily lives, thus providing motivation for learning. The teacher, as a language development facilitator, provides materials and a classroom environment that scaffolds learners to move to the next level within the context of the project work. If applied properly, project work may be a form of scaffolding for creating new knowledge (Wood et al. 1976; Vygotsky 1978; Wood 2001; Rotumoi & Too 2012; cf. section 2.6.1). Van Dijk and Lazonder (2016) accept that, if appropriately used, project work may increase learners' scaffolding to the next level of knowing. I agree with literature findings that project-work activity may help learners to become communicatively competent. This study sought to explore how Harare primary school teachers implemented CLT by establishing whether they were using project work.

2.7.3   Information gap activities

Information gap activities may be used by teachers in implementing CLT in their classrooms. Information gaps are those learning activities facilitated by teachers to ensure that learners access new information from their peers through communication (Richards 2006). Teachers may use activities that provoke natural communication in the classroom, such as the creation of information gaps that create a desire or curiosity in learners. That curiosity leads to learners searching for information from their peers, which would lead to the beginning of social conversations. This leads to the scaffolding effect. Different types of games that may be used to achieve this form of scaffolding include re-arranging sets of sentences and drawing pictures and puzzles (Richards 2006). Communication games assist learners to

erase their fears of speaking in class, thereby boosting their confidence to participate (Richards & Rodgers 2007). If learners exchange unknown information among them, accurate communication is likely to be achieved during socio-culturally related English lessons. Information gaps assist learners to learn new vocabulary, language rules and communication strategies to work on a given exercise (Richards 2006).

Games may be used to get new information from learners. These activities are done in groups and each learner has something new to contribute to the group. This means that in information gap activities learners must use the language they have acquired to interact meaningfully in their classroom situation. In this study I sought to establish how primary school teachers in Harare used information gap activities.

2.7.4 Information technology

The Zimbabwean primary school English syllabus encourages teachers to use activities that use technology during their teaching. Technology may be in the form of video and audio recordings or the use of computers. Computer assisted learning (CAL) helps in the implementation of CLT. This is supported by Sarfraz, Mansoor, and Tariq (2015) who found that computer assisted language learning reflected positive performance in learners. I assumed that since the schools in the sample of the study were in the Harare metropolitan area they had access computer laboratories or other technology like compact discs players. I therefore sought to establish how teachers were implementing CLT by ascertaining whether teachers were using some form of technological activities.

2.7.5 Dialogue

Dialogue is another activity that teachers may use to implement CLT effectively. O'Connor and Michaels (2007) define a dialogue as a mediation tool that may be used to create new knowledge through discourse that is culturally related. This definition is supported by Hossen (2008) who states that a dialogue is an activity that assists learners to become communicative using language from their context, and is not memorised. In a dialogue, learners acquire new language skills through social interaction among themselves and with the teacher as an expert. In agreement with the above scholars, I define a dialogue as a conversation between two or more learners interacting in a classroom situation for learning purposes. Sari (2014) found that dialogues help learners to communicate using the language in real-life situations. It may thus be concluded that the use of dialogues when implementing CLT at primary school level leads to successful development of speaking skills. This may help learners to become communicatively competent. This study aimed to determine how

Harare primary school teachers implemented CLT by determining whether they used dialogue as a CLT activity to assist learners to become communicatively competent.

2.7.6 Importance of discussion and role-play activities

Discussion and role-play are used in CLT implementation. Discussion is defined as sustained interaction among learners for purposes of comprehension and developing language skills (AlKandari 2012; Shaughnessy & Forzani 2012; Ochoa, Cabrera, Quiñónez, Castillo, & González 2016; Teaching Works 2016). Teachers may assist their learners to use the discussion method during role-play activities. This often provides learners opportunities of conversing, which enhance language presentation and practice; and often an intimate atmosphere of discussion occurs in the classroom (Richards 2006). Role-play may be used by the teacher to promote language fluency in learners. Learners are given a specific situation by the teacher which is taken from their context, such as going to the doctor for treatment (Myers 2004; Lightbown & Spada 2006; Savitri 2009; Parvin 2016). This scenario may involve a patient, nurse, doctor and other patients. In a classroom situation, for example, learners are encouraged to assume roles and act out the scene assuming different roles. Teachers are encouraged to incorporate role-play in their lessons (Sharples De Roock, Ferguson, Gaved, Herodotou, Koh, Kukulska-Hulme, Looi, McAndrew, Rienties, & Weller, 2016). Thus, a teacher's creativity demonstrated this way may give learners a chance to use new language and skills to communicate and negotiate meaning. Role-play is an imitation of real life and learners are encouraged by the situation to create themes and act them out by participating in various roles (Myers 2004). This implies that learners imitate what is happening in their lives or socio-cultural environment (Ailwood 2003; Ackerman & Barnett 2009). Ladousse (2004) and Huang and Shan (2008) support the view that learners develop mastery of how to use language in different situations in day-to-day-life situation. Thus, role-play assists learners to develop language that they may use in real-life situations. The study sought to examine how primary school teachers implemented CLT by ascertaining the types of real-life experiences that primary school teachers in Harare exposed their learners to in the form of role-play and discussion*s*.

2.7.7 Pair and group-work

Pair and group-work were employed in all the activities used in implementing CLT mentioned above. According to Sekiziyivu and Mugimu (2017) pair work is an activity that is done by two learners while group-work may be conducted with a group of three and or more learners. Group-work is one of the activities that may be used in the teaching of English as L2.

Studies have found that group-work gives learners an opportunity to interact among themselves in a natural setting assisting them to develop their CC (Fushino 2010). In this study I assumed that learners learn L2 successfully if the teachers expose them to opportunities that allow them to interact and acquire communicative competence through the use of real life or meaningful language that they may use in their day-to-day lives. Reasons for participants' failure to engage learners in discussions could be grounded in the inability of learners to interact meaningfully with their peers (Kibler, Karam, Ehrlich, Bergey, Wang & Elreda 2017). In order to establish how teachers implemented CLT, I strictly observed whether teachers were giving learners interactive work to do in pairs or in groups during their lessons. I assumed that failure to use group-work as a learning activity could be due to the learners' inability to interact among themselves.

In support of pair and group-work, scholars like Chamot and O'Malley (1996) agree that if learners learn in groups they team up and become involved in extended discussions about given topics, which assist them to develop communicative competence. Their view is supported by Swain and Miccoli (1994) who agree that while learners are conversing, they tend to debate among themselves and they use a wide variety of language functions and grammatical constructions compared to their interaction with the teacher. Literature sources concur that it is important for the teacher to be creative enough to provide topics that promote children's curiosity about how to express themselves in a specified context.

I also agree with the perspective that communicative competence develops in learners if there is active interaction between teacher and learner, as well as between learner and learner. Pair and group-work provides learner-to-learner interaction (Brown 2000; Rodgers 2007; Song 2009). The teacher and learners in the classroom should be in a position to negotiate the use of accurate and appropriate language in the context of the interaction. Sustained interaction between teachers and learners facilitates language learning, and in pair and group-work activities it comes naturally (Brown 2000). The teacher may therefore provide pair and group-work activities that are suitable for second language learners and which allow them to generate discussions (Crandall 1994; Rodgers 2007; Song 2009).

Nunn (2000), Klippel and Swan (2006), Savignon (2007) and Abdullah (2015) agree that small groups empower learners with social skills such as turn taking, nominating speakers and defending opinions. Chang and Goswami (2011) support the above scholars and state that for group-work to be effective, groups should not comprise a large number of learners. Interaction, in which there is meaningful negotiation (to understand and be understood) between teachers and learners, shows improved acquisition and mastery of L2 by nurturing

learners' consciousness of the learning process. Long and Porter (1985) argue that pair and group-work escalates the amount of language practice, the quality of learner dialogue; gives learners confidence and increases learner motivation. In support of the above, Thompson (1996) suggests that a greater amount of language output is produced by learners in pair and group-work than in teacher-centred activities. Studies discussed above are all in support of pair and group-work and the advantages they have if effectively used.

Nevertheless, arguing against the use of pair and group-work in a CLT classroom, Savignon (2002:22) states that,

> Communicative Language Teaching does not require work in small groups or pairs; group-work has been found helpful in many contexts as a way of increasing the opportunity and motivation for communication. Classroom work in groups or pairs should not, however, be considered an essential feature and may well be appropriate in some context.

However, scholars like Felder and Henriques (1995) believe that through pair and group-work all learners are engaged. Even those that hardly participate in class contribute in pair and group-work, making the lesson more interesting for learners. Doughty and Pica (1986) show that a lack of communicative competence in learners is caused by a lack of speaking practice in the target language. This implies that teachers should come up with interesting topics for learners to discuss so that they enhance learners' communicative competence.

Studies carried out in Taiwan by Chang (2011) reveal that college teachers have challenges with the use of group-work. Learners do not finish given group activities during lessons. The interviewed teachers argue that although they know the importance and effectiveness of CLT group-work, they do not use it because it is time-consuming and leaves them with inadequate time to cover the content and prepare learners for examinations. Coskun (2011) carried out a case study in Turkey on the application of CLT and concluded that teachers knew the advantages of pair and group-work activities, but when it came to implementing CLT, they overlooked the syllabus and they asked the whole class questions or they would do the activities with the assistance of a few confident volunteering learners. Nunan (2000) adds that research has shown that learners exploit a great range of language functions when they work in small groups. These studies are similar in that teachers know the importance of pair and group-work and its benefits, but they deliberately choose not to use them because of the challenges in implementing them. This implies that primary school teachers should be in a position to manage their time in order to include pair and group-work activities in their

teaching without neglecting other subjects which are in the curriculum. I also believe that failure to effectively use pair and group-work activities in implementing CLT might be caused by the knowledge they have about CLT and time constraints. My view is supported by literature from Watzke (2007) who discovered that teacher knowledge affects the actions they take to use new ideas or innovations. This means that once teachers have inadequate knowledge learners will be disadvantaged since teachers may not be in a position to handle a communicative class.

While it is difficult to implement pair and group-work, I had to consider the context of primary school teachers in Zimbabwe. CLT is an approach borrowed from Western countries, for example Britain, North America and Australia. In these countries, language learning takes place in small classes where sufficient resources are available. Therefore, using pair and group-work activities in these countries is very feasible (Nishimo 2008). I argue that if resources are available, the teachers have adequate knowledge and the classes are manageable, teachers from any country, including Zimbabwe, should be able to formulate pair and group-work activities that motivate and sustain learners' interest.

Challenging and interesting activities that are tailored to suit the learners are ideal for pair and group-work. According to findings by Ibarraran, Lasagabaster and Sierra (2008), both native speakers of Spanish and immigrants learning English as a foreign language preferred pair and group-work. The results revealed that natives and the immigrants from 16 different countries highlighted that active participation using real-life learning materials improved their second language proficiency. Researchers concluded that teachers not only followed the textbook guidance, but exposed their learners to interesting activities. From the above discussion, pair and group-work may be effective if they are purposefully designed to be interesting to learners.

Studies across Africa have been conducted on the use of pair and group-work in the implementation of CLT (Onchera & Mwamba 2009; Onchera 2013; Ntirenganya 2015). The findings reveal that teachers do not use pair and group-work to implement CLT. For example, in Kenya it was found that 75% of the talking in the classroom was done by the teacher conveying information to the learners or asking them questions that do not allow them to discuss in pairs or groups (Onchera & Mwamba 2009). In his study on pedagogical hindrances to oral communication in Kenya secondary schools, Onchera (2013) noted that teachers did not have time to give learners pair or group-work to improve their communicative competence. Instead they concentrated on writing work on the chalkboard for learners to copy and memorise. In Rwanda, Ntirenganya (2015) carried out a study on

Rwandan University EFL teachers. The study was on perceived difficulties in implementing CLT. Ntirenganya (2015) observed that learners used their first language during pair and group-work. Teachers also indicated that their workload and the large number of learners did not allow them to prepare materials and activities for CLT. It is clear that CLT in Africa is met with a number of challenges.

From the research done in Africa, findings show that some teachers are willing to use pair and group-work, but they also have challenges of preparing materials and activities. It is evident that pair and group-work are the backbone of all activities in a CLT classroom. There seems to be a gap on how CLT is implemented in the Zimbabwean context in relation to the use of pair and group-work as an activity. I also argue that the way CLT is implemented may be affected by different factors. These factors that affect the implementation of CLT are discussed in detail in the next section.

2.8   Factors that influence the implementation of CLT

Several factors impact positively or negatively on the implementation of CLT. These factors include teachers, learners, the syllabus, and material resources (Chang & Goswami 2011).

The teacher is the chief mediator in the implementation of CLT. Teachers are the ones who implement the language policy of the Ministry of Primary and Secondary Education. Teachers are the ones who determine the latitude of the policy, who interpret the aims of and the strategies in relation to their own values, beliefs, practices and circumstances and they act according to their assessment (Little 2001). Teachers' attitudes and perceptions may hinder or promote the implementation of CLT (Savignon 2005; Tomlinson 2005; Al-Magid 2006; Brown 2007) and other teaching methods. How primary school teachers implement CLT may thus be affected by the teachers' attitudes.

What teachers consider, accept as good, and what they prepare as learning activities shape the kind of learning experiences that learners are exposed to (Hargreaves & Fullan 1992). Therefore, teachers may pretend to acknowledge the teaching method prescribed by the syllabus, but when it comes to real practice, they may use teaching methods that they feel comfortable with. This view is supported by Tomlison (2005), who says that teachers may decide not to adopt a prescribed teaching method but teach according to their standards and beliefs. It is for this reason that this study seeks to examine how teachers implement CLT in their classrooms at Grade 7 level.

The concept of attitudes is abstract and it is difficult to measure because attitudes are non-empirical. Teachers' perceptions and attitudes towards teaching, learning and curricula influence the quality of a teaching approach (Hunter 2009). In this case, teacher's perceptions and attitudes determine their teaching methods and selection of learning material, content and activities. Some of the teachers, especially those that were trained before CLT was introduced, were taught using structural methods of teaching and, in their opinion, CLT is not effective. This is because the teacher's perceptions of teaching come from the way they themselves were taught by their own teachers (Brown 2004).

In support of these ideas, Allender and Allender (2008) and Pereira (2005) assert that the ways in which individuals were taught something determines what kind of teachers they will become. I agree that if the teachers themselves were taught using traditional methods of teaching they will teach in the same way. What this means is they will acquire and use the skills that they observed from their teachers. This will have an impact on the way they deliver lessons (Allender & Allender 2008). It would appear that the current teacher education curriculum assumes that the role of the teacher educator is to instruct student teachers to apply their assumed knowledge to classroom teaching and it is done in the form of lectures on L2 teaching methods. As a result, even after being taught that interactive methods of teaching are recommended, and after obtaining their qualifications, the new teachers use the methods of teaching that they perceive to be the best.

Attitudes may be discerned from the individual's emotional response or feelings towards a particular subject (affective) and one's reaction with respect to a certain subject (behaviour). Sakui (2004) and Carless (2001) studies found that teachers have positive attitudes towards CLT with the belief that, when using this teaching method, more communicative activities will help learners speak English. Results from another study by Memari (2013) on teacher's attitudes and reactions to CLT in Iran showed that teachers' attitudes were positive towards the CLT approach and that they were aware of its concepts, but still reported using drills in their classrooms. The reasons they gave were that as classroom practitioners they encountered difficulties and challenges in implementing CLT. The researchers concluded that teachers were aware of the positive gains of CLT, but that they were not eager to adopt CLT completely. Raissi, Nor, Aziz, Saleh and Zainal (2013) focused on learners' and teachers' perceptions of CLT. Most of the teachers agreed to the principles of CLT, due to poor facilities and a lack of textbooks, CLT was not properly implemented in Malaysia. Studies by Carless (2001), Sakui 2004, Raissi et al. (2013) and Memari (2013) concur that teachers have positive attitudes towards CLT but face problems in implementing the

approach. It is clear that while teachers might be willing to implement CLT, they encounter difficulties in the process. I attributed their failure to implement CLT to a lack of adequate knowledge and understanding of how to handle CLT lessons. I agree with the view by Viriri and Viriri (2013) and Liao and Zhao (2012) that teachers should be knowledgeable and proficient in CLT to be able to guide learners during the teaching-learning process. Inadequate communicative competence by teachers contribute to them not using CLT as a teaching approach during teaching, hence the need to establish the teachers' attitudes and the effects thereof on how they implement CLT.

A study by Al-Magid (2006) on the effect of teachers' attitudes in secondary schools in implementing CLT in ESL classrooms led to a conclusion that teachers' attitudes varied. Teachers who were trained in GTM and ALM were not motivated to embrace and use CLT. On the other hand, teachers who were trained in CLT showed positive attitudes towards it, but faced many difficulties. Teachers' diverse interpretations and points of view on CLT have made its implementation difficult in Zimbabwe. In this study, the purpose was to explore how primary school teachers implemented CLT. To achieve this, I examined the kind of attitudes teachers held towards CLT and how those attitudes affected the way in which they implemented CLT as a teaching methodology. I also believe that the kind of attitudes that primary school teachers held could be observed through the roles that they would take when implementing CLT. In the next section I discuss the role taken by the primary school teachers in implementing CLT.

2.8.1   Teachers' roles in CLT implementation

The way teachers implement CLT may be determined by the roles that they take. The teacher plays an important role by creating a learning environment that increases the learners' interest during learning. The teacher plays a critical part through the implementation of CLT. The teacher is an organiser, model, contributor, source planner, a source, expert and counsellor (Richards & Rodgers 2001). In CLT the teacher should understand the kinds of errors made by his/her learners and the part s/he should take in enabling language learning by figuring out what language skills need to be developed (Richards 2006; Parvin 2016; Wei 2016). This means the teacher is no longer a dispenser of knowledge to learners, but simply a guide and facilitator who helps learners in and outside the classroom. As such teachers have a lot of roles to play. The teaching changes from teacher centeredness to learner centeredness.

However, during observation in this study, I gathered data on whether primary school teachers in Zimbabwe played their expected roles of creating situations that enhance communication. The teacher's basic role is to mentor learners by responding to their language-learning needs and supervising their learning activities (Richards & Rodgers 2001). Based on the literature review I had to structure my observations with an open mind to ensure that I did not rule out that the teacher, in other instances, may take part in the communicative activity together with learners (Littlewood 1981). This implies that the teacher should be available to assist learners in their work when they get stuck, thus, providing learners with a scaffold that would help them create new knowledge. While teachers should not be as active as learners, they should facilitate all activities, since CLT is a learner-centred approach (Larsen-Freeman 2000).

However, a lack of knowledge and understanding of CLT may cause teachers to fail to manage classroom communication and activities effectively (Howie 2006). There is a dearth of information on how teachers in Zimbabwe implement CLT to enhance the way learners learn English as a second language. This means that some teachers may successfully play their roles while others may struggle because they may have inadequate knowledge and skills to implement the CLT approach. Studies have shown that in developing countries schools are poorly managed and have few qualified teachers (Howie, Venter, Van Staden, Zimmerman, Long, Du Toit, Sherman & Archer 2008; Pretorius & Currin 2010). This implies that unqualified teachers are not trained to implement CLT and may not be able to implement it effectively. The above finding is similar to the conclusion by Nziramasanga (1999) that primary schools in Zimbabwe have few qualified teachers, and that some classes are managed by other children. This finding concurs with Tevera (2004) who found that a shortage of qualified human resources makes CLT implementation difficult because the roles teachers take may be affected by their levels of knowledge and activities in their classroom.

To achieve the objectives of this study, and to find answers to the research questions, I had to establish whether teachers were aware of their roles in their classrooms during the implementation of CLT. This implies that the theoretical framework in this study should help me determine specific behaviours expected from observed lessons to establish how teachers implemented CLT. One aspect that runs through the framework is that when teachers are knowledgeable, skilled and motivated to initiate their roles as communicative language facilitators, learners will find it interesting to participate in lessons and learn.

2.8.2 Learners' roles

When teachers implement CLT effectively, learners reciprocate by taking their roles. During the implementation of CLT learners may have to negotiate meaning within the social context that may include teaching and learning materials and teaching and learning methods (Vygotsky 1978). Following the principles from the framework adopted in this study, I embraced the view that the CLT approach reinforces the use of interactive activities where learners learn new vocabulary from their peers (Richards 2006). This view agrees with that of Rodgers (1999) who suggests that when learners interact they obtain new language and that they learn from their peers to communicate relevantly with their teacher during lessons. Brown (2007:47) supports the assertion stating that "learners are viewed as contributors to their learning environment, who are involved in learner centred, cooperative, collaborative learning processes". Learners are thus expected to participate in interactive activities with their peers instead of being exposed excessively to individual work (Richards 2006). Such a view helped me to design my observation schedule so that I could establish behaviours that help to describe how teachers created interactive groups and descriptions of interactive groups.

By description, CLT should be viewed as focusing on the learners who have roles of working collaboratively with their peers during the learning process (Breen & Candlin 2001). The CLT-oriented teacher should assign learners with roles that provide them with a sense of ownership thus making lessons learner centred (Chang 2011). Through interaction learners are therefore assigned opportunities to discover new ideas during the context of learning a new language. This type of exposure helps them to gain confidence in using English.

In CLT the learner is the main participant in the learning process and is responsible for the interaction with peers (Littlewood 1981; Larsen-Freeman 1986; Savignon 2002; Richards 2006; Brown 2007). Learners' participation in their learning makes it easier for them to organise and deals with their own learning difficulties and processes. It helps them to become aware of what is involved in learning. Nunan and Lamb (2001) maintain that meaningful learning is self-initiated if teachers make it more interesting, valuable and meaningful to their learners. It is this child-centred learning that shows readiness and active participation in set activities. Learners possess the learning situation and are required to participate fully during the learning process (Chang 2011). In CLT the learners do most of the talking and they become active during exercises, completing given activities. In this study, I define the role of the learner in CLT as levels of interaction learners are exposed to with their peers by the class teacher. Ascertaining the roles played by participants assisted

me to explore how teachers implemented CLT at primary school level. In a bid to understand how CLT is implemented, I also established whether teachers were allowing learners to play their roles as active participants.

In the next section I discuss educational material or learning aids that may be used to implement CLT in classrooms.

2.8.3   Material resources

Real-life materials motivate learners to become interested to volunteer and become determined during the learning process (Littlewood 1981; Savignon 2002). The quality of the resource materials, such as charts, sentence strips, textbooks and real-life materials like magazines, newspapers and maps determine significantly the effectiveness of the curriculum operation. Since the framework adopted for this study submits that learning is an active process, and that knowledge is constructed rather than acquired; the learner therefore needs to be provided with an environment that promotes the learner's natural instincts and tendencies to act on objects, to explore, to manipulate and experiment.

Nziramasanga (1999) argues that for there to be quality education, the government should provide schools with material resources. Nkomo (1995), UNICEF (2000) and Keating, Burke, Teese, Munro and Billet (2003) agree when they state that a supportive environment to learning may be created even in terms of infrastructure. It is clear from the above that implementation of the curriculum, in this case the CLT approach, is heavily dependent on resources and learning aids at teachers' disposal. This view is supported by research studies that show that CLT encourages classroom teachers to use authentic teaching materials as apparatuses of learning (Coleman 1987; Clarke 1989; Little 1990; O'neil 2000). Ansarey (2012) conducted a study to collect data on how available resources and learning materials support the effective implementation of CLT. The study showed that a lack of resources impeded the implementation of CLT. Most teachers indicated that resources were not enough to effectively implement CLT. Jamali, Lashgari and Yousofi (2014) completed a study in Kermashah using the mixed methods approach which comprised questionnaires, interviews and observation. The study found that a lack of learning materials hindered the implementation of CLT. Similarly, Derakhshan and Torabi (2015) prepared a review paper on EFL teachers in Iran. The paper reviewed teachers' perceptions of CLT and its implications. The paper revealed that CLT may be implemented effectively if teachers have enough resources. All the above studies allude to the fact that leaning materials are essential in the implementation of CLT. This means that teachers may not implement CLT

without adequate resources such as books and materials for use in the classroom (Richards & Rodgers 2001). This study sought to establish the materials available in the classroom and how they assist primary school teachers in Zimbabwe to implement CLT.

Furthermore, research by Bal (2006) in Turkish public primary schools shows that a lack of authentic resources hindered the implementation of CLT in those schools. For learners to learn effectively teachers should use local learning and teaching aids from the learners' contexts. These will respond to learners' needs and enable them to communicate inside and outside of the classroom (Mok, Ulla, Tsui, Wong, Chik, & Pow 2003; Sowden 2007; Johnson 2009; Woolfolk 2008). In Turkey Coskun (2011) did a case study on the application of Communicative Language Teaching in the English classroom. The study revealed that teachers did not have adequate time to prepare learning materials and activities.

From the studies mentioned above it is evident that a lack of time to construct teaching materials and a lack of socio-culturally related materials affect the implementation of CLT. In this study, as I tried to understand how CLT is implemented in primary schools, I had to establish whether primary school teachers in Zimbabwe used socio-culturally related materials as required by the syllabus. I assumed that a great variety of instructional resources in the teaching of English as a second language was indispensable in the successful acquisition and mastery of English. The lack of a variety of instructional resources may hinder the implementation of CLT. I support the assumption by Kumaravadivelu (2006) and Hammond (2009) that learners will not gain new information in the absence of appropriate resources.

A study by Muyengwa (2013) shows that in Africa only 4% of financial resources is spent on material resources and 96% is spent on salaries in Africa. The situation is said to be made worse in developing countries, particularly at primary school level, where textbooks are not the only constraint. Classrooms, paper, pencils, chalk and exercise books may be in short supply. I can attest from personal experience that the formal learning environment in Africa is disadvantageous to both the teacher and the learner as schools do not have enough resources and are characterised by overcrowded classrooms and inadequate supplies of learning materials. This is echoed by Onchera (2013) who found that in Kenya language laboratories are not available in most schools. According to literature, this absence of laboratories immensely affects the teaching of oral communication, something which is important in CLT. The above finding is similar to that of Sedibe (2011) who found that in South Africa some disadvantaged schools have substandard buildings that hinder progressive teaching and learning. This means that there is not only a lack of textbooks, but

also libraries, language learning laboratories and classrooms. Chivore (1994), Adeogun and Osifila (2008) found that learners in schools with adequate resources and books achieved much better compared to their counterparts who were exposed to inadequate learning facilities. These findings led to the conclusion that the availability of adequate teaching and learning resources contributes towards the quality CLT learning outcomes. According to Bauer (2010), material resources may prompt learners to develop their cognitive, emotional, social, and language skills. I agree with the notion (Bauer 2010) that learners grasp desired language skills that empower them through the use of language learning aids. In my experience appropriate material resources provide concrete hands-on learning activities. Therefore, learning becomes less monotonous as resources offer motivation and help to increase variety, which is responsible for sustained attention and interest to learning.

However, in this study I concentrated on the impact of material resources on learning to enhance understanding of how primary school teachers implement CLT. These resources included learning aids constructed or sourced by teachers. To achieve this, I explored how Grade 7 teachers in primary schools used material resources to implement CLT in their classrooms. I also evaluated the types and impact of learning materials used during the observed lessons.

In this section I focused on the factors that affect the implementation of CLT. The factors that emerged from the reviewed literature are teachers' attitudes and perceptions, the roles played by both teachers and learners in CLT classrooms, and material resources or learning aids. Studies conducted in Africa, and internationally, show that teachers have positive attitudes towards CLT; however, they are hindered by different constraints, for example, a lack of resources. In this study I looked at the factors that affect the implementation of CLT to establish how primary school teachers implement CLT in Zimbabwe.

Reviewed literature also indicates that the teacher should not dominate the classroom conversations, but encourage learners to interact and participate in CLT-related classroom activities. Literature reveals that learning materials are essential in a CLT classroom. The discussions on all the sections of the literature review assisted me to establish how CLT was implemented by primary school teachers. This study takes a step to uncover how Grade 7 primary school teachers implement CLT in the Harare Metropolitan Province in Zimbabwe. In the next section I focus on the conceptual framework that I used as lens to analyse how teachers implement CLT.

2.9   Conceptual framework

Various language acquisition theories are discussed and used as frameworks when discussing and researching issues around language teaching. In this study the conceptual framework is a combination of various theories. I placed my study within the Socio-cultural Theory (SCT) by Vygotsky (1978), which I used as the main analytical tool together with elements from the Instructional Communication Theory by McCroskey et al. (2004). I also borrowed ideas from the Experiential Learning or Teaching Theory by Kolb (1984). Cummins' Second Language Acquisition Theory (1979; 1981) enhanced my analytical approaches on CLT. Other theories that influenced my research include the Communicative Competence Theory by Canale and Swain (1980) and the Seven Areas of Policy Development for Language-in-Education Policy Implementation by Kaplan and Baldauf (1997; 2003). The conceptual framework used in this study to reveal how CLT may be implemented effectively, is depicted in figure 2.1.
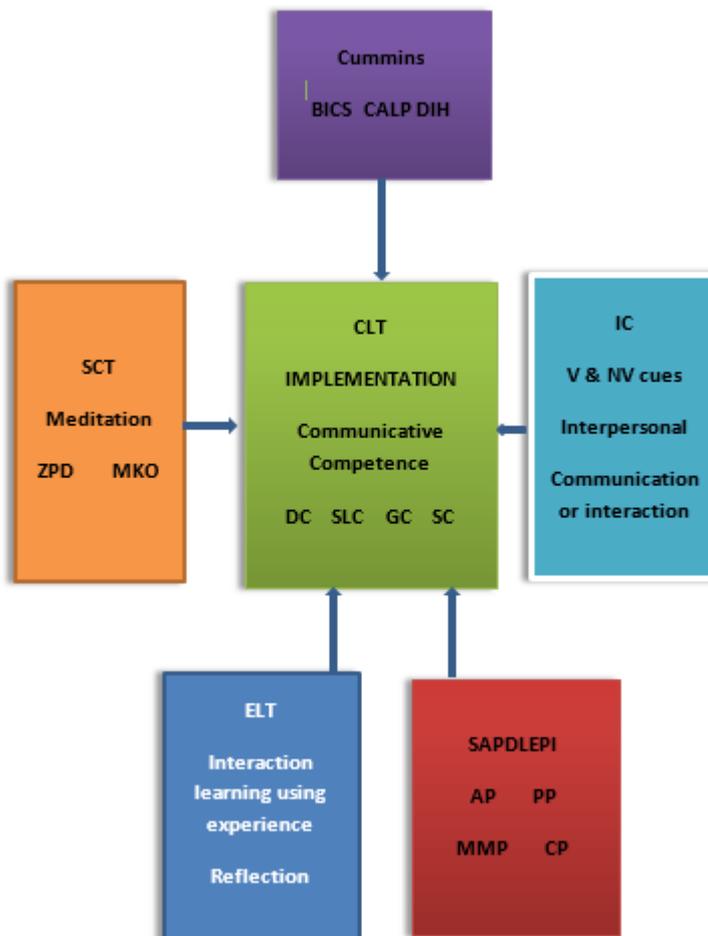
Figure 2.1: Conceptual Framework

Key to figure 2.1

AP	= Access policy	BICS	= Basic Interpersonal. Communication Skills
CAL.P	= Cognitive Academic Language Proficiency	CLT	= Communicative Language Teaching
CP	= Community Policy	DC	= Discourse Competence
DIH	= Inter-dependency Hypothesis	ELT	= Experiential. Learning or Teaching
GC	= Grammatical. Competence	IC	= Instructional. Communication
MKO	= More knowledgeable other	MMP	= Methods and Materials Policy
PP	= Personnel Policy	SC	= Strategic Competence
SCT	= Socio-cultural. Theory	SLC	= Socio- linguistic Competence
ZPD	= Zone of Proximal Development		
SAPDLIEPI= Seven Areas of Policy Development for Language-in-Education Policy Implementation			

Figure 2.1 shows the five theories that contribute to how CLT should be implemented to achieve communicative competence in learners. In this conceptual framework, I hypothesised that if primary school teachers applied elements from the five theories and

implemented CLT as depicted in the conceptual framework, learners would become communicatively competent.

The conceptual framework to this study shows the elements that relate to the influence they have on how primary school teachers implement CLT. From the conceptual framework, it is evident that the teachers' communicative competence may affect the way teachers implement CLT. Seven Areas of Policy Development for Language-in-Education Policy Implementation by Kaplan and Baldauf (1997; 2003) requires the Ministry of Education to look at the materials that enhance interaction among learners prior to the introduction of CLT. In this study human resources and material resources are essential in the implementation of CLT. Furthermore the Seven Areas of Policy Development for Language-in-Education Policy Implementation by Kaplan and Baldauf (1997; 2003) are linked to (Canale and Swain 1980) Communicative Competence Theory in that both human resources (teachers) and material resources (mediation tools) are important in CLT implementation. In addition, teachers should have all the four competences to be communicative competent. Kolb's Experiential Learning or Teaching (ELT) Theory (1984), just like Vygotsky's SCT (1978) is also concerned with the teachers in how they use experience gained either in the previous lesson or during that lesson to assist learners become communicative competent. The mediation tools and instructional context (the language used in the classroom), and the teachers' experiential knowledge are also linked to McCroskey et al. (2004) Instructional Communication theory and Cummins (1979;1981) which are concerned with the language used in the classroom by both teachers and learners.

From the conceptual framework it is evident that the way teachers implement CLT is affected by their communicative competence, mediation tools, instructional context that is the language of the classroom, and teachers experiential knowledge. clear These in turn affect the interactions that take place in the classroom situation. For my study, working with the conceptual framework assisted me in designing a model of how CLT may be implemented.

The key theme of the theoretical framework by Vygotsky (1978) is that during teaching-learning processes the social context plays a central role in the development of thought processes or cognition. From this view, it is clear why this theory (Vygotsky 1978) is considered as one of the first attempts to explain learning or consciousness as the outcome or end product of the socialisation processes. An overview of Vygotsky's Socio-cultural Theory (1978) reveals that both symbolic and human mediation tool may be used by teachers in the implementation of CLT to assist learners reach the highest level of their Zone of Proximal Development (ZPD). The More Knowledgeable Other (MKO) in form of the

teacher or other learners should assist learners to gain new knowledge. Vygotsky's (1978) findings on how human beings create new knowledge, or how learning takes place, has since become the basis for the underpinning of new research or the practice of education in relation to cognitive development over the past decades, particularly to what has now become known as Social Development Theory (SDT). In this study, the theories that I used, together with the SCT, helped me to examine how teachers implement CLT to assist the learners reach their potential.

The Socio-cultural Theory as the main tool is supported by the Experiential Learning or Teaching Theory of Kolb (1984), which encourages teachers to use their experience and reflect on it to expose learners to interactive activities that may in turn assist them to learn on their own. Cummins (1979; 1981) supports how CLT is implemented through the explanation that learners have the potential to develop two types of language proficiency. These include the Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). In this study, Cummins' view assisted me to observe how learners acquired their proficiencies through interactions with their peers in the classroom. For the purposes of this study and the research problem discussed in chapter 1, this implies that effective CLT teachers should implement CLT by exposing their learners to activities that may provide them with opportunities to interact among themselves in a relaxed but realistic context. This will encourage the use of the language terms that fit the context in class and at play. Therefore, vocabulary development will occur in the context of a purposefully-created situation.

Cummins (1979) postulates the Developmental Interdependence Hypothesis (DIH) whereby a learner's first language has an impact on the learning of the second language. According to the instructional communication theory perspective (McCroskey et al. 2004), teachers may use methods they desire to implement CLT, but their choice may be influenced by the use of verbal and non-verbal cues. From this view, it is evident that when teachers practise this approach, their focus will still be on allowing learners to interact during their teaching. As a researcher, and guided by the research problem, I assumed that for learners to develop communicative competence, they needed to participate in interactive activities like pair and group-work, dialogues role-play and discussions. These will assist them to use language in meaningful ways. During interactions, both the teacher and learners may be compelled to use verbal and non-verbal cues that may enhance the quality of language during interaction.

For the purposes of collecting data that would inform my research questions, as stated in chapter 1, I hoped that during my observations, I would see, hear and feel learners

interacting with their teachers and peers as they created vocabulary that suited the context. I thought that this would help me evaluate the effective implementation of CLT which may assist learners to become communicatively competent. Therefore, as illustrated in figure 2.1, the implementation of CLT occurs simultaneously with teachers' communicative competence. Teacher's communicative competence is an integral part of the implementation of CLT. This view is supported by Hugo and Nieman (2010) who suggest that teachers' knowledge of a language and how they articulate it may influence the quality of their teaching outcomes. I embraced the view that the Seven Areas of Policy Development for Language-in-Education Policy Implementation by Kaplan and Baldauf (1997; 2003) could have had an effect on how CLT was implemented at primary school level since it required the Ministry of Education to look at the materials that enhance interaction among learners. From the overview of the diagram it is clear that all the elements from the theories discussed have a relationship on how CLT should be implemented. In the next sections I discuss the various elements of the theories in the conceptual framework, how they relate to each other, and their significance.

2.9.1 Socio-cultural Theory (SCT)

I chose Vygotsky's (1978) SCT as it is effective in assessing how teachers operate in their classrooms (Freeman & Johnson 1998; Borg 2009). In this study the use of SCT demanded that I pay attention to teachers' classroom management skills during class observations and identify any CLT activities and factors that influence teachers' choices during their implementation of CLT. Finally, SCT serves to explore tools that teachers use when implementing CLT, activities that they use, and the extent to which they provide mediation allowing learners to learn.

Vygotsky (1978) advocates for the uniqueness of the social setting by the learner and views it as the main defining factor in the development of higher forms of mental activity, such as voluntary attention, intentional memory, logical thought planning, and problem solving (Turuk, 2008). Furthermore, Vygotsky (1978) advises language teachers that there is a connection between language, cognition, and the learners' environment, hence the need to create concepts relevant to classroom contexts during lessons. He argues that although language and cognition are developed separately once they are combined with development of the learners' spoken language, rational thinking improves. Therefore, language provides the learners with apparatuses needed to solve problems.

In this study I explored the core concepts of SCT, which include scaffolding, the Zone of Proximal Development, More Knowledgeable Other (MKO) and mediation (Xiangui 2005). Vygotsky (1978) believes and maintains that higher psychological functions originate in interaction between individuals (inter-psychological level) before they are transferred within an individual (intra-psychological level). All the theories that I embraced for the framework of data analysis share the same views on Instructional Communication (IC) and Experiential Learning or Teaching (ELT). Interaction is one of the key elements that help to achieve communicative competence. For learners to learn and experience mental growth and higher-order intellectual abilities, they need to understand what is being taught by the teachers (Xiangui 2005). SCT holds that language is a socially constructed phenomenon. Language may be learnt when learners are socialising with their peers (Kern & Warschauer 2000). This implies that learners should participate through engaging in activities, talk and collaborative work during English lessons (Vygotsky 1978; Cross 2010). This may be done if the teacher uses CLT activities that help learners to work together.

Mediation of human behaviour or social interaction with tools, signs and systems is a crucial concept of SCT. Facilitation is the part played by important people who improve the learning of learners by shaping their learning skills using tools (Denhere, Chinyoka & Mambeu 2012; Wertsch 1985). In this study mediation may be considered as a tool that facilitates the learning process. Kozulin (2002) classifies mediators into two categories, namely human and symbolic. Human mediation tries to answer the question concerning what kind of involvement by teachers or peers is effective in enhancing learners' performance, while symbolic mediation deals with what changes in learner performance may be brought about by the introduction of symbolic tools or mediators like learning aids. In this study I observed how teachers implemented CLT by establishing whether teachers and peers are effective mediators who employed appropriate mediation tools.

In this study, I considered that teachers and peers are human mediation tools known as the More Knowledgeable Other (MKO), while symbolic mediation tools were textbooks, visual materials, instructional communication (language used in the classroom), and activities (Donato & McCormic 1994; Kozulin 2002). The use of these tools in the classroom situation may allow teachers to control their teaching environment. It was therefore important that teachers in this study used textbooks with communicative activities to assist learners to move to the next level of knowledge and understanding (Turuk 2008).

The teacher or knowledgeable other should be proficient in English in order to be able to guide, assist and encourage learners (Slavin 2009). According to Wertsch (1985), the secret

of effective learning lies in the nature of social interaction between two or more people with different levels of skills. These may be a teacher or the learners' peers. Therefore, effective learning is affected by levels of collaboration between learners with different levels of skills and knowledge. The teacher or peers may help learners to move into or through the next layer of understanding (Turuk 2008).

Similar sentiments are echoed by Kozulin and Presseisen (1995) who agree that learning processes are not individual learners' discovery processes, but the learners' adoption of the methods or actions that exist in a given culture. This is supported by Kozulin and Presseisen (1995) who suggest that learners need to adopt what is happening in their classroom for them to gain new knowledge. I assumed that the culture is the environment in the classroom, and that the classroom refers to the physical environment, the learning aids available, the activities, and the kinds of group participation taking place in that classroom.

Language as the tool of the mind links individual understanding of self and particular contexts and situations within the world. Driscoll (2000:241) states that "social processes and mental processes can be understood only if we understand the tools and signs that mediate them". Aljaafreh and Lantolf (1994) attest that mediation or social interaction is determined by contextual conditions. In this study I expected teachers to balance the giving and withholding of guidance and assistance in accordance with the learners' progress. The teacher should allow learners to participate and contribute during group discussions instead of them giving information all the time.

Scaffolding serves as a metaphor of the novice and master interaction in a problem-solving task (Vygotsky 1978). It involves the teacher taking control of those portions of a task that are beyond the learners' current level of competence, thus allowing the learner to focus on elements within his or her range of ability (Wood, Bruner & Ross 1976; Wood 2001). Scaffolding implies the teacher's active stance towards continual revision. Learners' capabilities or errors may be a sign that the teacher needs to upgrade scaffolding. Teachers support learners by providing tools for them to work with while they are in charge to find their own solutions (Stone 1998). In this study I expected teachers to assist the learners once they realised that the learners were stuck or were facing difficulties in given pair or group-work activities. Once learners have received assistance they begin to take more responsibility for the task or benefit from the assisted performance (Turuk 2008).

Kolb's Experiential Learning or Teaching (ELT) Theory (1984), just like Vygotsky's SCT (1978) allows learners and teachers to use the experience gained either in the previous

lesson or during that lesson. Donato (1994) asserts that scaffolded performance is a dialogically constituted inter-psychological mechanism that promotes learners' internalisation of knowledge co-constructed in a shared activity. CLT provides the opportunity for assistance in teacher-leaner relationships in the classroom situation.

The Zone of Proximal Development (ZPD) refers to the location where language is shared and internalised through mediation. Vygotsky (1978:86) defines it as "the distance between the actual developmental levels as determined by independent problem solving and the level of potential development as determined through problem solving under the guidance of the teacher or in collaboration with more capable peers". In other words, ZPD is the distance between what a learner may do independently and the potential s/he may reach with the assistance of the teacher, peer or parent. As the level of potential development moves ahead the ZPD shifts (Murray & Arroyo 2002). This means as the learner interacts with others and gains more knowledge the gap (ZPD) reduces and the actual development level (what the learner can achieve on his own) increases.

The Zone of Proximal Development helps in defining the learner's developing thought processes (Wertsch 1985). The teacher should provide learners with activities that encourage them and not hinder them from learning. Vygotsky (1978) claimed that ZPD is essential because it is the active area of understanding in which the change from inter-psychological to intra-psychological functioning takes place. The important feature of learning, according to Vygotsky (1978), is that it creates a ZPD that awakens a variety of inner-changing developments that operate only when the learner is interacting with people in his surroundings and in cooperation with his/her peers (Shayer 2003).

In this study I took the position that learning may take place when there is interaction between the learner and his/her peers. Teachers may assist their learners and once these processes have been internalised, they become part of the learners' independent developmental (biological) achievement (Turuk 2008). The Zone for Proximal Development (ZPD) is determined by both the learners' level of development and the form of instruction involved. Learners may operate only within certain boundaries that are strictly fixed by their developmental states and intellectual possibilities (Vygotsky 1978; Shayer 2003). This implies that teachers who are conscious of CLT realise what learners' current levels of development are and group them accordingly. If the teacher decides to use peers to help other learners, he/she should ascertain whether the peers have the ability or proficiency to assist (Ganga, Chinyoka & Kufakunesu 2012; Denhere et al. 2012). Shayer (2002) believes

that effective instruction precedes development and helps to awaken and arouse entire sets of functions that may be in the stage of maturation and lie within the ZPD.

Teaching plays an extremely important role in language development. The natural or spontaneous thinking lags behind the intellectual challenge of schooling while at the same time natural thinking provides learners with tools of thinking to meet the learning demands of the school. Teachers should therefore provide learning environments in which the teaching leads learners' development. Good instruction should therefore aim at the developing and not the developed functions (Rogoff 1990; Donato 1994).

In SCT the learner is neither viewed as a vessel for knowledge, nor as an individual who seeks and seizes new knowledge through individual effort. The learner is an active participant in teaching and learning. In other words, both learner and teacher are participants in a socio-cultural activity. In this study I have looked at how teachers and learners participate to achieve communicative competence. In the next section I discuss communicative competence, which is the main goal of CLT, and also an integral part of communication in the instructional setting. Competences used in this study are also highlighted.

2.9.2   Communicative Competence

The concept of CC is generally recognised as a source for analysing both spoken and written language proficiency (cf. section1.10). Noam Chomsky, a linguist, marks a difference between two features of language, namely, competence and performance (Ozsevik 2010). He contends that competence involves learners' basic understanding of grammatical structures (Hymes 1972; Halliday 1979; Ozsevik 2010). Chomsky (1965) contends that the speaker and the listener who are in a similar environment should be able to share knowledge for them to be said they are competent.

Chomsky's theory affirms that once a learner understands the basic knowledge of grammatical structure, the learner is in a position to yield and comprehend endless sentences out of a limited number of agreed rules. However, Hymes (1972) and Halliday (1972) state that Chomsky failed to account for the social part of language, for example, the socio-cultural influences in a mixed speech community.

Hymes (1972) contends that the rules of grammar would be unusable if learners did not practice using them contextually. Hymes' view (1972) is supported by Mar (2009) who is of the opinion that for learners to acquire competence, the teacher should take a number of

socio-cultural factors into account. Hymes (1972) believes that Chomsky's understanding of competence is unrealistic to define language behaviour and so his understanding is not a true reflection of competence. Hymes (1972) offers a wider notion of CC and states that communicative competence denotes a learner's capability to use language by applying grammatical rules and negotiating meaning with other learners and speakers of a language. For participants to be communicatively competent, I expected them to be able to express their views concerning different matters in different situations (Hymes 1972; Richards 2003; Kachru, Kachru & Nelson 2009). In addition, Hymes (1972) claims that a communicatively competent person should recognise the relationship between the speakers involved and the cultural context of the situation (Gass & Selinker 2001; Tanck 2002; De Jager 2012). This meant that the relationship between the teacher and the learners, and the objectives to be achieved during the instructional communication, should be taken into consideration.

Savignon (1997:272) defines CC as "functional language proficiency; the expression, interpretation, and negotiation of meaning involving interaction between two or more persons belonging to the same (or different) speech community". Furthermore, Savignon (1997) agrees with Hymes (1972) and Canale and Swain (1980), who are of the opinion that CC should show that a learner is able to use the linguistic system and is able to communicate effectively. Canale and Swain (1980) present four dimensions, namely socio-linguistic competence, grammatical competence, discourse competence and strategic competence (Riazi & Razmjoo 2006).

Socio-linguistic competence is when a participant uses language properly in different social contexts. A socio-linguistically competent teacher should be able to use language correctly according to the expectations of society and its culture (Ma 2009; Alptekin 2002; Canale 1983). If participants know a language it does not guarantee that they will use it well and correctly. Socio-linguistic competence should equip speakers with knowledge of how to react non-verbally and how to ask appropriate questions during conversations (Ma 2009). Therefore, for participants to be socio-linguistically competent they should consider the environment they are interacting in, the kind of relationship between the speakers, and the reason why they are communicating. This suggests that the exercises that teachers prepare for their learners and the learning and teaching aids they use are supposed to be socio-culturally relevant. In this study I sought to note whether the content presented by the participants was socio-culturally or socio-linguistically relevant.

Grammatical competence is another dimension of Communicative Competence (Canale & Swain 1980). In grammatical competence, learners improve their proficiency in grammar.

Grammatical competence includes the use of vocabulary/words and how they are formed (lexis), how sentences are grammatically organised (syntax), how words are used correctly and meaningfully in a grammatically correct way (semantics) and how words are pronounced correctly with the correct stress and intonation (phonology) (Ma 2009; Alptekin 2002; Canale 1984). This suggests that for participants to be grammatically competent they should communicate using meaningful, grammatically correct sentences. They should be aware of how words are pronounced and how they may form new words, for example, from present tense to past tense. In my opinion, a grammatically competent speaker is able to speak a language fluently, understands its structures and is able to teach it correctly (Riazi & Razmjoo 2006; Ma 2009; De Jager 2012).

Discourse competence is the third dimension of communicative competence. Discourse competence is about the relationship that sentences have in a text (Canale & Swain 1980; Alptekin 2002; Ozsevik 2010). Discourse competence allows speakers of a language to communicate purposively in different genres in an intelligible manner and apply cohesive devices in texts to help them flow smoothly. In discourse competence, whether a speaker is communicating formally or informally, the rules of cohesion and coherence must be applied. This assists speakers to communicate meaningfully while sustaining discourse. In communication speakers (teachers in the context of this study) need to produce sentences that link together. Teachers should be able to refer to previous and following sentences while creating opportunities for learners turns to respond (Ma 2009).

In strategic competence, a speaker employs verbal and non-verbal cues to enhance the effectiveness of communication (Canale & Swain 1980; Riazi & Razmjoo 2006; Moodely 2010; Ozsevik 2010). It helps speakers to compensate for their inadequacy in linguistic, socio-linguistic and discourse rules. Participants, who are able to sustain discussions, end these appropriately, and get clarification if they are not clear, are strategically competent (Ma 2009; De Jager, 2012). Figure 2.2 depicts the four competences that the teacher needs to implement CLT effectively.
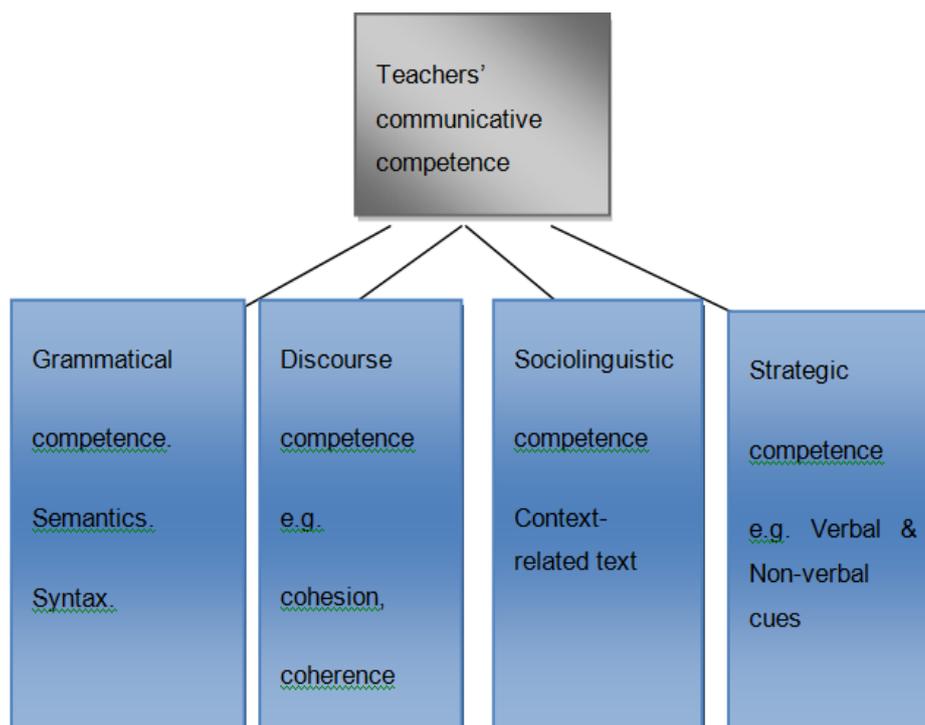
Figure 2.2: The four competences and their components (adapted from Canale & Swain 1980:28)

Figure 2.2 shows the elements that teachers needs to develop in learners to achieve each competence. For example, under strategic competence teachers should use both verbal and non-verbal cues to assist in the implementation of CLT. I argue that if a teacher is competent in the four competences, they should be in a position to implement CLT effectively and assist the learners to achieve competence in English.

In this study I argue that CC in L2 learning is influenced by different factors that affect the teaching and learning of English. The elements of CC that I use in this study are from the framework by Canale and Swain (1980). I understand that the elements of the CC framework by Canale and Swain (1980) cover all the aspects that make a learner communicatively competent, of which some are discussed in this study. Some of the factors that affect CC are teachers' attitudes, their roles, the activities done in the classroom, learners' roles and many others (Liu, Lin, Jian & Liou 2012).

Although I appreciate that it is a process for L2 learners to acquire CC, in this study I sought to observe whether teachers were providing learners with activities that assist them to interact meaningfully in the target language. The teacher is the main facilitator for effective learning. In my opinion, teachers should be proficient in English in order to produce learners

who possess communicative competence. I assumed that if teachers were not communicatively competent in English it would be difficult for them to assist learners to acquire CC. I also submit that to be communicatively competent, teacher should be competent in grammatical, discourse, sociolinguistic and strategic competence (Segalowitz 2000).

Based on Canale and Swain's (1980) framework of strategic competence and McCroskey et al.'s (2004) instructional communication, I needed to observe whether teachers were using verbal and non-verbal communication during the implementation of CLT. In the next section I focus on Cummins' second language acquisition and how it relates to IC, CC, SCT and ELT and the SAPDLIEPI.

2.9.3   Cummins on second language acquisition

It would be difficult to discuss communicative competence without including a theory on second language acquisition. In his theory of language acquisition, Cummins (1979; 1981), a prominent L2 theorist, postulates that learners develop two types of language proficiency, namely Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

Basic Interpersonal Communication Skills (BICS) denote the use of informal spoken language or the language spoken in the community. BICS develop under different communicative circumstances such as in unspoken messages. Here learners mingle and communicate verbally face-to-face or in written friendly letters. Cummins (1979) proposes that learners acquire BICS within one to two years. These skills are important for learners' basic group interaction and communication with peers. I assumed that it was important for Grade 7 teachers to give learners pair and group-work so that they are in a position to interact among themselves. The interaction will assist them to develop their basic communication skills.

CALP denotes learners' capability to comprehend and utter as well as write thoughts that are pertinent to make them succeed in their school work (Street & Hornberger 2008). Cummins (1979) proposes that it takes five to seven years for a learner to develop the aptitude needed to read texts in English (CALP). It is not easy for learners to acquire academic language (Cummins 2008). In Zimbabwe, primary schools spend close to nine years trying to extend the informal language that the learners have in their L1 into a more complex academic language. For a learner to be communicative competent s/he should acquire L1 first.

Cummins' theory is concerned about the impact of interaction a learner has at school and outside the school.

Thomas and Collier (1997; 2002) found that learners who were first taught L1 for a longer period of time did well at the end of high school exams in L2 compared to those who were taught for a few years or those not exposed to L1 at all. This finding concurs with Cummins' DIH (1979; 1981), which postulates that learners improve their choice of words and ideas in L1 when they play with friends at school during break time and at home. This has a positive impact on L2 acquisition without affecting L1 competence.

Cummins (1979) is of the opinion that if a learner has not mastered grammatical structures in L1, chances of being successful in L2 are minimal. He states that CALP should be first developed in L1 so that it becomes easy to be developed in L2. According to Cummins L1, plays an important role in the development of L2 (Malone 2012). Rhodes, Ochoa and Ortiz (2005) support Cummins when they argue that learners must first acquire at least some competency in their L1. This is because of what Cummins refers to as a common underlying proficiency (CUP).

Subsequently, Cummins (1979:233) affirms that "there is an interaction between the language of instruction and the type of competence the child has developed in his L1 prior to school". L1 backs the growth of L2 because of common underlying structures across languages such as the skill to produce sense from disembodied phrases and words. The discussion above suggests that the classroom teacher should be in a position to ensure that learners have mastered the first language first. The primary school teacher in the Zimbabwean context can easily ensure that the learners have mastered L1 before they master L2 since they teach all subjects in the curriculum, including L1.

My view is that primary school teachers should recognise learners' cultural identity, and be aware of learners' ZPD and discourse in order to create the best learning environments. The development of learners' academic achievement in English is directly affected by how teachers implement CLT.

The reason why I chose Cummins' theory of second language acquisition is because of the similarities that it has to Vygotsky's SCT. Vygotsky views language as a tool for analysing and solving problems. In my opinion the ability to solve problems which Vygotsky refers to as the use of concepts, is the same as a CALP. It may take five to seven years for learners to fully develop their Cognitive Academic Language Proficiency (CALP) skills. Vygotsky states that learners at whatever level need scaffolded teaching to reach the next level of concept

development. I argue that in both Vygotsky's SCT and Cummins' Second Language Acquisition Theory interaction plays a big role in learners' development of CC.

I, therefore, argue that for learners to develop CC through the implementation of CLT, teachers should combine social and academic language development in every lesson (Ovando, Combs & Collier 2006). Classroom teachers should use learning aids to stimulate the learners' social language. Learners should be allowed to read texts and engage in literacy activities to boost their academic language (Cummins 2011). Challenging learning activities and concepts are necessary to increase learners' cognitive and academic development. These challenges should relate to the learners' social contexts to enable them to easily grasp the skills taught. The teacher should therefore create opportunities for learners to work in pairs or groups and discuss given activities. The pair and group-work may impact on classroom practice. In the next section I discuss instructional communication and its impact on how primary school teachers implement CLT in Grade 7 classrooms.

2.9.4   Instructional communication

In language teaching, one of the most important elements to be considered for learners to attain communicative competence is communication. In this study I use some elements of the general model of instructional communication (McCroskey et al. 2004) in the conceptual framework together with elements from other theories as an analytical tool. Instructional communication is a process in which a teacher creates a good communication rapport with the learners to allow the learners the opportunity to achieve the best outcomes in the instructional setting (Richmond, Wrench & Gorham 2009), which would be communicative competence. McCroskey and McCroskey (2006) define instructional communication (IC) as the transmission of information between teachers and learners in the classroom. In instructional communication, communication may be relational – the focus is on both the learner and teacher and the communication is interpersonal (Mottet, Richmond & McCroskey 2006). What this means is that learners and teachers share knowledge. They exchange roles as receivers and senders of information (McCroskey et al. 2004). It is therefore necessary for teachers to be knowledgeable in how they communicate with learners during a CLT lesson.

I expect teachers and learners to communicate effectively for CC to be achieved. The effective communication done in the classroom is referred to as Classroom English (McCroskey et al. 2004; Bruner 2006; McCroskey & McCroskey 2006; Richmond et al. 2009). The classroom teacher should create a situation in which the learner is able to reach

his/her potential. This aspect goes hand in hand with SCT's ZPD where learners may be assisted by teachers or peers to reach their potential. In this study instructional communication is important in CLT in that learners are expected to use communication to learn English.

The elements of instructional communication that I adopted in this study are based on the general model of instructional communication (GMIC) (McCroskey et al. 2004). According to Walton (2014), Myers (2010), and Fasset and Warren (2010), the GMIC comprises of six components. The components are the teacher, teachers' verbal and non-verbal behaviour, the learner, learners' perceptions of the teacher, instructional outcomes and the instructional environment (Walton 2014). The instructional environment is the classroom where learners' language growth is achieved through interacting with both teacher and their peers. It is during these interactions that logical and tangible activities shape the nature of the content (Consolo, 2006). Figure 2.3 is a representation of the communication process and includes some of the important elements of the instructional communication theory. I argue that for communication to be ideal there should be interaction between teachers and learners, and among learners. The channel may be viewed as the mediation tools that teachers may use to enhance language learning. These may be in form of learning aids, textbooks and realia. It is important to note that in figure 2.3 the decoder and the encoder may be learners among themselves or learners with the teacher. From figure 2.3 it is clear that both teachers and learners may be senders and receivers of messages.
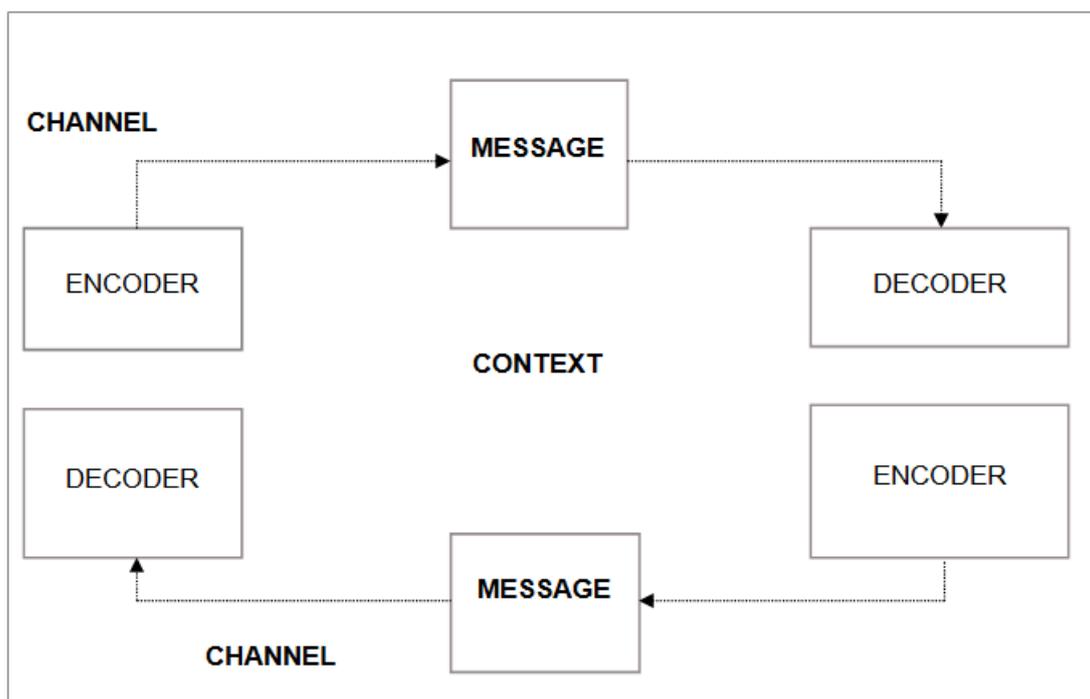
Figure 2.3: The communication process (adapted from Gamble & Gamble 2010:9)

The elements of communication indicated in figure 2.4 show the kind of classroom environment that is conducive to learners achieving CC, if CLT is properly affected. The elements show the classroom teacher, the learners as well the environment. The reciprocators should have a lot in common, for example the same culture, in order to understand even non-verbal cues. My study explores how teachers implement CLT in their classrooms using SCT (Vygotsky 1978), Experiential Learning or Teaching (ELT) theory (Kolb 1984), the Seven Areas of Policy Development for Language-in-Education Policy Implementation (Kaplan & Baldauf 1997) and the instructional communication theory (McCroskey et al. 2004), where the issue of the environment and culture comes into play.

In this study, environment and culture refer to the mediation tools (learning aids) available in the class, the activities that promote interaction between learners and between learners and the teacher in the classroom. The kind of environment (classroom) refers to the socio-linguistic environment which in turn may promote or impede CC. Furthermore, I suppose that learners' participation in given activities and using learning aids will improve their CC. The CLT is characterised by the use of interactional activities that assist learners to achieve CC.

2.9.5   Experiential Learning or Teaching Theory (ELT)

Experiential Learning or Teaching Theory (ELT) by Kolb (1984) offers a complete model of the learning process and its multi-linear model of learners' development, which depends on what a learner knows and about how a learner learns, develops and progresses. Jarvis (1999) defines experiential learning as acquired basic education that starts with practise and is converted to knowledge, abilities, attitudes, feelings, principles, ideologies and wisdom. Fenwick (2001) defines experiential learning as a concept which allows autonomous learners to cognitively mirror what they have learnt to create new understanding with the help of the teacher.

Fatemeh and Hamidreza (2012:271) state that "the process of learning often involves five steps: doing something, recalling what happened, reflecting on it, drawing conclusions from the reflections, and using those conclusions to inform and prepare for future practical experience". The theory emphasises the central role that involvement plays in the learning process. It is important that learners should do the activities themselves and the teacher should be the one designing and monitoring those activities. In experiential learning the teacher's duty is to arrange a sequence of experiences in the form of activities which have a positive impact on the learners and will further individual learners' future experiences (Dewey 2007). I am particularly interested in how teachers use their own experience to arrange activities in such a way to make the learners get involved during CLT lessons. It is this aspect that I use together with the SCT and IS to suit the purpose of my study – to understand how teachers implement CLT. Figure 2.4 represents an experiential learning cycle as proposed by Fatemeh and Hamidreza (2012) which I used in this study.
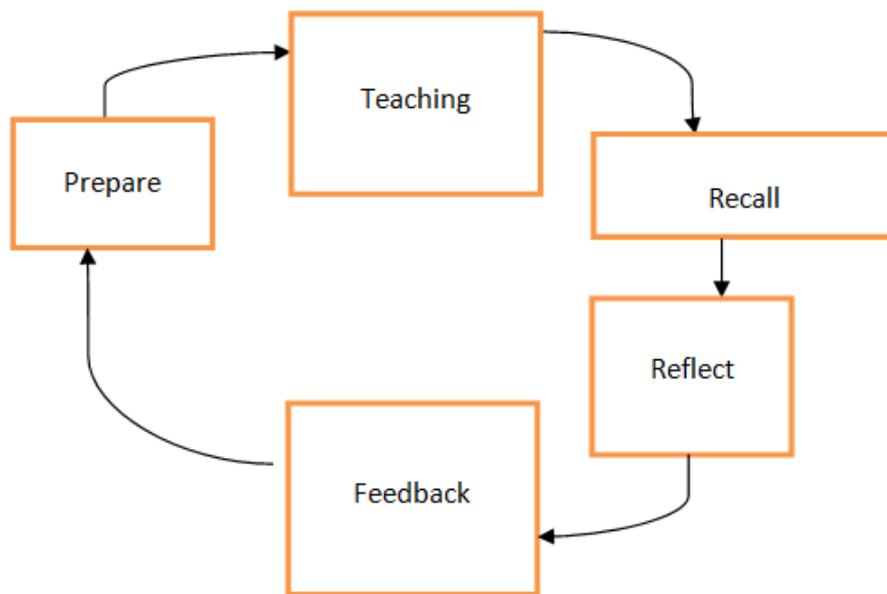
Figure 2.4: An experiential learning cycle (adapted from Fatemeh & Hamidreza 2012:272)

Fatemeh and Hamidreza (2012:273–274) provide a number of principles of experiential learning of which I chose those the following that are pertinent to my study.

1. Learner is very central
2. Facilitation by the teacher should be light and subtle
3. The teacher should find or create experiential learning opportunities
4. Reaction to experiences vary from learner to learner since learners are gifted differently
5. The teacher should ensure that activities allow adequate and meaningful reviews
6. Careful review of activities is important
7. The teacher should highlight positives
8. The teacher should use stimulating questions in reviews, especially of group discussion
9. The teacher should resist giving answers, but should ask questions only
10. The teacher should have faith in the learners and their ability to learn for themselves.

I infer, thus, that experiential learning and CLT go hand in hand. In CLT learner participation and interaction are key components. For learners to achieve communicative competence they need to be involved in the classroom activities that the teacher assigns to them.

According to Knutson (2003), experiential learning may be viewed as the initial stage in the learning process. Experiential learning draws learning from experience which is followed by reflections.

According to experiential learning theory (Kolb 1984) teachers should reflect to determine whether the activities they used allowed learners to interact. In relation to Vygotsky's SCT, learners should be given an opportunity to interact among themselves. In experiential learning the teacher should ascertain that learning has been scaffolded through classroom interaction in order for learners to reach their potential. In the CLT classroom I observed whether teachers were developing the learners' target language skills (CC) through interactive activities. This notion is supported by Knutson (2003) who states that experiential learning is established on the belief that leaners should participate and reflect on their learning. In experiential learning learners can learn a language through the experience of working together on given tasks. Activities like pair and group-work form the main part of the curriculum and it assists learners to learn communicatively rather than examining discrete elements of the language being learnt.

One of the principles of experiential learning is that challenging activities are used to facilitate learning. Learners cooperatively work on activities which expose them to new information, assist them to contribute, and to adopt and circulate new knowledge to their peers (Knutson 2003). All classroom activities form part of learners' experience. In experiential learning the teacher takes part as the helper, guide and not as a think tank that dispenses knowledge to learners (Knutson 2003). In this study I used this element of experiential learning to understand how teachers implemented CLT in their classrooms through observing the kind of activities that they required their learners to complete and the roles they played. As a former primary school teacher, I observed that before a syllabus is implemented there are considerations that should be taken care of for it to take off. In my search for information I found that there was need for the policy makers to consider the seven areas of policy development before the implementation of a language syllabus. In this study I therefore assumed that there is a dearth of information on whether the Ministry of Primary and Secondary Education considered these seven areas. For the purposes of this study I therefore dealt with areas that I viewed as pertinent in assisting me to explore how primary school teachers implemented CLT.

2.9.6 The Seven Areas of Policy Development for Language-in-Education Policy Implementation

Language-in-education policy refers to policies on languages recognised by education authorities for use as mediums of instruction at various stages of public and private education (Ndlovu 2013). Language-in-education policy is a document that underpins the strategy for how languages should be managed, and the programmes that assist in the implementation of these policies. The methods of teaching a language and the materials used should be stated in the policy document.

Through language-in-education policy, goals or aims that need to be achieved through learning a language are stated, and these may be social, political or economic. However, studies carried out have shown that the language-in-education policy in Zimbabwe is not clearly stated, hence, there is no agreement of what it should be (Dube & Ncube, 2013).

Nonetheless, since I am examining how teachers implement CLT, I find it imperative to look at what policy says about the implementation process. Kaplan and Bauldauf (1997; 2003) state that once a language-in-education policy is articulated, issues of language-in-education implementation programmes should be considered. The Zimbabwean primary school syllabus that prescribes the use of CLT was passed in 1982. In the Seven Areas of Policy Development for Language-in-Education Policy Implementation Kaplan and Bauldauf (1997) outline seven areas of policy development which the Zimbabwean government might have or might not have considered. The elements are access policy, curriculum policy, resourcing policy, methods and materials policy, personnel policy, community policy and evaluation policy. In this study I briefly discuss four of these elements because I deemed them pertinent to my study.

2.9.6.1 Access policy

This policy is concerned with the learner population and which learners will be exposed to language education. In Zimbabwe English is regarded as a language of mobility and this means that all learners, irrespective of where they come from and what their L1's are, should pass English. The access policy is formulated by the government to meet the societal, economic and or political needs (Kaplan & Baldauf 1997; 2003; Bauldauf, Li & Zhao 2008). In my opinion, this policy links with all the other theories in that society where the learner comes from is considered as indicated in the SCT of Vygotsky (1978), Cummins (1979), ELT of Kolb (1984) and IC of McCroskey et al. (2004).

2.9.6.2 Personnel policy

The personnel policy deals with human resources who implement the language policy. In this study the personnel policy refers to the teachers who are implementing CLT. This policy determines that the teachers who will implement CLT should be trained in language teaching and should be competent in the target language. The personnel policy takes the entry requirements entry of student teachers into account, and also deals with deployment.

In the Zimbabwean context entry requirements for a student teacher are five 'O' level passes including English and mathematics (Department of Teacher Education 2012). The personnel policy also assesses how proficient the teacher to be trained is. This is done in form of oral and written interviews for applying learners at all the teachers colleges in Zimbabwe (Department of Teacher Education 2012). The interviews conducted with participants helped to determine the language proficiency standards required for those who are supposed to be trained as primary school teachers (Kaplan & Baldauf 1997; 2003; Baldauf, Li & Zhao 2008; Kaplan, Baldauf & Kamwangamalu 2011; Ndlovu 2013).

Skutnabb-Kangas and Garcia (1995) are of the opinion that teachers who teach the target language should have native-like or near native-like proficiency in that language. In my opinion this may be possible if the recruitment of teachers is scrutinised and student teachers are enrolled at teachers colleges on merit of language proficiency. On the other hand, Skutnabb-Kangas and Dunbar (2010) are of the opinion that teachers of local learners should be recruited from within the learners' community and should be conversant in the learners' L1. In Zimbabwe, this is impossible due to the fact that student teachers who have required qualifications may be enrolled at any teachers' college in Zimbabwe. If it were possible I would support Skutnabb-Kangas and Dunbar (2010) in that this would enable teachers to understand the kinds of errors that learners transfer from L1 to L2, and correct them.

Kaplan and Baldauf (1997; 2003) note two issues that underlie teacher training, namely to achieve and maintain competence in the target language and incentives for teachers to be good teachers of language (Ndlovu 2013). Kaplan and Baldauf (1997; 2003) are of the opinion that since the teaching profession is of low status in the country there is need for the government to ensure that this problem is overcome. This may be done by providing pre-service training, in-service training and adequate remuneration to allow teachers to maintain their level of proficiency (Kaplan & Baldauf 1997; 2003).

Thus, in-service opportunities must include travel to areas where English is natively spoken to allow teachers to revive their skills. In Zimbabwe those who join the teaching profession do so as a last resort or are those learners who struggled to get an 'O' level certificate by sitting for the English exam two or more times. I am of the opinion that if incentives are introduced teacher training colleges would attract quality candidates.

2.9.6.3 Methods and materials policy

A methods and material policy refers to the policy on teaching materials and methods that are to be used in the teaching of a language. Good teaching and learning materials are essential for the teaching program to be successful and may be put to good use if teachers are trained to employ them (Kaplan & Baldauf 1997; 2003, Crystal 2000; Davids 2001; Henrard 2003; Benson 2005; Baldauf, Li & Zhao 2008; Ndlovu 2013). The availability of materials in the CLT classroom is crucial in the achievement of language acquisition.

I believe that the greater the variety of socio-culturally related materials are accessible and used during teaching, the better greater the chances are that learners will achieve well. For learners to be successful in CC and in acquiring a second language, they should be exposed to a variety of reading materials. Without such learning materials being available to teachers, they may not be able to teach effectively, no matter how much they improvise (Crystall 2000; Kaplan & Baldauf 1997; 2003; Ndlovu 2013).

Language-in-education planning must suggest a suitable methodology that goes hand in hand with learning materials and provide accurate language that is compatible with the teachers' anticipations. The methodologies that are presented to equip student teachers with how to implement CLT should also be in harmony with the materials. The methods and material policy answers some of the pertinent issues such as the preparation of materials like textbooks and learning aids, and the amount and quality of materials allocated to each learner. The issue of the community also comes into play. It is important that learning materials are drawn from the community. In my opinion, this will assist learners to learn through authentic materials that they are familiar with, thus enhancing L2 acquisition and CC.

2.9.6.4 Community policy

The community policy deals with the level at which parents are involved in the implementation of a language policy. The community policy focuses on parents' attitudes towards a language. In my opinion, parents do have a positive attitude towards the teaching

of English because they start speaking English to their children when they are still in kindergarten. According to Kaplan and Baldauf (1997; 2003), community policy relates to socio-cultural variables.

2.10 Chapter summary

In this chapter I reviewed an extensive body of scholarly literature in two parts. In the first part I reviewed literature guided by my research questions, which was in relation to activities that primary school teachers employ in implementing CLT and factors that affect CLT implementation. In the second part I reviewed different theories that relate to the implementation of CLT and I presented a conceptual framework based on Vygotsky's (1978) SCT as well as elements from other theories listed in the review.

From the available literature I realised that there is a lack of studies on the implementation of CLT in primary schools in the Zimbabwean context. Existing studies about CLT generally focus on secondary schools, colleges and universities, while neglecting the primary school, which, I argue, is where the foundation for all learning is laid. Furthermore, most of the studies on CLT used either a mixed-methods approach or a purely quantitative approach. In this study I used the qualitative approach and I combined elements from various theories to develop a conceptual framework.

From the literature it became clear that CLT has been interpreted differently by different teachers in different contexts. The most important feature of CLT acknowledged by almost all scholars is the interaction that enables learners to engage meaningfully among themselves, thus enhancing their communicative competence. As proficiency in English is very important in the modern environment, Grade 7 primary school teachers should implement CLT in their English lessons in order to groom learners to become proficient in English.

In the light of the foregoing, I argue that many teachers might have different ways of implementing CLT and these may be influenced by their attitudes, perceptions and the activities they employ. In this chapter, I reviewed literature that assisted me to understand how CLT is implemented by Grade 7 teachers at primary school level in the Harare Metropolitan Province.

In the next chapter I discuss the research design and methodology used to answer the research questions which guide this study.

Chapter 3   Research design and methodology

3.1   Introduction

In the literature I found no studies on how Communicative Language Teaching (CLT) was implemented in Zimbabwean primary schools, although studies exist on the implementation of CLT in other contexts. In the previous chapter I described activities and methods that are employed in the implementation of CLT in the teaching of English as a second language. In addition, I discussed factors that affect the implementation of CLT. Furthermore, I described the conceptual framework that I used as lens to help me understand how primary school teachers implement CLT in their classrooms.

In chapter 3 I provide information on the paradigmatic orientation of the study. I describe and justify its use, and how it assisted me to understand how Grade 7 teachers implement the CLT approach in their classrooms. I further discuss the methods of data collection used, namely non-participant observations, semi-structured interviews, and the document analysis approach. I also explicate purposive sampling that I used as the preferred sampling technique and the process of how I chose the sample. I also describe the criteria that I used in the selection process.

I further describe the quality criteria and ethical measures applied in this study. In quality criteria, consideration is given to transferability, trustworthiness, dependability, reliability and credibility. Ethical considerations, which deal with informed consent before, during and after data collection as well as issues of anonymity and confidentiality, are also discussed.

3.2   Research paradigm

Because of the nature of the qualitative research question that guided this study, I approached my study from the interpretivist perspective. The approach is an interactionism approach that accepts that qualitative data is generated through a collaborative approach between the researcher and participants (Crotty 1998; Patton 2002). The interpretivist paradigm emphasises how a researcher understands and interprets participants' views and activities within their lived experiences within the environment or context (Nieuwenhuis 2007; Creswell 2013; Thomas 2009; 2013). My research for this study was guided by the interactionist approach to data gathering. Since I used the qualitative research approach, the study was designed to allow me as researcher to provide rich descriptions of how participants implemented CLT in their classroom situations. In interactionism, the teaching situation is viewed by the researcher from the participants' perspective. Therefore, I reported

the findings through the lenses of the participants who were selected for this study (Creswell 2013). I interpreted how Grade 7 primary school teachers implement CLT by collaboratively listening to and using participants' interpretations of their views regarding how they understood the phenomena under study. This assisted in my interpretation of how participants understand the way they implemented CLT (Thomas 2013).

Dong (2007) and Bryman (2008) suggest that the interpretive approach uses data generated to understand social relations, meanings and contexts in which people are observed. As a researcher, guided by the social constructivist theories of data interpretation, I embraced the view that Grade 7 teachers are social actors who are able to give interpretations of their experiences with a selected phenomenon and to assign meaning to them in their classrooms (Nieuwenhuis 2007; Mertens 2014). Therefore, as I observed the participants, I assumed that they were involved in deliberate and meaningful actions as they implemented CLT in their classrooms (Henning, Rensburg & Smit 2011). In addition, I viewed them as individuals who had a diverse combination of qualities, and who could construct meaning of the worlds around them in relation to a phenomenon differently (Nieuwenhuis 2007; Thomas 2009; 2013; Mertens 2014). In this study, I wanted to understand how teachers implemented the CLT approach to assist learners become communicatively competent. This implies that the findings had the potential to prove that individual participants had their own way of interpreting a phenomenon under study, and that they illuminated multiple constructed realities of how CLT is implemented within a specific context and/or situation (Denzin & Lincoln 2005; Nieuwenhuis 2007). From this view, I was convinced that participants would understand why they behaved in certain ways, and through the interpretivist paradigm lens, I analysed participants' demonstration of those multiple responses to certain situations in classrooms during lesson observations of teachers (Mertens 2014).

My choice of the interpretivist paradigm was also motivated by the fact that it allowed me to be an instrument for data collection in the research study. Research guided by the interpretivist research paradigm accepts that participants construct knowledge within a relevant situation, and that that knowledge may only be understood through interpretations provided by the researcher (Mack 2010; Morgan & Skla 2012). I became a non-participant observer in order to understand what was happening in participant's classrooms. As I observed how participants acted during their constructed social context as teachers, I needed to understand why they behaved the way they did and what their behaviour meant. When I approached participants, I tried to put aside my own preconceived ideas of how CLT could be implemented. Since this study was qualitative and guided by the interpretivist

paradigm, I also accepted that each individual teacher had her own ways of understanding how CLT should be implemented; hence I needed to understand the behaviour of each participant and what it meant so that I could capture what each knew through my research instruments (Denzin & Lincoln 1998).

Furthermore, Nieuwenhuis (2007) states that human knowledge in interpretivism is innate in the mind of the participant, and may be seen during the diverse activities that participants act out as dictated to by the environment in which they are. Mack (2010) explains that this knowledge is brought to the attention of participants when the researcher communicates with them. From this understanding, I became conscious that participants' held knowledge could assist me to understand the activities that teachers used to implement CLT. Therefore, during the research process and through interaction with participants, I had become aware of the view that the knowledge participants and I held was collective, hence the collaborative interpretation of observed behaviours. I was not only interested in understanding the activities that teachers used, but also in the learning aids they used, the verbal and non-verbal cues that they employed, and how proficient they were in English. In this way, I was able to explore and understand how primary school teachers implemented CLT through interpretation of what I observed taking place in their classrooms (Schwandt 2007).

3.2.1 Ontology

The interpretivist paradigm also assisted me to interpret social reality through ontological and epistemological assumptions. According to Mack (2010), ontological assumptions of interpretivism imply that social reality is interpreted differently by different people from different cultural contexts. Ontology deals with the connection that exists between shared and natural entities (Bryman 2008). Davidson and Tolich (2003) claim that ontology, which is linked to constructivism, is about participants' awareness and activities. Ontology, therefore, holds two positions, namely objectivism and constructivism. In this study I took a social constructivist ontological stance which aligns with an interpretivist paradigm. This assisted me to understand how participants created their knowledge about the phenomenon under study. This position is in contrast with objectivism which assumes that researchers have no influence on a social phenomenon under study (Bryman 2012). As such it rejects the notion that an objective reality, that can be known, exists (Mertens 2010). A constructivist ontology embraces the notion that researchers guided by the Interpretivist and the constructivist paradigms comprehend the world by interpretations of what they observe. In this study these interpretations were directed towards how participants implemented CLT.

According to Davidson and Tolich (2003) ontology deals with questions about what exists in the real world, how it is acted out and how others respond to it. Constructivist ontology believes that reality is socially constructed and it exists in multiple mental constructions which are dependent on time and context and may be in conflict with each other (Mertens 2010; 2014). As I collected data in this study, I took cognisance of the fact that the way teachers understood and implemented CLT, and responded to learners through instructional methods, could differ depending on their context (Nieuwenhuis 2007; Mertens 2010; Thomas 2013). Although I believed that Grade 7 primary school teachers may have related views about CLT and how it is implemented, I understood that teachers viewed reality in diverse ways. As a result, I entered participants' classrooms with the clear understanding that CLT implementation may vary from teacher to teacher since their realities are subjective and may not be the same (Denzin & Lincoln 2005; Mertens 2014). Therefore, I tried to understand participants' multiple social constructions of meaning and knowledge.

3.2.2   Epistemology

Epistemological considerations require researchers to reveal the issue of how the social world should be studied and whether a scientific approach is the right approach to adopt (Bryman 2012). Davidson and Tolich (2003) view epistemological issues as assumptions that answer questions such as what things exist in the world, how we can know certain things and what can be regarded as genuine knowledge. Epistemology considerations influence how researchers interpret knowledge, whether knowledge exists, and how it connects to human beliefs and cultural values. My study was linked to the belief that classroom teachers construct their own knowledge of what CLT is through their ways of understanding, which affect their implementation approaches. I also assumed that primary school teachers may have the same knowledge about CLT but may implement it differently according to the way they understand it and the contexts in which they operate.

The epistemological belief of interpretivism is that participants and researchers are co-constructors of new knowledge, therefore, I ensured that I created a relationship with the participants in order to understand their context during field work (Thomas 2009; 2013). I did this because I embraced the view that participants were individuals with feelings, understandings, and prior knowledge of CLT all informed by their acting within the teaching environment that they had full control over. Their teaching experiences also served as indicators of how they used experience to predict learning behaviours. During data collection the participants and I were intertwined in an interactive process in which we worked closely together and influenced each other to create new knowledge (Mertens 2010).

3.3   Research approach: qualitative and inductive

Social science researchers should be concerned with the connection that exists between the nature of theory and research. The connection between these two is very important and should be reflected upon. The relationship between theory and research is either deductive or inductive (Bryman 2008). The deductive approach starts with a theory that guides the research while the inductive approach is defined as a relationship between theory and research that generates a theory from the data collected (Bryman 2008). Since the purpose of my study was not to test a theory but to collect data to generate new information or a new model on how CLT is implemented, I used the inductive approach which was consistent with the qualitative approach that made sense of the generated data (Creswell 2009). This was consistent with exploring how primary school teachers implement CLT in their classrooms without referring to any hypothesis.

Since the qualitative research is inductive in nature it allowed research findings to materialise from common themes obtained from raw data. Collected data were categorised and later divided into themes. I developed these themes and later compared them to participants' activities as well as to existing literature (Creswell 2003). I examined CLT activities, factors that affect CLT implementation, and verified whether the teachers used any other methods, apart from CLT, to teach English as a second language. This assisted me to increase understanding of human practices through the activities that participants were involved in. Thus, I observed participants during their teaching to understand how they implemented CLT.

According to Bryman (2008), qualitative research emphasises words rather than numbers. This means that it emphasises the quality and depth of data, not the amount of information, as in quantitative approach (Nieuwenhuis 2007). The ways in which Grade 7 teachers implemented CLT provided me with rich information, which in turn allowed me to make thick descriptions of data. It allowed me to develop an understanding of the phenomenon under study by interacting and observing participants in their natural context. Qualitative research involves an interpretive, naturalistic approach to the world. This means that as I explored how Grade 7 teachers implemented CLT in their classrooms, I endeavoured to make sense of, or to understand what was happening in terms of the meanings the participants created. This allowed me to get an insider's view of the problem under study. The use of non-participant observations, semi-structured interviews, and document analysis in collecting data from primary school teachers in their natural setting enabled me to understand their views of and actions in the implementation of CLT.

The qualitative approach has its own strengths and limitations. I used the qualitative approach because it determines the position of a phenomenon as it happens at the time of the study (Cohen, Manion & Morrison 2002). Creswell (2012) supports this notion when he states that in a qualitative study narrative description of events as they are happening are used, thus making them context bound (Mertens 2010). In this study the contexts are Grade 7 classrooms and the learners. Since qualitative research is context bound, I had to be context sensitive. I thus focused on the context in which Grade 7 teachers implemented CLT

The fact that I was the primary instrument that collected and analysed data had its advantages. I had to analyse documents, interview participants and observe them in such a way to ensure that I obtained enough data for data saturation to be reached. Moreover, my interaction with the participants in their contexts assisted them to develop confidence in me and provide relevant information to the study. Using open-ended research questions, I immersed myself in the data and in turn I understood the participants' views, attitudes, values and experiences on how they implemented CLT in their classrooms. The qualitative approach therefore was suitable for the study in that it allowed me to carry out an in-depth study on how primary school teachers implement CLT in their classrooms

The qualitative approach has its limitations as well. The main limitation is that being the primary instrument, I personally collected and analysed data from the participants, therefore, personal bias was inherent (Denzin & Lincoln 2011). I overcame this limitation by being objective and capturing exactly what was said and done by the participants. Furthermore, my supervisors constantly reviewed what I had recorded in my field notes in order to detect bias.

3.3.1   Research design: single case study

Creswell (2009:3) states that "a research design is an overall strategy that one chooses in a proper and systematic manner to carry out a study". Terrel (2012) illustrates a research design as a plan that describes the most suitable way to conduct a study. Similarly, Denzin and Lincoln (2005) view a research design as an outline used by researchers to collect, analyse, interpret and present their research data. These ideas are strengthened by Flick (2002) and Creswell (2009) who embrace the notion that a research design acts as a guide for researchers' choice of specific methods that assist them to understand generated qualitative data. From qualitative research experts' views, research design in this qualitative study is a plan that specifies participants, the instruments used, and the period of data collection, which assists the researcher to obtain resources for study at the right time.

The qualitative design selected for this study was a single case study. A single case study can be defined as a rigorous and complete analysis of a particular shared element (Creswell 2013). According to Punch (2013) and Richards (2011), a case study may denote a single person, a small crowd, an establishment, community or a nation. In this study, a single case study, descriptive in nature, was used to guide the research. I adopted a single case study design because it allowed me to explain how primary school teachers implemented CLT through complex interventions, relationships, communities or programmes (Yin 2003). The use of a single case study also provided me with the advantage to use a number of data generation techniques, namely document analysis, non-participant lesson observations and semi-structured interviews.

A case study creates inbuilt solutions to how some phenomena exist and why they exist (Leedy & Ormrod 2005; Nieuwenhuis 2007). From this view, the case study naturally unlocked an opportunity that provided me with an option to understand the phenomena within the case studied. The case in this study was a group of teachers implementing CLT and bound by the same context of one district. A case study is particularistic, descriptive, and heuristic (Merriam 2009). In this study the case was particularistic in that it dealt with a particular situation, namely how CLT was implemented in the classroom situation. In addition, a case study can focus on a revelatory case, a unique case, a representative, or a typical case (Cohen, Manion & Morrison 2011). This case was revelatory in that it revealed how primary school teachers implemented CLT in their classrooms. The selection of a single case study allowed me to include a sample size of five teachers from the five selected schools in the Harare Metropolitan Province through a thick description of the way they implemented CLT. I chose the five schools because of the diversity of the learners' backgrounds in each of the schools. The learners came from medium and low-income groups and were all multilingual. Consequently, the case became of interest since this selection allowed me to gain insights into how teachers implement CLT in the classrooms with learners from these backgrounds. The case study also provided me with a framework to explore current, real-life situations that occurred in actual classroom teaching and learning (Zainal 2007). The other advantage of using a single case study was that it provided me with open opportunities to understand and reveal what was happening in the classroom situation in the five selected schools.

Since I could not study all schools in the Harare Metropolitan Province, a single case study allowed me to purposively sample five schools, therefore, delimiting the scope of my study. I also used a single case study since I wanted to explore the situation that would help me

understand how teachers implemented CLT in their classrooms in order to develop a panoptic view of the occurrence (Creswell 2013; Yin 2014). The use of a single case study was also necessitated by the fact that little or no research existed on how CLT was implemented at the primary school level, especially in the Zimbabwean context. My choice of a single case study was also influenced by the fact that I used a smaller sample that provided thick, rich and more in-depth descriptions of what was happening in the classroom situation. Also, I wanted to gain insight into the five teachers' actions in the classrooms.

Like most research design, the case study has its limitations. One of the limitations is that, although the findings may be true to other contexts where readers/researchers find their application to a wider population, they may not be generalisable to a larger population (Cohen et al. 2011; Creswell 2013; Yin 2014). However, this limitation does not apply in this study because it is not my intention to generalise my findings, but to gain insight into what was happening in the five primary schools that were purposefully selected for this study. This insight was gained by observing teachers in the classroom situation and reviewing factors related to their implementation of CLT (Nieuwenhuis 2007; Yin 2014). Secondly, scholars often regard case studies as lacking rigour. Yin (2003), for example, argues that researchers may influence the findings and its conclusions by allowing unclear data or subjective views to influence the direction of the study. To overcome this limitation, I applied quality values such as credibility and trustworthiness by having prolonged visits in the research field, a research behaviour that provided my study with a higher level of trustworthiness confidence levels (Shenton 2004; Marshall & Rossman 2016). To confirm credibility and trustworthiness in my study, I used member checking by asking participants to confirm whether I had interpreted what they had said accurately (Mertens 2010). Another limitation of a case study is that the researcher's possible emotional involvement with participants could cloud judgement (Nieuwenhuis 2007). This was an advantage in that out of interest, my desire to become involved with participants would open my critical eye to raise questions where necessary, since I had to ensure that participants ended up gaining confidence in me and that they opened up to my inquisitive mind. However, to add to this advantage, I ensured that I remained as neutral and objective as possible.

3.3.2 Sampling sites

In this study I examined the implementation of CLT in five primary schools in the Harare Metropolitan Province in Zimbabwe. The five schools fall within the Warren Park/Mabelreign district and English was taught at all five case schools. In order to pre-empt possible challenges regarding participation by schools, I initially chose ten schools from the same

district, but with the intention of using five schools that had the most probable possibility of raising data that described the phenomenon under study. I purposefully chose schools in the same district which fall under the jurisdiction of one Education Officer (EO), which meant that the participants were likely to meet regularly for similar staff development purposes. The other reason for choosing these schools was that they had diverse learners from different socio-economic backgrounds (that is, the low and middle-income group). I also assumed that learners in the selected schools would probably come from similar environments and that teachers would probably use the same types of authentic real-life materials in their lessons. One other reason for selecting these five schools was the assumption that teachers in these schools were qualified and holders of diplomas in teaching at primary school level. Figure 3.1 shows the map of the Harare Metropolitan Province with the selected sample school district.
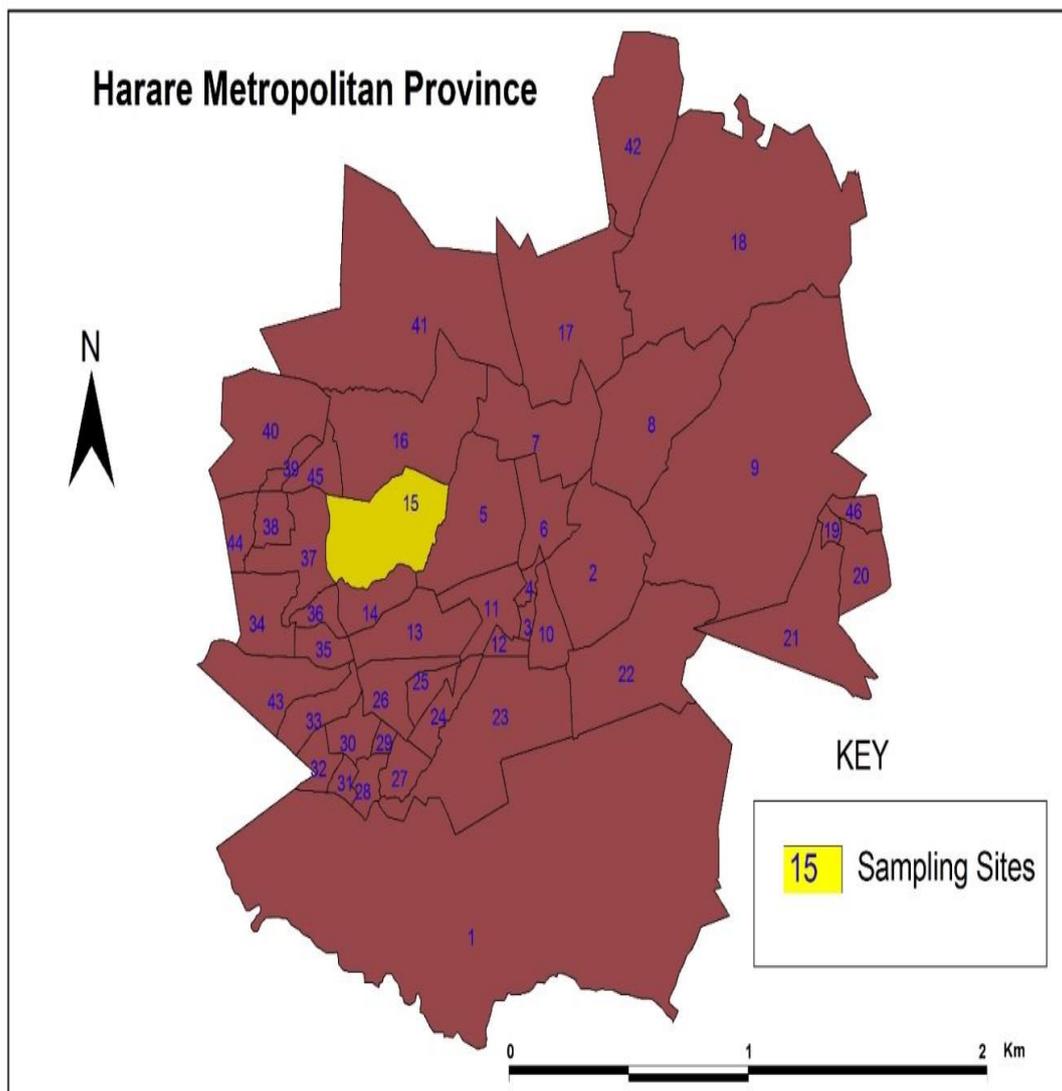
Figure 3.1: Sampling sites

All the schools chosen from the sampling sites had similar characteristics. Table 3.1 below shows the characteristics of the five schools.

Table 3.1: Characteristics of the schools

Ownership	Medium of Instruction	Facility, support services furnishing and equipment	Average class size	Parents'/Guardians' socio-economic status	Basic teaching requirements
Government owned and administered	English	School building still solid, furniture fairly maintained class floors with potholes, walls need repainting	40	Low class and middle working class	Diploma in Education at primary school level

3.3.3   Purposive sampling

Sampling is used to choose a part of the population for a study. The selection and choice of participants from a carefully chosen target populace is referred to as sampling (Patton 2002). The benchmark I used to select the sample size was determined by the qualitative nature of the study, time, available resources and my discretion as a researcher (Bless & Higson-Smith 2000; Flyvbjerg 2007; Gobo 2007; Nieuwenhuis 2007). Patton (2014) mentions different types of sampling techniques that can be used in qualitative research. Some of them are non-probability sampling, purposive sampling, snowball sampling and convenience sampling. It is rare for a qualitative researcher to use random and probability sampling. In qualitative research, the researcher usually uses a small sample which assists in getting the richest possible data (Nieuwenhuis 2007; Holliday 2010; Lodico, Spaulding & Voegtle 2010). In this study, I used purposive sampling to select my final sample. I selected the participants from the sampling sites as shown in figure 3.1. I assumed that I would find participants at those sites who could provide me with rich data on how CLT is implemented in primary schools.

I deliberately chose to involve five purposively selected teachers as participants because they exhibited the desired characteristics for implementing CLT in their Grade 7 classes. Although the purpose of my study was to explore how primary school teachers implement CLT in their teaching, purposive sampling was suitable for this single case study because it

helped me to select participants that had rich data and were typical holders of required data that answered research questions (Nieuwehuis 2007; Holliday 2010; Lodico et al. 2010). I also chose participants that had particular defined traits which assisted me to understand how primary school teachers implemented CLT (Blaxter, Hughes & Tight 2001; Ritchie, Lewis & Elam 2003; Creswell 2012). The choice of participants was guided by the following criteria: holders of primary school diplomas in education, trainees at primary school teachers' colleges in Zimbabwe, teachers of Grade 7 learners. I assumed that the five participating schools had teachers with knowledge of English and were trained in teaching the subject at primary school level. Another assumption that guided my selection was that participating teachers were trained to interpret the primary school English syllabus and to use activities recommended in the Zimbabwean primary school syllabus.

Apart from the teachers involved, this sample unintentionally included learners from different socio-economic backgrounds who attended their classes. As a result, by selecting the schools located in these communities, I was able to gain insights that helped me to determine how primary-school trained teachers implement CLT in their diverse classrooms.

In Zimbabwe, primary school education is nine years. Children start school at ECD A and complete their primary school education at Grade 7 (cf. section 1.2). I deliberately chose Grade 7 teachers as a sample because I assumed that their learners were taught using CLT in previous grades and thus had acquired all the basic skills in language learning. I also assumed that these learners would be able to participate in English lessons for the purposes of providing data that would help to describe CLT activities.

3.3.4 Selection of participants

After my application to do research in schools had been approved by the Ministry of Primary and Secondary Education, I contacted the heads of the schools I had purposefully chosen. I sought their permission to conduct the research in their schools and supplied them with the criteria for participants. The reason why I sought permission from the heads is that they were the gatekeepers and I needed their support to negotiate entry into the classrooms (Bogdan & Biklen 2007 Marshall & Rossman 2016). I had to describe the research approach that I wanted to use so that they would assist me with all the strategies that I had selected to gain seamless entrance into the classrooms. Once the school heads understood what the research entailed, they provided me with a commitment and official permission by signing relevant letters of consent to conduct my study with their schools as fields of research. The

heads of the schools gave me the names of participants whom they deemed to be the best models of English teachers in their schools.

Nonetheless, I realised that although I had been granted permission by the heads and had been given the names of teachers to include as participants, I could still face some resistance from the teachers themselves. Therefore, I met the teachers in person and explained to them what the study entailed. The prospective participants agreed to participate after I had outlined the ethical considerations to them. However, some participants were initially not free to work with me. Participant Pink, for example, refused that I meet her without making an appointment, while participant Purple refused that I copy her scheme-cum-plan. However, both participants maintained that they were willing to participate after I had emphasised that the study was confidential and voluntary, and that they could withdraw from the study at any stage if they felt insecure. After I had observed only three lessons from the first interview, participant Purple withdrew from the study. She did not allow me to conduct the second interview and she refused to allow me to copy her scheme-cum-plan. She indicated that she had given me enough data to use for my study. Participant Purple allowed me to use the data that she had given me. This means I remained with five participants in this study.

3.4   Research methods

Unlike quantitative research where the emphasis is on the measurement and analysis of connections between variables, qualitative research is aimed at the socially constructed nature of reality and the close connection between the researcher and the phenomenon under study. As researcher, I was guided by the interpretivist methodological paradigm, and interpreted how primary school teachers implemented CLT in their classrooms through the data collected from the participants.

In this qualitative study, I used non-participant observations, semi-structured interviews and document analysis as data collecting instruments to gain an in-depth understanding of how CLT is implemented. The designed approaches to data collection and the relevant instruments assisted me to view teachers' practices within the context they always operated in and this allowed participants to reveal their perceptions and attitudes towards the CLT approach (Nieuwenhuis 2007; Creswell 2012; Mertens 2014). Since my intention was to determine how teachers implemented CLT in their classrooms, I was interested in the activities they employed and how they delivered their lessons. The research methods that I used allowed me to get rich and thick descriptions of what was happening in the classrooms

(Rossman & Rallis 2011). This also helped me to gain a greater understanding of how Grade 7 primary school teachers implemented CLT in their classrooms.

3.4.1 Data collection

This study is based on the data obtained through non-participant observations, semi-structured interviews and document analysis. The use of these research methods allowed me to engage with participants to unveil how teachers implemented CLT in their classrooms. I was confident that the research methods that I used allowed me to answer the research questions of the study (Creswell 2013). The three instruments worked together and at the same time validated one another. The different instruments resulted in different data, which enhanced credibility of the data. I used observation as the primary method of collecting data whereas semi-structured interviews and document analysis were used as secondary sources (Bowen 2009).

After observations, I assessed participants' scheme-cum-plans. A scheme-cum-plan is a term used in Zimbabwe for a scheme of work combined with a lesson plan. It shows what work the teacher schemed and planned for, and how this work will be presented in the classroom. I reasoned that participants carried out their lessons according to their scheme-cum-plans and that they were directed by the English language syllabus. I could have observed and reviewed participants' scheme-cum-plan during the observations, but I was hindered by the fact that I did not have a tripod stand on which to place my video recorder, I had to carry the video recorder and focus it where I felt it was necessary.

During observations I captured the activities of both teachers and learners. Since I am not adept at recording videos, the quality of the recordings was compromised. In some cases, the light in the classroom was too bright and as a result the video was not clear enough. In some instances when I tried to zoom in I lost focus and the video would be blurred and the wrong speed on the camera would be triggered. To compensate for the poor production, I ensured that I wrote descriptive notes on what I saw and heard during lesson observations. I also wrote reflective notes as soon as I had finished observations in order not to forget any detail.

Table 3.2: Summary of data collection procedure

Main research question			
How do teachers in primary schools implement the CLT approach required by the Ministry of Education Primary School English Syllabus?			
	Sub-questions	**Instrument**	**Procedure**
1.	What activities do primary school teachers employ in implementing the CLT approach?	Based on the main analytical tool I had a designed outline for identifying the activities as observed and listed possible activities from the reviewed related literature that participants could use. I used the list as a confirmation list and then any activities that emerged were listed as a new discovery for this study	I observed the participants' teaching based on the observation guide that I had designed and I examined the participants' documents (the scheme-cum plans) after which I interviewed the participants.
2.	What factors influence teachers in implementing the CLT approach?	I had prepared a list of possible positive and negative factors and checked which ones influence the teachers. I juxtaposed the weaknesses with those outlined in literature and then used my findings to confirm the significance of my study.	I observed and interviewed the teachers about the factors that influenced the implementation of CLT.

3.4.1.1 Non-participant observations

Nieuwenhuis (2007) describes non-participant observation as an organised procedure of transcribing the behaviour and practices of participant occurrences without necessarily questioning or communicating with them. The outcome observations are actions that occur on a daily basis where the researcher uses all five senses and self-examination to gather data. Marshal and Rossman (2016) and Wragg (2012) indicate that observations in qualitative research measure instructional behaviours from social contexts, and they also highlight resultant events or outcomes. In this study I was a non-participating observer that simply recorded notes without being involved in the classroom activities taking place.

As non-participant observer I transcribed participants' situations, actions and activities without being involved (Walliman 2005). Non-participant observations allowed me to observe teachers in action without being personally involved (Bogdan & Biklen 2007; Fraenkel & Wallen 2009).

I personally visited each of the five schools to observe participants and used checklists to conduct observations (cf. Addendum G). I observed each Grade 7 teacher and the learners as well as the learning environment at each of the five schools. I also observed activities and learning aids used to implement CLT and recorded those accordingly. I used observations to collect first-hand information on the phenomenon in the natural setting. In this case, the setting was the learning environment in an English classroom in the five primary schools. Since I used non-participant observation, I was an outsider to the events taking place. During observations I ensured that my observation role did not interfere with the activities of teachers and the learners in any way. However, it was not possible for me to ensure that my presence in each lesson was not interfering with the natural dynamics of each lesson, although the participants and learners carried on with their activities in a natural environment as naturally as possible. Congruent to the desired practices in qualitative research, this enabled me to explore how primary school English teachers implemented CLT in their natural setting. I was also cognisant of the fact that some of the information that participants did not divulge during the interviews may become clear during class observations (Patton 2014).

I managed to video record and capture how participants implemented CLT. To ensure that the presence of the camera would not distract the learners' attention, I allowed teachers to introduce me to learners. During the introduction the teacher told the learners that I would use a video camera which most of them were familiar with. From the video-recorded observations, I was able to confirm whether participants reacted differently from what they said. I realised that the planned one-lesson observation was not sufficient to draw conclusions and as a result I increased the lesson observations of participants to three each (Mertens 2014).

During observations I looked for specific behaviours related to how teachers taught English. The main focus was on activities that teachers employed, learning media used, roles played by teachers and learners, how both used language, and how learners responded and interacted among themselves, with the media and the teacher. During the recording process, I stood at the back of the classroom to try to disturb the lesson proceedings as little as possible, and also not to record the learners' faces. My observations were guided by the observation checklist that I developed prior to the exercise, which was mainly based on my research questions.

Furthermore, I also took notes on the role played by the teacher during the lesson. In addition, I documented my own responses, reactions, feelings and judgements during

classroom observations. When documenting my feelings and judgements I included aspects relating to fears and uncertainties. As soon as I arrived home, I reviewed my observations. I reviewed the video recordings several times to extract as much data possible from the recordings, thus, reaching what literature refers to as data saturation (Bowen 2008).

It should be appreciated that no data collection instrument is perfect. I chose non-participant observations and acknowledged its disadvantages. One of the disadvantages is that the observer is removed from the actual experiences and as such I could not comment on how teachers were implementing CLT (Creswell 2012). This disadvantage was overcome by ensuring that I recorded each and every important incident that I observed. Another disadvantage is that participants may try to impress the observer by preparing especially well for lessons (Bogdan & Biklen 2007; Wragg 2012).

As a way of reducing the effect of my presence on the participants, I sought permission from the participants to arrive at their classes without making appointments. Consequently, the participant was quite relaxed during the second observations and behaved in a natural manner because they were not disturbed by my presence. The observation approach worked quite well in this research as most participants were used to being observed as they were often supervised by the head teacher and the deputy head teacher.

Through observations I managed to collect data that participants would not necessarily talk about in an interview. This compelled me to probe further during the follow-up interviews for clarification purposes. I was aware that as a researcher I might find participants not doing certain activities that they would have claimed they ordinarily did. Tedlock (2005) argues that researchers may collect limited data from oral communication therefore observations should be followed up by interviews. After observing the lessons, I examined the teachers' documents to determine whether they used activities which were recommended in the syllabus.

3.4.1.2 Document analysis

In this study I analysed various documents as data sources. Document analysis is the process of examining and assessing materials that are relevant to the study (Bowen 2009). In document analysis, all forms of data that are written, visual, physical, and are related to the study, can be analysed (Gall, Gall & Borg 2006; Bowen 2009). Document analysis was an invaluable instrument in my study as it assisted me to uncover meaning, develop understanding, and discover insight into my research problem. The analysis also generated questions that I needed to clarify during follow-up interviews with the participants. To

enhance my findings, I reviewed the primary school English syllabus of the Ministry of Primary and Secondary Education (MoPSE), and the teachers' scheme-cum-plans. Reviewing the content of the scheme-cum-plans helped me to ascertain the activities that the teachers planned to use, and whether the teachers were following the syllabus guidelines. The documents provided valuable information needed to understand the central phenomenon under investigation (Creswell 2012). The advantage of reviewing documents is the availability of such documents as the teachers are supposed to use their scheme-cum-plans during lesson delivery.

There is always a difference between expectation and reality and this is reflected in the disadvantages of reviewing documents. For example, there was a time at a particular school when I had to reschedule for the following day as the teacher had not brought the scheme-cum-plans to school. In another case I found the teacher without a scheme-cum-plan and she indicated that it was in the head teacher's office for assessment. I had to review the document on my next visit. I overcame this problem by informing participants what I expected to find when I visited them. However, this might have affected the natural setting of the classroom set up, as I needed to conduct follow-up interviews to avoid situations where teachers departed from their usual practice as they were aware that they were being observed. Through document analysis I was able to explore the activities that teachers used to implement CLT. I collected current scheme-cum-plans from teachers and reviewed the work they had done from the beginning of the year. I later compared the activities recorded in the scheme-cum-plan with those in the Grade 7 primary school syllabuses to ascertain whether teachers were implementing the CLT approach.

During the document analysis I focused on the work planned for the particular lessons that I had observed. I focused on the learning aids used and the activities that were designed for the lesson. After reviewing the documents, I interviewed the participants to understand if what I had observed them doing was correctly interpreted by me.

The documents that I reviewed allowed me to uncover information that the participants were not willing to share with me. For instance, I found that participants did not use some of the activities indicated in their schemes of work. During the second interviews I asked participants to provide reasons why they selected certain activities indicated in their schemes-cum-plans. The participants explained that they did not use the activities indicated in their scheme-cum-plans because they were time consuming. The documents that I reviewed added credibility and authenticity to my study, and the information from the documents facilitated the validation and triangulation of the data.

3.4.1.3 Semi-structured interviews

Nieuwenhuis (2007) defines an interview as interaction between the interviewer and interviewee where the former requests information to learn about beliefs and practices of the interviewee. Corbin and Strauss (2008) define semi-structured interviews as in-depth interviews that answer specific open-ended questions. Literature suggests that through the participants' responses interviews assist the researcher to understand their world as they view it (Mertens 2014). Although research interviews were not the main method of data collection, I managed to get information from participants through talking to them in person. I used semi-structured interviews to ascertain what each of the participants was thinking.

 I interviewed five Grade 7 primary school teachers. The reason for interviewing and observing teachers only was that I regarded them as the key participants in the implementation of CLT. I afforded the interviewees an opportunity to express themselves and to emphasise those issues that they regarded as important in their teaching of English. I conducted five 30-minute interviews with each participant. I conducted these interviews soon after I had observed participants and reviewed their documents. During the interviews participants explained the activities that they employed in the English lessons. As participants responded to my questions, I audio recorded their responses.

I personally transcribed the interviews later on the same day. I further listened to the audio recordings several times and compared what I had heard with what I had written down. I made corrections to the written notes after having listened to the audio recordings several times. I also kept a research journal of all the interviews as it was useful for recording qualitative data. I used the journal to summarise the interviews and record and document insights and ideas I would have generated.

I collected data from the participant interviews using the general interview guide approach (Patton 2014). The interview guide was very useful as it assisted me to keep the interview directed on what I wanted to explore. The interview guide helped me to overcome the temptation of digressing and steering off topic. Addendum H shows the questions included in the interview guide. Through semi-structured interviews I gathered data using a list of questions that I had prepared beforehand. However, I was able to explore beyond the boundaries of questions that I had prepared as I also asked additional questions not included in the interview guide. For instance, if there was a need to ask any question that I had not thought of before, or about what I had reviewed from the documents and observations, the semi-structured interviews provided me with the opportunities to do so.

In addition, the interview guide assisted me in initiating interviews and guided me through the first two interviews. After the first interviews, I realised that I needed to improve the way that I was handling the interviews or the way I was asking questions. I also realised that I needed to start the interview with an introduction before asking questions on the interview guide. The introduction was in the form of opening remarks and thanking the participants for allowing me to interview them. The main aim of the introduction was to make participants feel comfortable. The introduction assisted me to emotionally connect with the participants and to make the interview flow smoothly. The introduction was then followed by the interview questions, which in turn assisted me to answer the set research questions. At the end of the interview I asked participants whether there was anything else that they thought I needed to know about the phenomenon under study.

The advantage of using semi-structured interviews was that they permitted me to generate essential data that could not be gathered from observations alone (Silverman 2006b). I also had the opportunity to probe further by asking specific follow-up questions to elicit more information (Creswell 2012) from which I generated more detailed information. Probing is when the researcher uses specific questions to dig deeper or seek further explanations to enhance and intensify the answers to a question (Blaxter et al. 2001; Wagner 2010). Bernard (2000) claims that the skill of probing is fundamental to effective interviewing. During the interviews I probed further by asking the participants what they meant with some of the answers that they provided to my interview questions (Rubin & Rubin 2011). This also meant that I had to ask questions that encouraged participants to provide descriptive answers as opposed to one-word answers, although in some cases one-word answers were inevitable.

Although I used semi-structured interview questions, I knew that they had their own shortcomings. For example, some participants gave unnecessary information and/or ended up digressing. I tried to stick to my interview guide in order to remain focused. Another disadvantage of semi-structured interviews was that participants' answers did not correlate with what I observed in practice. Instead of answering truthfully, the participants answered that which they thought I was expecting (Merriam 2009). I had to explain to them that I was neither trying to find fault nor was I to judge how good or bad they were in their teaching. I explained that the interview would assist me to determine how they implemented CLT so that this information could be used to assist other teachers to improve the teaching and learning of English.

3.4.1.4 Research journal

I kept a research journal in the form of field notes to assist me in recording observations and during reflections on the data (Given 2008). In the journal I captured descriptive notes on schools, classrooms, teachers, and learners. The research journal assisted me to reflect deeply on what I had observed during lesson presentations and to reflect on issues that had arisen from other research instruments. These reflections assisted me to develop ideas to reach a conclusion on how primary school teachers implemented CLT (Cui 2012). The reflections also made me realise that I should do follow-up interviews (Cohen, Manion & Morrison 2007), as not all my questions were satisfactorily answered during the initial interviews. For instance, I wanted to understand why participants chose to use particular activities. During the interviews I needed to listen carefully and give the participants sufficient time to respond to my questions. Since observation was the primary research instrument for this investigation, I was the key instrument for data collection and I had to ensure that my reflections were not biased. I reflected on different aspects of the research process, especially on what transpired in the classroom, and I recorded my reflections as soon as possible. This ensured that I captured all issues regarding the implementation of CLT (Nadin & Cassell 2006).

3.4.1.5 Documentation

For documentation I video recorded participants during the observations and audio recorded them during interviews. Video was essential in this study as it captured everything that took place in the classroom. The recordings assisted me in gaining an in-depth understanding of how CLT was implemented (Cohen et al. 2007). Through video recording I managed to observe the classroom activities organised by primary school teachers, and the video recordings also assisted me to assess the non-verbal cues that the teachers used to enhance the learners' understanding (Silverman 2011). I transcribed all video recordings to text outlining actions of participants and learners. This assisted me to code the data more efficiently. Since I was the main research instrument, video recordings assisted me in limiting the biases I could have had because I was able to view the videos repeatedly, thus immersing myself in the data (Marshall & Rossman 2016).

Audio recordings in this study were transcribed to text and this was essential as transcription allowed me to capture the participants' exact words. Furthermore, all data from observations and interviews were recorded and retained in digital form on CD and DVD. This further

assisted me to immerse myself in the data and become familiar with it, and to gain a deep understanding of participants' views on the implementation of CLT (Cohen et al. 2007).

3.4.2 Data analysis: inductive thematic analysis

Data analysis is defined as a procedure of consistently examining and ordering data from journals, interview transcripts, observation transcripts, and audio and video materials to understand information and to allow researchers to present the data to others (Creswell 2009). In this study I used the inductive thematic data analysis as the given codes emerged from the collected data. Inductive thematic analysis was suitable for this study because I managed to pick recurring themes from raw data. I used these themes to gain a deep understanding of how teachers implemented CLT in their classrooms. During observations and interviews I paid special attention to details related to CLT, watched and listened carefully to the video and audio recordings in order to scrutinise the information that related to CLT. Silverman (2013) notes that data analysis is a process not completed in one day, but that it may take many days. Data analysis and data collection have a connection in that they are done simultaneously in qualitative research (Silverman 2013). Some of the activities I carried out in data analysis included recording the main points and new insights I noted during the interviews and observations. I recorded various key words from the interviews under the different research questions. I kept a note book in which I noted any piece of information that I needed to revisit after having transcribed interviews or observations.

Data were analysed inductively since categories and patterns emerged from the data. To analyse the data from the observations and interviews, I started by reading all transcriptions. The process was rigorous as I critiqued and compared transcribed data until I reached data saturation (Bowen 2008; Creswell 2009). I did open coding by segmenting and dividing data from each instrument into meaningful analytical units using words (Steyn, McDonald, Van der Horst, Lloubser, Niekerk, Kamper, Schulze & Dreyer 2004; Yin 2014). I then linked related issues from the three data collection instruments by colour coding them (Nieuwenhuis 2007; Creswell 2009), and this is what Creswell (2009) refers to *as* axial coding. In axial coding all, similar data are grouped into categories. The categories are then grouped into subthemes and major themes. Before I started interpreting the data I created a table where I organised the data according to themes (Creswell 2012). Organising the data helped me to summarise information obtained during interviews, observations and from documents. I then interpreted the meaning of the themes.

When I observed and interviewed participants, I realised that their personalities had an effect on how they presented their lessons. All participants' personalities were unique and I found that each participant's implementation of CLT was influenced by her personality. Based on their personalities, I assigned the name of a colour (Red, Pink, Purple, White, and Green) to each participant (Archana & Azra 2014).

To enhance the quality of my findings I used member checking. I requested all participants to check whether I interpreted the data that I had collected from them correctly. The problem I encountered with member checking was that some participants wanted to change their minds about some of the issues discussed in the interview. For example, one participant indicated that she did not use group-work because it was time-consuming. During member checking she confirmed my interpretation as correct but asked me not to include it in the study. To overcome this, I assured the participant once again that the data I collected was solely for research purposes and that participants would always remain anonymous. Member checking assisted me to ensure that the collected data were credible.

Furthermore, I constantly reviewed the collected data, my interpretation thereof, and how the data addressed the research questions. I repeated the revision process until I reached data saturation point. A graphic representation of the process is presented in figure 3.2.
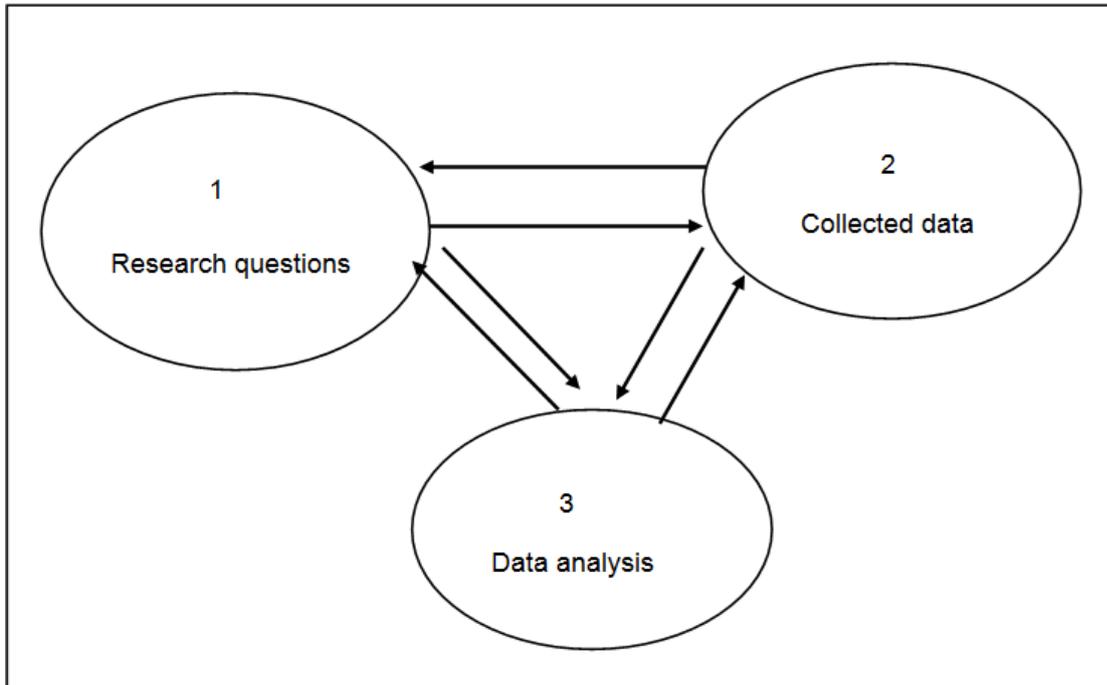
Figure 3.2: Data saturation

The data were analysed using the conceptual framework with the Socio-cultural Theory (SCT) by Vygotsky (1978) as the main tool (cf. section 2.7). Guided by the SCT I searched for data that answered my research questions. Data from all three instruments, namely observations, document analysis, and semi-structured interviews, assisted me in answering the research questions, and in determining how participants implemented CLT. Through interviews and observations, I also determined which mediation tools were used by participants. I also used observations to determine whether teachers scaffolded learning and whether learners supported their peers during English lessons. The research methods in relation to the main analytical tool used in this study are summarised in table 3.3 below.

Table 3.3: Summary of research methods and the main analytical tool

Vygotsky	Method of data collection	Type	Documentation/ Tool/Activity	Research question
ZPD Mediation and More Knowledgeable Other	Interview Observation Document analysis	Semi-structured interviews Non-participant observation Information collected from individual participants' scheme-cum-plans and syllabus	Audio recordings Video recordings Descriptive and field schedules	What activities do primary school teachers employ in implementing the CLT approach?
Scaffolding	Observations	Non-participant observation	Audio/tape recorder, field notes in the form of a journal	What factors influence teachers in implementing the CLT approach?

3.4.3   Ensuring trustworthiness

In this study trustworthiness was achieved through credibility and dependability. Shenton (2004) contends that guaranteeing credibility is one of the vital elements of creating trustworthiness in a qualitative study. To ensure trustworthiness in this study I ensured valid interpretation of data: truth value, consistency, and neutrality which I measured through credibility (Cohen et al. 2011). I also considered transferability as a quality assurance criterion to measure the trustworthiness of my study. Merriam (2009) and Marshall and Rossman (2016) define transferability as the extent to which findings of a study can be transferred to other similar situations. To focus on the aspect of transferability, I ensured that I used thick descriptions of the methodology and context of my study that would assist me to observe participants in their natural setting (Bogdan & Biklen 2007; Mertens 2014). To achieve transferability, I purposively selected participants who had knowledge of the phenomenon under study. The participants gave insights into how CLT is implemented. The use of a single case study allowed me to provide readers of my study with a strong understanding of how CLT is implemented.

3.4.4 Credibility

Credibility is a criterion used to measure quality in a qualitative study (Morrow, 2005). In other words, credibility refers to the degree to which the study findings are enhanced by the evidence made from evaluations of conclusion of participants. Credibility is measured through the use of member checks, crystallization, triangulation, peer debriefing and prolonged field engagement (Nieuwenhuis 2007). For this study, I used crystallisation to enhance credibility. Crystallisation is the process through which I immersed myself in the data that I collected to get many interpretations about how CLT is implemented (Richardson 2000; Lewis & Ritchie 2003). I read and examined the data in detail and produced thick and rich descriptions of participants' world (Borkan 1999).

I also used triangulation to enhance credibility. Triangulation involves checking information that has been collected from multiple research methods, multiple participants and multiple research instruments (Martyn 2008; Mertens 2010). The use of three research instruments improved the internal reliability of the data (Yin 2014). It also helped me to gain insight into different views and perceptions on how primary school teachers implement CLT (Denzin & Lincoln 2000). The use of triangulation assisted me to gain an in-depth understanding of how CLT is implemented by providing emic and etic interpretations of data. Figure 3.3 is a diagrammatic representation of how research instruments were employed to achieve triangulation. Data that could not be obtained from the document analysis were obtained through interviews and observations. What could not be obtained from observations was obtained from interviews. Thus, I used observations to examine whether participants practised what they said during the interviews.
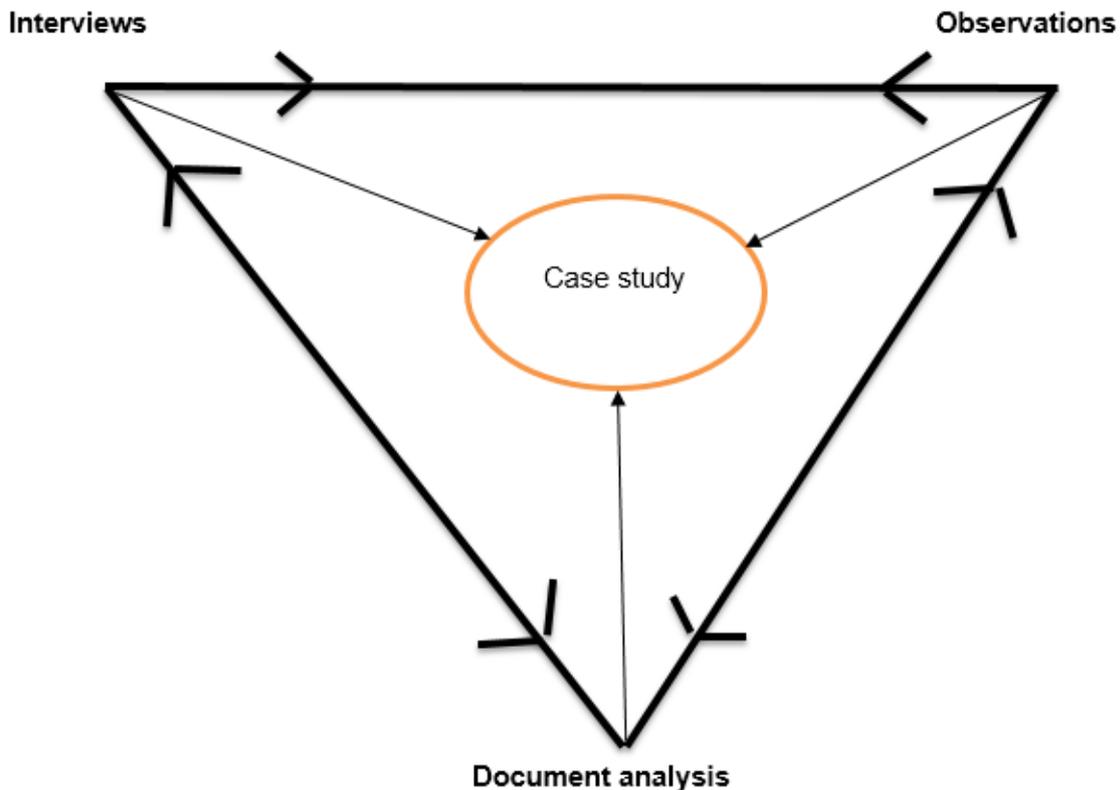
Figure 3.3: Triangulation

Furthermore, credibility was ensured through member checking. Member checking was done by considering feedback from participants on the findings made. I summarised what participants said and then verified the interpretations of my findings (Mertens 2010). A sample of the member checking document is attached as Addendum I. I received feedback from all participants, although participant Purple's feedback neither confirmed nor refuted my findings as the teacher had withdrawn from the study. The withdrawal by the participant did not have any effect on the study because some of the data gained from the observation of her lessons and her interviews correlated with the data gleaned from the other participants. I refer to participant Purple's withdrawal again in section 4.2. Four of the participants confirmed that my findings were in line with what they had said. I did not bring about major changes in the analysed data after receiving the member checking replies. Some of the comments from member checking are presented in table 3.4. The participants found the member checking process interesting and they were happy to affirm the findings. Credibility was also attained by systematically developing arguments from the findings of the study and ensuring that the findings and interpretations matched the collected data (Merriam 2001).

Table 3.4: Member checking

Participant	Comments
Red	"I agree with what you have written it's correct".
Pink	"Your interview was an eye-opener. I learnt a lot by talking to you. I definitely agree with your remarks."
Purple	"As I told you before, I think I have given you enough information that you can use for your research. I am now too busy to entertain you. Use the information I gave to you. It is enough."
White	"I love this. I remember I was nervous when you interviewed me. It seems I contributed meaningfully to your study. I hope the Ministry will take your recommendations. Everything is accurate."
Green	"Everything is correct, but if it is possible, do not mention I said I sometimes forgo group-work. It might get me in trouble with authorities. I will take your word that no one except you knows the statement is from me."

3.4.5   Dependability

Dependability is the concept that guarantees that similar results can be obtained if the same study is repeated with a population that carries similar characteristics as the participants in this study (Shenton 2004; Marshall & Rossman 2016). Dependability refers to the extent to which findings do not change over time. Dependability is enhanced by an audit trail and rich documentation or triangulation (Merriam 2002). In order to ensure this, I recorded the observation notes, observation videos, interview audios and the document analysis schedules (Cohen et al. 2007; Bowen 2009). Moreover, my supervisors frequently reviewed the trail of the data obtained from the instruments. Interview transcripts and field notes were also reviewed by my supervisors as a way of validating the final findings. I also retained the syllabus and four scheme-cum-plans provided by participants for data trail purposes (Schwandt 2007).

3.4.6   Ethical considerations

According to Maree (2007), the privacy of the outcomes of findings of the research and the protection of the participants' identities are an important ethical feature. In this study, I adhered to the ethical practices as stipulated by the University of Pretoria. I applied for permission from the Faculty of Education Ethics Committee, which granted me permission to

start the data collection process. I sought consent to carry out the study from the Provincial Education Director (PED) in the Zimbabwean Ministry of Primary and Secondary Schools to allow me entry into the schools. I personally submitted a letter of permission to carry out this study to the PED, who granted me the permission. I took these letters with me to the schools and also sought permission from the school head teachers to conduct the study in their schools (cf. Addendum B).

The research participants in this study were teachers and therefore I sought the participants' direct consent before the commencement of data collection (cf. Addendum C). I assured the participants that I would try to avoid making them feel uncomfortable. I spent two weeks in the field, and it was during this period that I ensured that I developed a relationship of trust with participants. I assured them that I was not there to assess them and to determine whether they were good or bad teachers, but to observe how they implemented CLT. Although they were not included in the sample, learners participated by being present during classroom observations. In each class I observed learners' activities and how they interacted among themselves and with their teacher.

In addition, I sought consent from the learners' parents/guardians to make video recordings of learners before starting data collection (Berman & Field 2004) (cf. Addendum D). Although learners were not the primary participants, I had to seek their assent as they would inadvertently be included in any video recordings (cf. Addendum E). The learners needed to be informed about my presence during lessons in order to avoid unnecessary emotional discomfort. During observations I ensured that I did not record the faces of those learners who did not give their assent. For ethical reasons I could not send such learners out of the class nor could I put them in their own group. I ensured that I did not disturb the class set-up by removing learners from their groups as it would affect their learning. I ensured that I identified the non-assenting learners and I either avoided video-recording them or recorded them from the back without showing their faces.

The five participants also gave their consent to be video recorded during observations and to be audio recorded during the interview. As field work commenced, participant Purple did not give me permission to photocopy her scheme-cum-plan to review after her lesson, and I accepted her decision. I had to overcome this hurdle by reviewing her documents soon after each classroom observation. In essence, I reviewed each participant's documents three times. The teachers were asked to give their views on CLT as an approach and how they were implementing it. I observed teachers while they were teaching and video recorded

them. I also assessed their scheme-cum-plans as well as the syllabus to determine how they planned and whether they were following the syllabus.

3.4.6.1 Informed consent

Informed consent is a process whereby participants agree to participate in a research study of their own free will after being informed truthfully about its process and benefits (Cohen et al. 2007; McMillan & Schumacher 2014; Patton 2014). To ensure this, I explained the purpose of the study to the participants and ensured that they were mindful of the possible procedures involved when participating. I was certain that participants were aware of how I planned to collect data, how many times I would visit to interview them, and to observe and review their documents (Berman & Field 2004; Eide & Khan 2008). In this study the participants consented freely to participate and I did not force or pressurise any of them. I informed them that their participation was voluntary and I made it clear that they were allowed to choose whether they would participate. I also informed them that they were at liberty to withdraw from the study at any time (McMillan & Schumacher 2014).

3.4.6.2 Confidentiality

I informed the participants that their participation would be regarded as confidential and that their identities would remain unknown during and also after the study. I assured them that the names of their schools and those of their heads of schools would never be made public. This is in line with Patton (2014) and Lancaster (2017) who emphasise that confidentiality means that no one can get hold of participants' data or names in the custody of the researcher, and that no one should be in a position to match or trace generated data to a particular participant. In this study, I assured participants that I would not discuss them with anyone else, which included their supervisors (Henning et al. 2011). I also informed participants that pseudonyms and not their real names would be used on the interview guide in order to uphold their confidentiality.

3.4.6.3 Anonymity

In this study I ensured that participants' right to anonymity was upheld (Lancaster 2017). It was my responsibility to keep the participants' responses and identities anonymous. I respected participants' anonymity during interviews and when presenting and discussing the data by using pseudonyms for names of schools and participants. During interviews I addressed participants as 'madam' to avoid calling them by name. Tedlock (2005) is of the opinion that a participant's anonymity is assured when a participant's responses cannot be

suited to that participant. To protect the participants' anonymity, I further ensured that I did not divulge any details of the research sites (Cohen et al. 2007; Kaiser 2009).

3.4.6.4 Protecting participants from harm

In this study I protected participants from physical, social, emotional, spiritual harm, and/or damage of any kind (Patton 2002). I ensured that none of the participants were vulnerable to any damage by avoiding private and sensitive questions. Although I was well aware that classroom teachers had all the information on how they implemented CLT, I understood that they might not want to divulge why they implemented certain practices in their English lessons (De Vos, Strydon & Fouche 2005).

I was also aware that video recording participants could cause emotional discomfort (De Vos et al. 2005; Cohen et al. 2007; Neuman 2014). Therefore, I tried to put participants at ease by explaining to them the purpose and aim of the research as well as their role in the research. I also emphasised that no one except me and my supervisors would be allowed to watch or listen to the videos and audio recording that I had made. As a result of the bond that I had developed with participants, and multiple visits I made, they started feeling comfortable around me. I also ensured that participants knew that they had a right to refuse answering any questions they did not feel comfortable with.

After analysing the data, all the information was submitted to the University of Pretoria for storage for the required time of 15 years according to University policy. Once the results or findings of this study are available, I intend to communicate them to all stakeholders in this research. This would hopefully be done through seminars, staff development workshops, and meetings with research offices of the ministries responsible for education. Teachers colleges, the Curriculum Development Unit and the Zimbabwe Schools Examination Council are also expected to participate in seminars and staff development workshops.

3.5 My role as a researcher

I played an important part in this study as the primary instrument for data collection. Since the study was qualitative by nature, all data were qualitatively collected, analysed and interpreted. Before I collected data, I had to ensure that I had been granted ethical clearance, which required that I abide by stipulated values and demands. I had to get permission to access research sites from the Provincial Education Director (PED) and the heads of schools. The heads chose the Grade 7 teachers whom they thought were the best suited and willing to assist me in this study. Once classroom teachers had agreed to be

participants and signed letters of consent, I ensured that they provided learners with letters of consent and assent to be signed by parents/guardians and learners respectively.

My other crucial role was to arrange the number of times that I observed and interviewed participants. Prior to that, I had to ensure that I prepared the interview and observation schedules as well as the document analysis scheme. I personally interviewed participants and video recorded the interviews. During the interviews I co-constructed knowledge with participants (Nieuwenhuis 2007). As I asked them questions, new knowledge about how CLT was implemented emerged. Through the interview questions I also came to understand how the participants defined CLT. This creation of new knowledge was continuous during the data collection process until data saturation was reached (Bowen 2008).

During data collection I kept and recorded field notes by recording critical incidents from interviews and observations in a journal. I also used the journal to record feelings and impressions from observations and interviews. After completing the field work, I analysed the collected data, processed it, interpreted the findings, and compiled a report.

As expected, my role as a qualitative researcher would be subject to bias and assumptions. This was because I approached this study as a lecturer at a teachers' training college and a former teacher with 15 years of teaching experience at primary school level. I was also aware of some of the factors that affected the implementation of CLT. Through my experience as a primary school teacher, I managed to understand the participants' world and the explanations they gave about the way they implemented CLT in their classrooms. However, I ensured that I recorded only what I saw and heard, and recorded my personal feelings in my journal. I approached my study from an interpretivist point of view, of which interactionism is a feature (Crotty 1998). Interactionism guided this study by providing rich descriptions of how the participants implemented CLT in their classroom situations. In interactionism, the teaching situation is viewed by the researcher as the teacher views it. This means that the meaning deduced by the observer should be compatible with the participants' meaning. As researcher I had to identify with the participants and understand how they implemented CLT.

As I commenced this study I held certain assumptions. One of the assumptions was that every Grade 7 teacher understood the concept of CLT. This assumption underpinned the study in that teachers were observed implementing what they understood as CLT. This assumption could be proven wrong if teachers did not exhibit any understanding as I had assumed.

3.6 Chapter summary

In this chapter I presented the research methodology and design. I discussed the single case study as an overview of the research design for my study in the context of the restatement of the aim of my study. In addition, I also explained and justified the qualitative research approach in the light of the purposes of my study. Furthermore, I considered theoretical, epistemological and ontological stances of the qualitative approach, and described the purposive sampling technique used in the research.

The chapter also details my research instruments, namely non-participant observations, semi-structured interviews and document analysis. I also took the position that data analysis and interpretation should take place concurrently. This is because data analysis and data collection are simultaneous activities in qualitative research. To ensure validity and authenticity of issues, I outlined quality assurance criteria used in the study. Before the conclusion, I specified the prerequisite ethical considerations for participants in this research.

In the next chapter I focus on data presentation and analysis from observations, interviews and documents.

Chapter 4   Data analysis and interpretation

4.1   Introduction

This qualitative study focuses on describing how the primary school teachers implement CLT to assist learners achieve communicative competence. To achieve the purpose of this study as stated in chapter 1, I used qualitative methods for collecting and analysing data. The methods used to generate data are outlined in chapter 3. In general, chapter 3 covers the description of the processes of sample selection, details of the research sites, data collection instruments and the data-analysis procedure. This chapter presents the findings of the analysis of the qualitative data gathered from five Grade 7 primary school teachers from five different schools in one district in the Harare Metropolitan Province in Zimbabwe. In order to understand how teachers implement CLT in their classrooms, the study was guided by the main research question: How do teachers in primary schools implement the CLT approach required by the Ministry of Education Primary School English Syllabus? The main research question was answered by answering the following sub-questions:

Sub-RQ1:   What activities do primary school teachers employ in implementing the CLT approach?

Sub-RQ2:   What factors influence teachers in implementing the CLT approach?

It is important to indicate early in this chapter that I collected the data in a hostile environment. To begin with, by the time I entered the field to collect data a local public service commission exercise aimed at reducing the number of employees in the sector was underway. This coincidence made the participants suspect that my presence in their schools was not for research purposes but rather a surveillance mechanism which they feared would cause them to possibly lose their jobs. The teachers and head teachers were negative and anxious about my presence in their schools. I continually assured the participants that the study was for research purposes only and that the data would not be used for any other purpose except for writing this thesis. I also guaranteed them that the participants would remain anonymous and that all information would be kept confidential. Although the participants accepted my assurances, at times I felt that they did not react freely to my questions.

This perception resulted in them not using the lesson that they had prepared for the day. An example is participant Pink who used a dialogue, which was not in her scheme-cum-plan. I discuss this issue further in the data interpretation section (cf. 4.4.1.1). While completing this

study I discovered that a number of differences existed between what the participants said they did in class (during the interviews) and what I actually observed them doing. I addressed this tension by triangulating the use of three different instruments to guarantee the internal consistency of my data. I also prolonged the fieldwork and this assisted me with familiarising myself with both the participants and their teaching environment. The prolongation of my stay in the field helped me gain the participants' trust resulting in them showing higher degrees of acceptance, and the majority of the lessons became more natural and were more focused to the lesson plans. Although I had initially determined that there were inconsistencies between what they would say during the initial interviews and what I observed, I later discovered that they had warmed up to my presence. Although I had initially determined that there were inconsistencies between what they would say during the initial interviews and what I observed, once the teachers had become comfortable with my presence in their classrooms, the teachers actually presented the lessons planned in their schemes of work as they were. These lessons they taught were not interactive. I then conducted follow-up interviews to enhance the quality of data that I generated. The follow-up interviews assisted me to understand better what I had observed the teachers doing in class and what I had obtained from the documents. Despite the challenges, I managed to gain the trust of the participants who also demonstrated their raised levels of interest by cooperating, and the data that I obtained from the participants were adequate for me to accept with increased confidence that I was gathering trustworthy qualitative data that I could interpret and understand how primary school teachers implemented CLT.

4.2   Description of the participants in the study

I observed that all participants in this study had all been teaching at primary school level for a minimum of 15 years. This indicated that the participants had valuable experience teaching at primary schools. Studies carried out by Chivore (1994), Rivkin, Hanushek and Kain (2000), Harris and Sass (2007) and Clotfelter, Ladd and Vigdor (2007a, 2007b) reveal that the more experienced participants are, the more the learners benefit from their use of effective teaching methods. Since the participants in this study were experienced teachers, the key assumption was that because of their experience, the teachers would be able to meaningfully interpret the Grade 7 primary school English syllabi and that their experience would translate into valuable research data that would contribute to answering the research questions.

For anonymity purposes, I used colour pseudonyms for the five participants. The combination of the colours that I used had a bearing on the participants' characters. I

discovered that the way they implemented CLT was influenced by their personalities. I related the participants' characters to the meaning of colours from Archana and Azra (2014) as shown in table 4.1. Furthermore, to keep the stations where the participants teach anonymous, I used letters from the English alphabet to name their schools. The first school that granted me permission to carry out the study was named A. I named the other schools accordingly. The five participants are described as follows:

Participant Red was enrolled at the Midlands State University at the time of the research, where she was studying for a Bachelor of Science degree in computer sciences. She was of a quiet disposition but exercised firmness with her learners. Despite not being proficient in English, participant Red was always welcoming and ready to teach any English lesson that was at hand during the observation period. She showed courage, confidence and nothing deterred her from doing her work. She too was a senior teacher with fifteen years and three months' teaching experience at the time of the interview. I also observed that participant Red was confident. I assigned her the colour red because of the courage she displayed. She was the first participant that I observed and although she showed signs of insecurity, she was ever ready to let me observe her. She would prepare her learning aids in my presence.

Participant Purple specialised in teaching in the ECD education department and was a holder of a Bachelor of Science Degree in counselling from the Masvingo State University. She had more than 20 years' teaching experience at primary school level. I assigned her the colour purple because of the levels of wisdom that she demonstrated. Participant Purple was always in a jovial mood during the interviews and when she presented her lessons. She allowed me to use the information gained from the interview and observed lessons but refused to provide me with her scheme-cum-plan and declined to be interviewed for the second time. Although participant Purple later withdrew from the study, her withdrawal did not have a negative impact on the study as I had managed to observe her three times, interview her once and review her documents during her lesson presentations. That data were sufficient to inform the specific research questions.

Participant Green was also, at the time of research, enrolled at the Midlands State University where she was studying for a degree in computer sciences. This participant was too confident in all her lessons and hence she spoke more than the learners did. She was very active. Although participant Green was always busy she accepted to be observed without an appointment. Participant Green was 39 years old and had 15 years' teaching experience.

Participant White was in the process of registering for a degree in computer science at the Zimbabwe Open University (ZOU) at the time of the study. Participant White was a tall female teacher who exuded authority over her learners. She interacted well with learners and created an environment conducive to learning. I assigned her the colour white because of the innocence she displayed. In her first lesson, she had planned for 30 minutes but her lesson went on for an hour. Once I was in her class she carried on with her business without worrying much about my presence. That to me was an indicator of how she probably conducted her classes even in my absence. She was one of the participants who agreed to be observed without an appointment. Participant White, aged 40, had been teaching at primary school level for more than 20 years.

Participant Pink had not yet enrolled for further studies. This participant was always serious during interviews and when presenting lessons. She had 21 years' teaching experience at primary school level. I noted that her demeanour exuded seriousness in everything she did. Despite this, she was composed and calm and, therefore, I assigned her the colour pink. The pseudonyms allocated to the participants and the schools are presented in table 4.1.

Table 4.1: Pseudonyms for participants and schools and meaning of assigned colours

Pseudonyms		
Participant	**School**	**Meaning of assigned colour**
Red	A	Brave and confident
Pink	B	Calm and feminine
Purple	C	Wise and interesting
White	D	Innocent, tolerant and good
Green	E	Full of life and energetic

Adapted from Archana & Azra (2014)

Since all participants were trained in teaching at primary school level, it means that they were trained to teach all subjects offered at primary school and that they specialised in one of the subjects. In this regard, they are homogenous in terms of training as primary school teachers and they might all have the same knowledge on how CLT should be implemented.

4.3 Presented data from observations

The data presented in this chapter are primarily based on non-participant observations. Observations were conducted based on lesson plans provided. I checked the lesson plans for the presence of any activities that related to CLT and whether the activities allowed for effective CLT. For triangulation purposes I reviewed lesson documents and then interviewed the teachers. While video recordings were made of each of the three lesson observations presented by each participant, the interviews with the participants were audio recorded. Overall, I had data from 15 lesson observations and nine interviews. Table 4.2 shows the topics taught by the five participants in the 15 lessons observed.

Table 4.2: Topics taught by participants in the 15 observations

Name of participant	Observation number	Topic taught
Red	1	Punctuation
	2	Sentence construction using "so ...that"
	3	Letter writing
Pink	1	Comprehension: "Traffic accidents"
	2	Prepositions
	3	Sentence construction using "It's time"
Purple	1	Punctuation
	2	Creative writing
	3	Opposites
White	1	Comprehension: "The tree house"
	2	Verbs
	3	Revision of a test
Green	1	Composition: "The sports day at my school"
	2	Comprehension: "Hard work on a hot day"
	3	Sentence construction

4.4   Summary of categories, subthemes and themes

I present the respective findings in the form of categories, emerging sub-themes and themes, which were formed from the data generated during the study. The themes and their categories (sub-themes) assisted me in answering the research questions of the study (cf. section 1.7). Table 4.3 summarises the categories, sub-themes and themes that emerged from the data collected in relation to the research questions of the study. It is important to note that all the verbatim reports from class observations and interviews are in italics.

Table 4.3: Summary of categories, sub-themes and themes

Category	Sub-theme	Theme	Research question
1. Pair and group-work	1. Interactive activities	1. Teachers' methodological beliefs regarding the CLT approach	What activities do primary school teachers employ in implementing the CLT approach?
2. Role-play			
3. Discussion			
4. Dialogues			
5. Discovery learning/project work			
6. Fluency and accuracy	2. Traditional activities		
7. Drill/rote learning			
8. Question and answer			
9. Teachers' main subjects	3. Teachers' training	2. Teachers' pedagogical beliefs regarding the CLT approach	What factors influence teachers in implementing the CLT approach?
10. In-service teachers			
11. Teachers' experience			
12. Teachers' understanding of the CLT approach	4. Teachers' attitudinal knowledge		
13. Teachers' attitudes and perceptions of CLT			
14. Teachers' beliefs of their roles in implementing CLT			
15. Availability of learning and teaching materials	5. Material resources	3. Resources for a CLT approach	
16. Availability of technological resources			

17. Availability of human resources	6. Human resources		
18. The use of mother tongue	7. Language policy and language use	4. Instructional communication and classroom discourse	
19. Teachers' beliefs on learners' errors			
20. Teacher competence in English	8. Teachers as second language speakers of English		
21. Learner competence in English			
22. More knowledgeable others to implement CLT			

The main themes and how they address the research questions are discussed in the following sections.

4.4.1   Theme 1: Teachers' methodological beliefs regarding the CLT approach

The first theme, teachers' methodological beliefs regarding the CLT approach, addresses the following research question:

Sub-RQ1: What activities do primary school teachers employ in implementing the CLT approach?

In this study teachers' methodological beliefs signify the teachers' knowing (metacognition) and how it influences their understanding of how they should implement CLT in their classrooms. This theme shows the activities and the extent to which these are used by Zimbabwean primary school English teachers in the implementation of CLT in their lessons. The theme, Teachers' methodological beliefs regarding the CLT approach, includes two sub-themes, namely interactive activities and traditional activities. The sub-themes point to categories of information showing how Zimbabwean primary school English teachers implement the CLT approach. The five categories discussed under the first sub-theme, interactive activities, are as follows: pair and group-work, role-play, discussion, dialogues, discovery learning or project work. These are discussed in detail below.

4.4.1.1 Sub-theme 1:   Interactive activities

Like Sanchez (2017), I refer to interactive activities as those activities that activate the learners' interest to communicate meaningfully within a given context created by the teacher. Interactive activities entail learner-to-learner and learner-to-teacher communication, thereby making the lessons learner centred with the teacher in the role of facilitator and moderator of activities. During observations I discovered that the participants preferred their learners to do

pair and group-work. This finding is described through a number of specific categories that create a clear understanding of how (methodology) the interactive activities were used to create a CLT learning atmosphere.

Category 1:   Pair and group-work

Sekiziyivu and Mugimu (2017) describe pair work as an activity that allows learners to work in pairs while group-work is an activity that allows learners to work in groups of three or more. As I reviewed the documents, I found that participants preferred some CLT activities, including pair and group-work. From the 15 observations conducted it was clear that all participants used pair and group-work in some of their lessons. When I asked the participants during the interviews what they thought of pair and group-work, they replied as follows:

➤ Participant Red: *It is very crucial and, ah, because pupils will be helping each other.*
➤ Participant Pink: *Pair and group-work are "discovery" methods – they help learners discover on their own and they also, I think, it helps learners to share ideas.*
➤ Participant Purple: *I think group and pair work can be effective in some cases as pupils are given the opportunity to share or to discuss the information that they have with their peers.*
➤ Participant White: *Yes. That's another way of enhancing communication language. It's very good. Because when they are in their groups they express themselves freely and they can even interact with each other, sharing ideas. But the groups have to be limited now to smaller numbers.*

Participants Pink, Purple and White were of the opinion that group-work assisted learners to share ideas. This is consistent with the position in the literature in which studies have shown that group-work gives learners an opportunity to interact among themselves in a natural setting, assisting them to develop their communicative competence (Fushino, 2010). Participant Red believed that pair and group-work were important. However, while acknowledging the importance of pair and group-work, she was more concerned with learners assisting each other than with learners becoming communicatively competent through its use. Participant White highlighted the importance of small groups for pair and group-work. She indicated that learners in small groups have higher chances of participating effectively than in a big group. Participant White's opinion is supported by what Nunn (2000), Klippel and Swan (2006), Savignon (2007) and Abdullah (2015) state, which is that small groups increase learners' opportunities of speaking, taking turns and defending opinions, and at the same time developing learners' social skills.

I observed that when participants divided the learners into groups of eight, this did not positively impact on individual performance in the group. I found the groups too big for meaningful interaction to take place. Some learners were talking while others were working. My finding was congruent to that of Chang and Goswami (2011) who claim that group-work does not work in large groups. Participants Green, Pink and White agreed that pair and group-work were time-consuming although they were convinced that the approach worked. For example, participant Green elaborated that although the advantages of group-work outweighed the disadvantages, it was difficult for her to use the activity all the time due to time constraints. The syllabus requires of teachers to produce a certain number of exercises every day and this made participant Green forego pair and group-work. She avoided it in order to fulfil the Ministry's requirements, which are two written exercises in English every day, one composition every week and two comprehension passages per week. In agreement with what the participants indicated I also observed that they did not finish their lessons on time. For example, participant White's observation 1 lasted for an hour instead of 30 minutes and she used pair and group-work during her lesson. The following excerpts show the participants' responses about pair and group-work:

➢ Participant Pink: *Yah. They are, although it takes a long time. If you look at the number of subjects that we have on our timetable, ah, you would actually go on and on for you to attend, ah, to the pupils, to offer them help to see the challenges that they will be having during group-work, even pair work.*

➢ Participant White: *Yes. That's another way of enhancing communication language. It's very good. Because when they are in their groups, they express themselves freely and they can even interact with each other, sharing ideas. But the groups have to be limited now to smaller number…because in a group of eight, the two of them will only participate and, ah, the rest, maybe, will just sit idle or, ah, they will be doing something else. So, group-work is so much encouraged.*

From the above, I concluded that although participants indicated that the use of group-work was encouraged, they did not seem to be using it effectively during their lessons because of time constraints. From this I inferred that participants preferred presenting information to the learners without providing them with opportunities to construct their own knowledge through group-work. Whenever pair and group-work were used these were not used effectively. For example, in one group only two or three learners in the group participated while the others were idle. This finding is disconcerting as Brown (2000), Richards and Rodgers (2007), and Song (2009) agree that, if used effectively, group-work is critical for developing CLT skills since it allows learners to interact and negotiate meaning. In this lesson, there was no

sustained interaction and negotiation of meaning among the learners. The learners participated by answering questions asked by the teacher. This was an indication that participants were, therefore, not exposed to a deliberately created learning activity that encourages the learners to focus on real and contextual communication. However, I observed that while participants spoke highly of these activities, they did not implement them effectively. I concluded that the lack of such activities showed that participants had challenges in implementing CLT-related activities.

I also observed that learners depended heavily on their teachers or their peers. For instance, I observed that some learners hardly paid attention during pair and group-work. The teachers did not notice the learners who were not paying attention, and as a result, these learners did not participate during the lessons. The participants might have cultivated this dependence since they highlighted that it was one of their strategies to pair or group fast learners with slow learners.

Participant Pink used pair work during the first lesson that I observed. As she moved around the classroom she emphasised to learners that working in pairs meant that they should work in twos. I deduced that participant Pink was using pair work for the first time since the learners did not understand what pair work was. I also realised that the learners did not understand the instruction since they did individual work instead of pair work. This was a concern as pair and group-work are essential activities in CLT. This led me to question what actually happened in the classrooms when no one was observing.

I reviewed the teachers' scheme-cum-plans and a number of trends emerged. I observed that participants Pink, Purple and White used group-work in all their lessons. However, participant Red's scheme-cum-plan indicated the use of group-work in some of her lessons and during the last week of the term where learners were supposed to revise in groups. I found that, although learners were required to work in pairs and groups, they did not get adequate opportunities to negotiate meaning in the groups that were specifically designed to initiate interaction. I concluded that although the use of pair and group-work seemed to make the observed lessons aligned to the philosophy of CLT, it was not used effectively. This type of instructional approach was tried because the approach was viewed as an effective way of creating natural dialogue through the activities, but was not implemented effectively.

Participant Green's scheme-cum-plan did not include group-work activities although the lessons observed showed that they contained one pair-work activity for the entire term. Although participant Green used pair work in the lessons, I observed this activity was not

indicated in her scheme-cum-plan. As a researcher I observed that the experience that the teacher had in the profession helped her to naturally realise that she was supposed to use the CLT activities in the observed lesson, although she had not indicated it in her scheme-cum-plan. I concluded that the teachers in general valued the use of activities in the development of CLT-related learning outcomes. Even those who had not included the activities in their scheme-cum-plans still used them to facilitate better understanding of the concept. I gained the impression that the participants implemented CLT because I had come to observe them teach.

Category 2:   Role-play

Through document analysis I found that role-play was one of the least popular activities among the participants. The participants generally agreed during the interviews that role-play could be used to implement CLT. They also agreed that role-play had the potential of allowing learners to practice linguistic structures and to communicate competently within natural real-life contexts (Al-Magid 2006; Parvin 2016). During an interview participant Purple confirmed that she used role-play because she believed that it was an activity tool that encouraged learners to learn without the pain of having to create far-fetched answers. Participant White also highlighted role-play among other activities.

➤ Participant Purple*: Some of the things learnt they can role-play so that they can express themselves freely.*

➤ Participant White*: Right. At times I do, ah, project work with them and maybe just do small tasks. Right. Role-play.*

I observed that although participant Purple claimed that she used role-play in her lessons, this was not reflected in her scheme-cum-plan for an entire term. This probably shows that participants do not use a variety of activities in the implementation of CLT. I was concerned why participants indicated role-play in their scheme-cum-plans while they did not use it in practice. This led me to believe that they probably did not use CLT activities in their everyday teaching. However, as they knew that I would observe how they applied CLT in their lessons, they used CLT-related activities during the observed lessons. This failure to use role-play denies learners an opportunity to interact in the target language and in the process participants did not provide learners with opportunities to develop the language that they could use in real-life situations (Lightbown & Spada 2006; Savitri 2009).

From the reviewed literature it is clear that role-play is considered an important aspect of CLT implementation (Myers 2004; Lightbown & Spada 2006; Savitri 2009; Parvin 2016), and

it is one of the activities that can be used to develop learners' language skills. However, none of the participants specifically used role-play during 15 lessons I observed. I attributed this to the participants' lack of time and creativity. I also assumed that they failed to use role-play because they lacked understanding of what the method involved. However, I also understood that the participants probably did not use role-play as a result of the large number of learners in their classes. Non-use of role-play denies learners the opportunity to practise using language in different socio-cultural contexts and social roles. As a result, learners do not develop mastery of communicative competence and use of language in different situations in their day-to-day lives (Ladousse 2004; Huang & Shan 2008).

Category 3:   Discussions

Discussion is a sustained exchange of meaning between learners and teachers for the purpose of developing learners' understanding and skills (AlKandari 2012; Shaughnessy & Forzani 2012; Teaching works 2016). During the interviews I asked the participants to indicate what other activities they used in CLT. Participants Green and Purple mentioned discussions. Participant Green was of the opinion that discussions were helpful as learners might understand their peers better than their teacher. In addition, participant Purple noted that she had an opportunity to correct learners' mistakes during discussions. The following excerpts show what the participants revealed about discussions:

➤ Participant Green*: But I also, I have also found out that discussions are very helpful. They are helpful because they will help each other. For example, if a child has failed to understand what I have just delivered, ah, the child will get it better from his or her peer. And that naturally is also helpful.*
➤ Participant Purple*: I think it is very important because when children are given opportunity to say things, you can correct them because you will be hearing their discussions. Then you can correct them.*

The above comments highlight key notions also highlighted by Vygotsky (1978) who indicated that learners do not only learn from their teachers, but also from their peers. Vygotsky (1978) calls this approach of providing a natural learning environment, scaffolding (cf. section 2.9.1). Although participants indicated the importance of discussions as shown above, they did not seem to actually use it. For instance, participant White, in observation 1, encouraged her learners to discuss, and she kept on telling them that they were allowed to make a "learning noise", which is a possible indication that her learners did not know how to discuss, or have not used discussion before. From the observations it was clear that

participants did not use the discussion method at all, although they tried to use it in my presence. This finding is similar to what Parvin (2016) found, and indicated that discussions were not practised in many of the participants' classes.

Category 4:   Dialogues

During the observations I noticed that participant Pink used dialogue as an activity during lesson observation 2 on prepositions. Participant Pink asked the learners to develop a dialogue using the given prepositions. In this lesson learners were required to be creative. The first pair showed a lot of creativity, which could be an indication that they understood what the teacher required of them.

From analysing the scheme-cum-plan, I observed that participant Pink did not have dialogue as an activity for that week. In her scheme-cum-plan she indicated a dialogue only in the second week of the term. Since participant Pink required of me to make an appointment to observe her lesson, I assumed that she was deliberately buying time in order to create an activity to do as a way of impressing me. This gave me the impression that, although participant Pink knew the requirements of the syllabus, she chose not to use interactive activities during her teaching outside any observation or supervision. In addition, none of the other participants indicated the use of dialogues in their documents. During the interview participant White highlighted the use of dialogue, but her scheme-cum-plan did not show that. I then observed that during the three lessons she taught, only pair and group-work were used. Participant White gave the following response on dialogue:

➢   Participant White: *Ah…, teaching and also instruction. Giving lots of instructions and then they start dialogue as well.*

This indicated to me that while participants may not have adequate knowledge of CLT, they knew which activities they were supposed to employ to facilitate their learners becoming communicatively competent.

Category 5:   Discovery learning/project work

I classified discovery learning and project work together because the objectives of the two activities are the same, which is to assist learners to develop problem-solving and communication skills. Participant Pink indicated that she sometimes used discovery learning while participant White indicated that she used project work. Both participants knew the importance of this activity. Participant White explained as follows:

➢ Participant White: *Right. At times I do, ah, project work with them and maybe just do small tasks.*

During the interviews participant White mentioned the use of discovery learning or project work, but it never appeared in her scheme-cum-plan and there was no evidence that she used it anywhere in her class. In addition, none of the scheme-cum-plans that I analysed indicated any use of discovery-learning/project-work activities. While literature indicates that learner-centred activities motivate learners to learn English, I noted that participants did not use them, as it required of them to assist the learners when they experienced problems in their projects. For example, teachers might not know the answers to what learners might ask them. What I found was in contradiction to Wood, Bruner and Ross (1976), Vygotsky (1978), and Wood (2001) who maintain that the teacher may provide scaffolding by taking control of those portions of a task that are beyond the learners' current level of competence. By providing a new level to scaffold their learning, the teacher, as a facilitator, will help the learners to develop to new levels, starting from their ZPD. According to the authors mentioned above this allows learners to focus on elements within their individual ranges of ability and move to a new ZPD level (Vygotsky1978). Although project work nurtures learners' communicative competence, I noted that participants did not use it because it demanded too much commitment in terms of supervising and guiding the learners.

4.4.1.2 Sub-theme 2:   Traditional activities

The second sub-theme indicates the main characteristics of observed lessons. This sub-theme encompasses three categories, namely fluency and accuracy activities, drill or rote learning, and question and answer. I found that the way in which the participants delivered their lessons clearly brought out how CLT was implemented or not. As I observed the activities in the participants' lesson presentations, I found that some activities employed did not allow learners to interact among themselves. Activities like question-and-answer activities, drilling and rote learning were very dominant in the classrooms. These activities did not allow learner-to-learner interaction and were characteristic of about all the observed lessons.

During the interviews participants volunteered their opinions on what they thought about developing fluency and accuracy. For example, some of the participants agreed that they used the traditional drilling methods to ensure fluency and accuracy in the exercise that the learners were required to complete. They also indicated that this was the reason why they asked questions in their lessons all the time. Although I questioned participants on some of

the characteristics that I had observed during specific lesson presentations, I reflected on why some of these features appeared during their classroom discourse. I understood the reasons for the dominance of drilling or rote learning and giving of instructions in all observed lessons. Some of the reasons were that the teachers wanted their learners to commit to memory what they had taught them. I explain the reasons for the use of drill and rote learning and the question-and-answer technique in the next section.

Category 6:   Fluency and accuracy activities

By definition, fluency and accuracy activities allow teachers to assist learners to communicate meaningfully using correct grammatical structures. During classroom observations I checked to confirm whether the participants used specific activities related to fluency and accuracy. To ensure that I understood how important the participants regarded fluency and accuracy, I questioned them about this during the interviews.

Participants Red, Purple, White and Green were of the opinion that both fluency and accuracy should be emphasised during an English lesson. Participant Pink differed in her opinion and revealed that she believed that learners did not have to be fluent in English because it was their second language. The other participants argued that for learners to be proficient, they needed to be both accurate and fluent in English. This view is in accordance with Brown (2007) and Durrani (2016) who state that both accuracy and fluency are important in order to achieve communicative competence. However, participant Pink's lesson 2 and participant Green's lesson 1 were socio-culturally related to learners in that the teacher explained the causes of accidents on public roads. Learners then, for example, cited potholes as a cause of accidents. Potholes are a common place in the roads that learners use. This assisted learners to easily comprehend and relate the lesson to their everyday lives, thereby practising fluency of use of the target language. In participant Pink's lesson 2, learners actively participated and answered questions in full. This is in agreement with Al-Magid (2006) and Coskun (2011) who state that fluency is an important aspect in CLT, which assists learners to interact meaningfully.

During observations I noticed that the participants taught accuracy and fluency simultaneously. In all the lesson observations I found that what the three teachers did during their teaching was consistent with what they said regarding fluency and accuracy during the interviews.

➤ Participant Purple: *Accuracy is very important but also, they should learn to be fluent. Because they will help them to express them clearly. Yes.*

> Participant White: *Fluency and accuracy. Especially fluency when reading. As you have noticed, some of them, they cannot pronounce words well. So, I always emphasise that if they come across a difficult word, ah, they ask or they consult. Ah, they have their own dictionaries.*

> Participant Green: *Umm. Also, fluency, yes. Pronunciation, word attack. All those are wanted.*

Although all the participants agreed that both accuracy and fluency were important, I observed that they were all more concerned with accuracy. The reason for this could be that the participants required of their learners to provide accurate answers in an effort to confirm whether the learners understood what they were taught and could reproduce the content during the examinations.

Category 7:   Drilling and rote learning

Drilling and rote learning refer to the participants' use of repetition for memorisation and chorus answers. I found that participants used drilling or rote learning extensively during their lesson presentations. Learners were asked to repeat words that their classmates read and pronounced correctly. The use of repetition was dominant in all the lesson observations. For example, in observation 3 participant Purple used drilling for teaching a grammar lesson on opposites. Once a learner had given a correct answer, participant Purple asked the whole class to repeat the answer. Participants acknowledged that they used repetition as a way of allowing children to grasp the concepts in their lessons. In a follow-up post-observation interview, I requested the participant to clarify to me how she would define the term "learning" and connect that to the working definition of learning used in this study. The participant defined her understanding of learning by suggesting that it was important for learners to repeat so that they put to memory what they had been taught.

I also found that participants Green, Red and White dominated their classes during all the lessons that I observed, resulting in extended teacher talk. Participants spoke for a long time and they elicited chorus answers. Participants asked learners to repeat answers as a class. As a result, the lessons that I observed did not allow learners to generate conversations, not even with the teacher (Ellis 2004; Soneye 2010). The participants merely passed information to the class. This means that the participants focused on drilling for the learners to remember the grammatical structures they had taught. It became clear that all the participants were deeply rooted in the traditional methods of teaching. This was not

conducive to the constructivist view of learners constructing their own knowledge (Thomas 2009, 2013; Mertens 2010). The following excerpt is from participant Green's observation 3.

Participant Green: *"Have to. The third one?" (Nominates a learner to read).*

Learner: "Mustn't" *(Wrongly pronounced as 'mustent')*

Participant Green: "Hallo?"

Learner: "Must not."

Participant Green: "Read it as it is written. Who can help him?" *(Nominates a learner)*

Learner: "Mustn't." *(Correct pronunciation)*

Participant Green: "It's mustn't. Let's say together mustn't."

Learners: (As a class.) *Mustn't.*

Participant Green: *These words are the ones that we want to use in our sentences. The word 'must'* (as she points to and touches it on the chalkboard) *means that is something you are obliged to do. When you are told, eh, for example, I said to Susan: "Susan, you must stop writing". So, we use must usually on orders. You have to do that and there is no compromise. That's when we use the word "must". The word "have to", it means you are supposed to do something. You have to stop writing and pack your books. You are supposed to do something. Then the word "mustn't" here. Mustn't, it's a short form for "must not". It means you must not do something or you are not allowed, ah, to do whatever you are doing when you use the word "must not". Needn't. Again, ah, it's also in the negative form. You must not do something. Then we have the word "may". May gives you an option to do it or to leave it. Do you get me?*

Learners: (as a class) *Yes.*

Participant Green: *But now we want to make sentences using the word "must". I have a sentence. I have sentences here, which I've just written.* (She refers to a sheet of paper on which she has written the sentences). *Okay. I want to read the first sentence to you. My first sentence is* (as she writes on the chalkboard) *I must come to school early. Who can read the sentence?* (She nominates a learner to read). *Learner R.*

Learner: *I must come to school early.*

As I mentioned before, the teacher did most of the talking during this lesson. Learners gave one-word answers like "yes" or "no" in some cases. The participant asked learners to repeat some words. For example, when a learner failed to read the word 'mustn't' participant Green asked another learner to help by pronouncing the word properly. Thereafter, the participant asked the whole class to repeat the word and to repeat it for the second time after her.

I noticed that some of the lessons taught were on grammar, for example, punctuation, verbs and sentence construction (cf. table 4.2). Learners were drilled on definitions of verbs and tenses. This reflected some aspects of the Grammar-translation Method (GTM), which is characterised by repetition and drilling. From what I mentioned above I deduced that participants believed that grammar should be taught by drilling and rote learning with the aim of making learners remember or commit the grammar structures to memory. In addition, it would seem as though the use of drilling and rote learning was influenced by the teachers' methodological beliefs, which were driven by examination preparation and a grammar-based curriculum. Teachers, therefore, preferred using drilling and rote learning so that their learners would do well in the examinations. I was concerned that while this type of teaching assisted learners to pass their examinations, it did not assist them to develop communicative competence. I concluded that teachers were not effectively implementing CLT in their lessons to enhance learners' communicative competence', as effective CLT requires of teachers to present activities that allow learners to use grammatical structures communicatively and in extended conversations.

Category 8:   Question and answer

During all the observations the participants dominated the lessons in the classrooms. The only opportunities afforded learners to speak was when they were required to answer questions. This approach does not fit the working definition of communicative learning where learners negotiate meaning. The participants did not create the opportunities for learners to interact among themselves. They mostly asked recall questions that required of learners to show whether they knew the answer or not. Once the answer had been given, participants were satisfied and there was no room for learners to interact and produce additional information. This contradicts Ellis (2004) who indicates that learners should be allowed to respond to teachers' probing questions in order to develop the desired language skills. However, my observation of participant Purple's lesson 1 shows that she did not ask probing questions.

4.4.2 Summary of theme 1: Teachers' methodological beliefs regarding the CLT approach

In this study I found that teachers' methodological beliefs were influenced by their practices. Teachers had their own ideas about the activities that should be used when implementing CLT. Interactive activities mentioned in the interviews were role-play and discovery learning or project work. However, these, and in fact all other activities that were mentioned, did not appear in the scheme-cum-plans and were not used – except for pair and group-work. In terms of implementing CLT, during the observed lessons the teachers were inconsistent in implementing activities that revealed the tenets of the CLT approach. What this suggests is that participants theorise the use of interactive activities, but they do not use them in practice. This is in line with Karavas-Doukas (1996) and Feryok (2008) who found that teachers struggled to apply theory in practice. Participants in this study did not apply what they said they would. The participants and not the learners were the main actors in the observed lessons. This resulted in teacher-centred instead of learner-centred lessons in that learners did not get opportunities to interact among themselves. During the interviews I asked the participants why this was the case. They indicated that they needed to meet the number of exercises required by the Ministry of Primary and Secondary Education. The participants would rather meet the expectations of the Ministry than be discharged from their positions. I fear that the requirements of the Ministry are aimed more at quantity than at quality of work produced in schools. I also deduced that the participants employed more traditional methods of teaching as they were not conversant with the CLT approach. For example, during interviews participant Green gave this response which indicated that she did not understand CLT.

➢ Participant Green: *I think when you visit us, it's better for you to leave some handouts that will help us in the teaching of Communicative Language Teaching.*

It was also evident that all participants corrected learners' errors as soon as they were made. This was because of the teachers' methodological beliefs that it would be difficult to un-teach something once the learners had mastered the wrong things. This finding suggests that participants were using the Audio-lingual Method and Grammar-translation Method, which allow the teacher to correct errors as soon as they are made. Based on the observed lessons, one could deduce that the classroom activities were characterised by traditional methods of language teaching.

4.4.3   Theme 2: Teachers' pedagogical beliefs regarding the CLT approach

The theme, Teachers' pedagogical beliefs about the CLT approach, addresses the following research question:

Sub-RQ2: What factors influence teachers in implementing the CLT approach?

Theme 2 relates to how participants interpret CLT as an approach, which ultimately results in the choice of activities they use. This theme emerged from the interview responses, and the sub-themes I deduced were: teachers' training, teachers' attitudinal knowledge, and material resources. From the findings, I assumed that the teachers' training and knowledge also influenced their pedagogical beliefs.

4.4.3.1   Sub-theme 3:   Teachers' training

As all the participants indicated that they were qualified teachers who had attained at least a Diploma in Primary School Education, this study dealt with qualified teachers (cf. section 4.2). I assumed that qualified teachers would have received thorough training that would enable them to meet the requirements of the Ministry of Primary and Secondary Education (MoPSE). One of these requirements would be to effectively implement CLT at primary school level.

Category 9:   Teachers' main subjects

Although colleges offer English as one of the main subjects, four of the participants indicated that they did not major in English. This revealed that, besides being second language speakers of English, participants did not have an opportunity to be enriched with oral and written communication skills, since they were not instructed in all aspects of language and linguistics. When asked what their subject majors were, participants Red and Pink indicated that they majored in Social studies. Participant Purple majored in Agriculture and Infant Education. Only participant Green majored in English. During the interviews I noticed that participants Red and Pink answered the interview questions by giving one-word answers in some instances, which might suggest challenges in expressing themselves in English.

Although all participants passed English at Ordinary Level, their English proficiency was still lacking. For example, although participant Purple specialised in infants' education she was teaching Grade 7 English. This implies that the government deploys primary school teachers with the expectation that, as long as they are trained at any primary school teachers' college, they are able to teach all subjects offered at all levels of the Primary Schools System

(Department of Teacher Education 2012). In this case, the government overlooks the fact that not all teachers are good at all subjects. Not only do some teachers teach at grade levels that they had not been trained for, but some are not proficient in English, although they are still expected to teach English as subject.

From the interviews it was clear that some of the participants were upgrading their qualifications from diploma to degree level. Some of the participants were enrolled for degree courses in computer science at different universities in Zimbabwe, while participant Purple held a degree in counselling. Although counselling is one of the roles of a CLT teacher, I deduced that the participant could not use it in implementing CLT. However, I realised that not all participants were in the process of upgrading their qualifications in the subjects that they had majored in at college; they had embarked on different programmes. Nonetheless, computer science could be an ideal subject for implementing CLT with the aid of computers to assist learners to become communicatively competent. This is supported by Sarfraz, Mansoor and Tariq (2015), who found that computer-assisted language learning reflected positive performance in the learners. Participants showed an awareness of how ICT could be used to implement CLT, but a lack of resources was an impediment. I also observed that, according to the Zimbabwean syllabus, teachers were given room to use their creativity. For instance, teachers are advised to teach communicatively and they are advised to use the activities they prefer (Ministry of Education, Sport & Culture Primary English Syllabus Grade1–7 1986). Although this is commendable, in practice it may seem that teachers were not being as creative as expected.

The findings also show that participants lack adequate training in CLT. When I asked participants for comments on CLT, they indicated a lack of adequate training in CLT. This observation agrees with the finding by Abdullah (2015) that teachers fail to implement CLT effectively because of a lack of training. In support of this assumption, participants White and Purple indicated their lack of training by commenting as follows:

➢ Participant White*: I don't think the training was adequate. It was not adequate at all. Because then we were working with, our college was just, ah, you know, what can I say? Our, our intake was sort of, ah, they were experimenting sort of, because they were using just one stream per year. So, they had to find another intake. So, we were just being an experimental group. So, it wasn't all that effective.*
➢ Participant Purple*: Or the other problems that you may have are, ah, I think we still need some workshops, ah, on how to employ those methods.*

I found that the participants' lack of training was evident in their presentation of lessons and in their choice of activities. This led to ineffective implementation of CLT.

Category 10: In-service teachers

The term "in-service teachers" refers to qualified teachers undergoing training while in service. This training assists them to sharpen and improve their teaching skills. The findings show that participants White and Purple underscored the need for in-service training of qualified teachers. It also emerged that after participants had qualified at teachers' colleges, their head teachers at school did not arrange for any professional development workshops to equip teachers to teach using CLT in English. The *Handbook of the scheme of association* holds the assumption that qualified teachers are well equipped in teaching all the subjects offered at primary school level (Department of Teacher Education 2012). However, participants indicated that they lacked knowledge of CLT and requested me to provide them with handouts to assist them with implementing CLT. Participants White and Purple responded as follows:

➢ Participant White: *It was not. And at times we would go for lectures and there would be no lecturers. At times we had no modules and at times you would source for your own module. And then, ah, people were not used to the computer world where we would Google and find information. So, maybe in-service training will be very important.*

➢ Participant Purple: *Or the other problems that you may have are, ah, I think we still need some workshops, ah, on how to employ those methods.*

From the observed lessons I deduced that, while participants knew the importance of CLT, they could not implement it properly since they had little knowledge on the teaching approach. This influenced their pedagogical beliefs and as a result, participants taught in the way they were taught by their own teachers, using traditional approaches. It emerged that there was a need for in-service training to equip teachers on how to effectively implement CLT.

Category 11: Teacher's experience

Teacher's experience refers to the number of years that the participants have been teaching in primary schools and the knowledge that they had gained through this experience. From the interviews I found that all the participants had been teaching for 15 years and more. It shows that they were not novice teachers, but that they had been in the field for some time. For instance, participants Pink and Purple had been in the teaching field for 20 years. It turned out they were the most senior teachers among all participants. This is disconcerting

to me, because if the experienced teachers who are supposed to assist participants had not been trained in CLT or their knowledge of CLT had fossilised, participants would revert to their traditional teaching methods, which is exactly what happened in this study. Consequently, participants working with their colleagues are likely to maintain traditional methods of teaching and will not employ CLT (Darling-Hammond & Bransford 2005; Johnson 2009). In the extracts below the participants indicate how they had gained their knowledge on CLT.

➢ Participant Red: *You'll find there are difficulties. I find difficulties in pupils each year and I would find ways to correct them.*

➢ Participant Pink: *It has, ah, I had the chance to teach, ah, almost from Grade 3 to 7 but, ah, I've gone for a long time having Grade 6 and 7. So, I can say it has made me to gain some experience in the two classes better than the infant where I've never taught.*

➢ Participant Purple: (Laughs). *I think so. Because each year you learn, I learn many things and interacting with different types of pupils has helped me on how to handle the pupils over the years.*

➢ Participant Green: *Umm. If I can remember well, the days I started teaching, I wasn't doing like I am doing right now. Otherwise, I'm just trying to say I was less experienced and, ah, I didn't know how to teach even compositions. But because of the experience that I have and the interaction that I have with others, I copy from this one, so then use those things to improve my teaching.*

Participants highlighted that their experience in the teaching field assisted them to improve in their teaching. The participants also claimed to have received assistance from qualified teachers who had been in the teaching field for a long time. However, it would seem that the other qualified teachers were not applying CLT, therefore, newly qualified teachers would use the teaching methods used by senior teachers. I inferred that while teachers did reflect on their practice in order to improve, they rather aimed at improving their pass rates and not their implementation of CLT.

4.4.3.2 Sub-theme 4: Teachers' attitudinal knowledge

In this study, teachers' attitudinal knowledge refers to how teachers comprehend and view CLT as an approach, which influences how they implement it. This sub-theme includes three categories that describe the main theme and also answer the research question, namely teachers' understanding of the CLT approach, teachers' attitudes and perceptions of CLT, as well as teachers' beliefs of their roles in implementing CLT.

Category 12:   Teachers' understanding of the CLT approach

The findings reveal that the participants' understanding of CLT relates to how they comprehend CLT as an approach. I gauged their understanding of CLT through what was exhibited in their scheme-cum-plans, from the interviews and the observations. I realised that the participants were of the opinion that CLT was simply passing information down to learners, which was confirmed by the fact that the participants spoke most of the time during their lessons. The excerpts below show the participants' understanding of CLT as an approach:

➢ Participant Red: *Okay. That we should teach first so that they will be able to communicate themselves well. Ah, talking of languages and also, ah, for them to be able to read and understand what is in their books and be able to answer some questions properly.*

➢ Participant Pink: *Ah, it is how you pass on knowledge to the learners. The words that you use you have to be, ah, usually careful in terms of their level so that they will be able to get what you will be saying.*

➢ Participant Purple*: My understanding about Communicative Language Teaching is whereby, ah, children are given the opportunity to express themselves. They are given the chance to find out things for themselves. They are given more time to explore different things and they are given the opportunity to do things on their own rather than being lectured to like what was done long ago.*

➢ Participant White: *Alright. Ah, as a teacher, living in Zimbabwe and teaching, ah, English, ah, languages and second language to our children, ah, is all about, ah, teaching the skills that involve reading, ah, listening, speaking skills and writing skills.*

➢ Participant Green*: Umm. Communicative Language Teaching I think it all deals with teacher interacting with the child, ah, when teaching language.*

Participant Purple showed some understanding of CLT. Similarly, an interview with participant White revealed that CLT was concerned with the four integrated skills of English instead of communicative competence, while participant Red was concerned with the skill of reading. This is confirmed by Fang's (2010) and Li's (2011) findings that teachers indicated that CLT was about the four skills. According to participant White, a learner should be in a position to master all four skills. This probably means that participant White viewed CLT as an approach that would develop learners' English proficiency through the development of the four language skills. In addition, participant Purple viewed CLT as an approach that assisted

learners to express themselves. Therefore, I understood that participant White and Purple both viewed CLT as an approach that would assist learners to communicate well in English.

Participants Green's and Pink's understanding implies the traditional approach to language teaching where the teacher is concerned with the learners' understanding of the content of the lesson and passing knowledge to the learners. They were concerned with the interaction that the teacher should have with learners, but did not consider that the interaction should be among the learners as well. It was only participant Purple who was concerned with learners being given the opportunity to express themselves, which in turn assisted them to become communicatively competent.

From their responses it was clear that the participants had a limited understanding of the principles of CLT. However, I found that participant Purple, who showed some understanding of CLT, could have derived the idea from the word "communicative". Given the limited understanding of CLT by the majority of the participants, I concluded that the participants did not use interactive activities due to a lack of professional development (cf. section 4.4.3.5).

Category 13:   Teachers' attitudes and perceptions of CLT

Teacher attitudes and perceptions refer to the participants' awareness of CLT, but in relation to how they perceive and respond to it as a teaching approach. Although attitudes were difficult to measure in this study, participants generally showed interest in the CLT approach. I deduced from their comments that they had positive attitudes towards using the CLT approach. These findings are similar to those by Al-Magid (2006), Chang (2011), Zangoei and Derakhshan (2014) and Derakhshan and Torabi (2015), whose studies also showed that teachers had positive attitudes towards the CLT approach. In my study participants appreciated the use of pair and group-work activities in CLT. They indicated that pair and group-work activities had some advantages and disadvantages, although the advantages outweighed the disadvantages.

Although I concluded that participants' attitudes were positive towards CLT, the participants indicated little or limited knowledge of the approach, hence their inability to apply the method to the activities that they used. For example, I noticed their positive attitudes during observations and post-lesson observations when they uniformly showed interest in learning about CLT and how to effectively apply the method. Participant White indicated that CLT was important because it assisted learners to enhance their language development. Other participants expressed the following sentiments:

> Participant Red: *It is very important for the pupils to understand English because most of the work or subjects which we teach them, it's written in English. So, if they understood the language, it will be easier for them to answer the questions and to get better marks when it comes to examinations, in their examinations.*

> Participant White: *Right. Ah, it is very important because right now, ah, the methods we are using, they are not self-centred as in, ah, the teacher only is the one who gives instructions or she is the one who knows all, who knows it all. There are times when children also have to ask questions, ask teacher and also fellow learners and as they interact with each other and do their tasks with each other, even projects, it helps enhance their language development.*

From these findings I concluded that the participants believed that CLT could be implemented only through pair and group-work. However, while participants displayed positive attitudes towards CLT, they paid lip service to its use. I concluded that the participants did not continuously reflect on their teaching and thus, they did not determine how effective their methods of group and pair work were in achieving communicative competence. This is in contrast with Fenwick (2001) who states that teachers should mirror the activities they use to teach to create a new understanding for growth or development.

Moreover, while the participants spoke positively about CLT, they failed to walk the talk during the actual lessons, in which participants displayed inadequate knowledge of what it would look like in classroom activities. As a result, their teaching was inclined towards the use of traditional instructional approaches.

Category 14:   Teachers' beliefs of their roles in implementing CLT

In this section I present the findings on the roles played by the teachers and subsequently, the roles taken up by learners during English lessons. One assumption that I had was that if the participants understood the importance of and the methodological application of CLT, they would be observed playing appropriate roles to demonstrate how they implemented CLT. During the interviews the participants described their roles in a CLT classroom. Participants provided divergent answers to what they believed their roles were. For example, participant White viewed the role of the teacher as that of giving learners work and asking them questions.

Another role played by the teachers was that of preparing learning and teaching aids. Participant Green highlighted that she improvised the learning and teaching aids by using the backs of calendars as Manila to construct charts or flash cards. Participant Red indicated

that she wrote sentence strips and flash cards for use as teaching and learning aids. Participant White also highlighted that she sourced learning aids on her own:

➢ Participant Red: *I'm the one who writes those sentence strips, cards.*
➢ Participant White*: Ah, some I do source for myself.*

It is clear that the participants had some understanding of their roles as teachers, but they were either not aware of the important role of facilitator in a CLT lesson, or they deliberately ignored it. The roles played by the participants in this study seemed not to be in line with CLT dictates, which indicate that the teacher should be the guide or facilitator in the lesson while the learners are creators of new knowledge through interaction with their peers under the guidance of the teacher (Richards 2006; Parvin 2016; Wei 2016). For example, during her lessons participants Green spoke more than the learners, thus defeating her role as a facilitator or guide – something that seemed to be a key approach used by all participants. When I asked the participants why they allowed little learner participation in the lessons, they indicated that they did not have adequate time to teach communicatively. They either wanted to finish the lessons on time or produce the number of written exercises required by the Ministry of Primary and Secondary Education (MoPSE). When they were allowed to talk, learners were merely required to give one or two-word answers, which is contradictory to the principles of the communicative approach. The following indicates the inadequacies in terms of CLT:

Observation: Participant Green, lesson 1

Teacher: *Starting line*. (She points at the floor) *Lower*. (Learner crouches and lowers as requested). *This is crouching.*

Class: *Yes*

Teacher: *You are preparing to?*

Class: *Run*

Teacher: *Yes*. Claps hands for Learner.

(Learner stands up and goes back to take a seat).

Class: Claps hands for Austin.

Teacher: *Right. Second letter. The silence was broken by the sound of a whistle and they*

> *were off. The sound of a whistle "pruu"* (The teacher puts her hand in a position of holding and blowing a whistle). *Then they are what we call?*
>
> Class: *Supporters* (in unison with the teacher). Teacher: *Supporters. So, what do the supporters do to the athletes? What do they do to the athletes? We have just read here. "Ah, now the supporters of each team were no longer silent". What did they do? When someone is running, what do you do?* (Only one boy had his hand up to answer). *Yes* (pointing at the boy who stands up and answers.)

In addition, the way participants handled their lessons revealed the roles of the learners. One of the roles of learners revealed in this study was to respond to the questions asked by teachers. Learners either responded by giving one-word answers or they answered in unison. For example, when participant Green asked her learners questions, they answered in chorus. As a result, learner participation in this study was very limited. Moreover, learners were not given adequate time to interact effectively among themselves. This did not allow learners to think critically about the topic being taught – something that would ignite the desire to create high level conversations about a topic. This observation and findings suggest that learners were not given opportunities to learn nor to relate the topic to their socio-cultural environment, which would assist them to interact freely about what was familiar to them. Furthermore, there were no communicative features, such as interactive activities, that would assist learners to play the role of learners in a CLT classroom. This finding contradicts what researchers such as Larsen-Freeman (1986), Littlewood (1981), Savignon (2002), Richards (2006), and Brown (2007) suggest, namely that learners should be the main participants in the learning process, and should interact with peers and the content of the task.

4.4.4   Summary of theme 2: Teachers' pedagogical beliefs regarding the CLT approach

The theme on teachers' pedagogical beliefs for a CLT approach clearly showed the factors that affected how the teachers implemented CLT. It was evident that the participants had not been exposed to adequate theoretical guidance on the CLT approach, a variable that influenced their knowledge, understanding and the choice of learning aids. It is clear that the teachers in this study had also not yet benefited from professional development to help them transform their roles from that of transmitters of knowledge to that of facilitators of communication.

Furthermore, it is evident that participants and learners also acted as human mediation tools, which is a principle in CLT. During pair and group-work participants moved around assisting

learners while learners were also encouraged to assist their peers. What this means is that participants provided their learners with scaffolds while learners provided their peers with scaffolds to assist them to reach their ZPD. I argue that although scaffolding was a requirement, and was indeed provided, participants did not display the necessary skills for effective communicative learning to take place, as is outlined in related literature. I attribute this to the fact that participants need in-service training to be able to effectively teach using the CLT approach. In addition, this can be attributed to the fact that the majority of teachers did not major in English. Therefore, it was apparent to me that participants, as mediators of learning, did not possess the linguistic skills required to teach communicatively due to lack of adequate training. This resulted in CLT not being effectively implemented.

4.4.5   Theme 3: Resources

The theme, resource, addresses the following research question:

Sub-RQ2: *What factors influence teachers in implementing the CLT approach*?

Under this theme I looked at both human resources and material resources. Material resources refer to the learning aids used and human resources refer to the teachers as implementers of CLT. For CLT to be implemented effectively, adequate resources in the form of expertise, infrastructure, learning and teaching materials should be in place.

4.4.5.1   Sub-theme 5: Material resources

Material resources refer to any apparatus or devices that are easily accessible to be used to enhance the teaching of English. From the collected data, it emerged that although the participants were aware of the importance of material resources in the implementation of the CLT approach, and that material resources have the potential of assisting teachers to teach communicatively, the majority of the participants did not use CLT learning aids in convincing ways. However, I believe that if the teachers used socio-culturally related learning aids, their teaching could have proved to be more effective.

Category 15:   Availability of learning and teaching materials

The participants indicated that they used flash cards and sentence strips as learning aids in the teaching and learning of English. Only participants Pink and Red indicated that they used materials from the environment when teaching comprehension, depending on the topic of the passage. Participant Purple indicated that she only used flash cards when teaching English. The findings show that the teachers did not use learning materials from the

environment to teach English, although their use could have created a natural environment in the classroom, thereby strengthening the context in which the learners were being approached. Participants in this study used learning aids from the environment to teach other subjects, especially social studies. In English lessons participants used flash cards and sentence strips only. In support of my observation, the participants mentioned the following:

➢ Participant Pink: *The environment at times.*

➢ Participant Red: *It depends. When it is a comprehension, it depends on what it is all about. If it is about things which are in the community, I can ask them to bring them and then we talk about them before we write.*

➢ Participant Purple: *For other subjects we use different things from the environment. But as for English, really, it's usually those cards.*

The participants indicated that they would sometimes use their own money to buy Manila charts in order to make learning aids:

➢ Participant Pink: *Ah, the school provides. Not the charts. They provide Manila. Yes. At times we have to use our own money to buy the charts.*

➢ Participant Purple: *Ah, usually we are given at the office but sometimes I have to source for myself. They are not enough.*

In general, participants' responses indicated that, since they were teaching at Zimbabwean Government Schools, they had limited resources:

➢ Participant Pink: *No. This being a Government school, we are limited in resources.*

➢ Participant Green: *Because there is no way you can teach, ah, for example, a class like mine, when you only have about 15 textbooks then you expect to get good findings from that.*

Data from this study revealed that the implementation of CLT in all participating schools was affected by a lack of resources. This finding is similar to that of Richards and Rodgers (2001) who noted that teachers cannot implement CLT without enough resources, namely teaching/learning aids and materials. This is supported by Chivore (1994), Adeogun and Osifila (2008), and Sedibe (2011) who found that there was a correlation between learners' achievement and the use of learning aids.

Textbooks are important learning materials. As mentioned by participant Green, inadequate textbooks lead to poor implementation of CLT. Participant Green also highlighted that her learners could not achieve good results if they were forced to share only a few available textbooks. Adequate resources and learning materials are required to assist in the teaching

of CLT in order for learners to achieve communicative competence (Ansarey 2012; Jamali et al. 2014). Participants cited the shortage of textbooks as a hindrance to the implementation of CLT. However, I found that the participants did not use the information from the textbooks to apply CLT, but rather to prepare the learners for the examinations, as most examination items were taken from the textbooks.

One of the participants highlighted that some of the content in the textbooks was not relevant to the learners' environment. The content of textbooks, as materials, should relate to the learners' contexts so that they may learn the language within a real-life context. These findings are similar to those in Abdullah's (2015) study, which showed that materials used by learners were not socio-culturally relevant. I also found that participants did not use any local learning and teaching aids as is recommended by Mok et al. (2003), Sowden (2007), Woolfolk (2008) and Johnson (2009).

In the majority of the lessons that I observed participants used flash cards or sentence strips because they are easy to make. It is worthwhile to note that these learning aids limited the learners' level of participation in lessons. Participants Red and Purple used sentence strips to teach prepositions, while participant White expressed the following:

➢ Participant White: *Right. Time in teaching is always compromised. Because as a Grade 7 class, you know this is a revision class. So, at times I have to work extra hours. And then I do my teaching aids after hours, after work because by the time I want to do them in class, it won't work. So, I use weekends, mostly to prepare my learning aids and throughout the week and many more after work, after 4pm.*

During the first observations I noticed that the teachers used teaching and learning aids. However, when I visited them unannounced, I discovered that they taught without any teaching and learning aids, leading me to conclude that the teachers were operating without sufficient instructional materials to support the principles of the CLT. The implication of this finding is critical. I deduced that participants did not normally use any teaching and learning materials during their teaching, but included them for my benefit. However, as they had indicated, this could also be as a result of a lack of resources in government schools, forcing teachers to use their own money to buy and make teaching and learning aids. Since teachers do not use teaching and learning aids as recommended by the primary school syllabus, it is clear from this observation that CLT is not fully implemented. This finding is in line with other important researchers such as Ansarey (2012), and Derakhshan and Torabi (2015) who concur that CLT is only implemented effectively when enough resources are available.

Participants were faced with two challenges, namely being creative to construct their own teaching and learning aids, and subsidising their schools and the government by using their own resources to buy materials for making teaching and learning aids. It appeared to me that the Ministry of Education introduced the CLT approach before considering the kind of materials that would be used and how these materials would be obtained. Resources for funding materials for the teaching of English as a second language may also not have been considered before the introduction of the CLT approach in Zimbabwe. One of the prerequisites for the implementation of the language-in-education policy is the importance of developing and deploying learning and teaching materials so that teachers can teach effectively (Crystal 2000; Kaplan & Baldauf 1997, 2003; Ndlovu 2013). Owing to the fact that teaching or learning resources influence the effective implementation of CLT, I realised that CLT was only implemented partially due to a lack of resources.

Category 16: Availability of technological resources

In CLT technological resources may be used effectively to achieve the learners' communicative competence. Zhang (2008) claimed that technological resources may compensate for the absence of authentic language in classrooms. In this study that participants indicated that they were aware of the fact that technological resources could assist them to implement CLT. For instance, when I asked them whether they knew of the importance of technological resources, they gave the following responses:

➢ Participant Green: *Yes. It assists very much because recently I just found that there are some lessons that you can teach very well using ICT, using the Power Point.*
➢ Participant White: *Yes, it will because by using ICT, ah, you would make use of the internet.*

It is evident that participants knew the importance of technological resources however none of their scheme-cum-plans indicated the use of those. Participants indicated that they did not use technological resources because they were not available and that their schools could not afford them. It would seem as if the participants did not make an effort to use technology as they could have improvised and used their smart phones to assist in the implementation of CLT. I found this interesting because the Minister of Primary and Secondary Education made a policy pronouncement to Senate allowing the use of cell phones in schools (Murwira 2015:2).

4.4.5.2 Sub-theme 6:   Human resources

In this section I present findings that relate to the availability of teachers and their ability to implement the CLT teaching approach. The data were obtained from the semi-structured interviews.

Category 17:   Availability of human resources

Studies by Tevera (2004) and Shumba and Mawere (2012) reveal that Zimbabwe is faced with a challenge of brain drain and that most of its schools are staffed with untrained teachers. However, while these authors' claims may apply to other schools in Zimbabwe, the same did not apply to the participants in this study. All participants in this study held the basic prerequisite Diploma in Education at primary school level able to implement CLT at Grade 7 level.

4.4.6   Summary of theme 3: Resources

The implementation of CLT is affected by different factors, which may either promote or hinder it. The data analysis in this study revealed that participants did not possess the prerequisite expertise in CLT expected of Grade 7 primary school teachers. The teachers lacked expertise because of the inadequate training in the application of the CLT approach. In spite of their qualifications they failed to implement CLT effectively and this resulted in them being unable to handle a communicative class. The lack of the successful implementation of CLT was evident during the first lesson observation in which the participants' made teaching and learning aids in my presence. From this I deducted that the planning of CLT lessons was only done as an afterthought after I had arrived unannounced to observe a lesson. It appeared to me that teachers failed to teach communicatively because they did not have time to prepare teaching and learning aids while planning their lessons. This finding suggests that the teachers were not prepared for their lessons. A lack of preparation is an indicator of the teacher's attitudes towards the work when they do not get supervised constantly. I also observed that the participants had inadequate resources to construct learning and teaching aids. The implication of this observation was that the teachers simply did not use teaching and learning materials. This indicated to me that CLT was not effectively implemented. I also found that the learning and teaching aids used by all participants were very similar. None of the participants used socio-culturally relevant learning aids as required by the Zimbabwean Primary School Syllabus. This could be attributed to the view that the teachers used the same teaching methods and also shared the same beliefs about how CLT should be implemented. I concluded that the learning and teaching aids

used by the participants were all subject to how they understood the syllabus, how they evaluated these aids and how they interacted with them. However, my observation was that there was a mismatch between the learning and teaching media or aids used by participants and those required by the syllabus or the dictates of CLT. Since resources affect how teachers implement the CLT approach, I concluded that CLT was only partially implemented due to the challenges mentioned.

4.4.7   Theme 4: Instructional communication and classroom discourse

The theme, Instructional communication and classroom discourse, addresses the following research question:

Sub-RQ2: What factors influence teachers in implementing the CLT approach?

In this study, instructional communication and classroom discourse refers to the kind of interaction that takes place in the classroom. Under this theme, aspects like the language used, the competences that teachers exhibited in relation to the implementation of CLT, and how the teachers responded to the errors made by their learners, are discussed.

4.4.7.1 Sub-theme 7:   Language policy and language use

The language policy by the Ministry of Primary and Secondary Education (MoPSE), among others, recognises the use of all national Zimbabwean languages as medium of instruction and learning. It also recognises the status of a language, whether it is compulsory to be learnt or not, and it looks at the time allocated to the subject on the timetable. In this study, participants indicated that they always used English as medium of instruction. Participant Red indicated that the reason for this was that examinations for all subjects were written in English. This finding, while not in agreement with Cummins (1981) and Bamgbose (1991; 2000; 2007), has particular bearing on the Zimbabwean context. The cited literature agrees that, for learners to understand a second language there is a need to first master their first language, especially at the beginning of the first grades, now commonly referred to as ECD levels. It is, therefore, critical to conclude that context plays an important role in the way instruction methods play out – especially at primary school level. In Zimbabwe, the MoPSE is introduced the new school curriculum, and calls for improved CLT implementation, especially regarding the view that the schools system is moving to embrace the practical aspects of the subjects. This study may need to be replicated in the near future to establish how CLT is being implemented in the new context.

Category 18:   The use of mother tongue

Although participant White was fully aware of the language policy that advocates the use of indigenous languages in teaching and learning, she preferred not to use chiShona, the learners' mother tongue. Participant Green showed that she did not know the stipulations of the language policy. She thought that teachers were not allowed to use the learners' mother tongue, which could be a trend among language teachers. However, she indicated that she sometimes used the mother tongue to enhance her learners' understanding. In all the classes that I observed the teachers strived to use English. The only time that they used chiShona was when they were moving among the groups to assist the learners. Participants White and Green explained their understanding of the use of mother tongue in the following manner:

➢ Participant White: *From the early stages because right now in Zimbabwe, they are now focused more into teaching languages. You can teach a subject, ah, using even Shona as long as, ah, the children get you. We are now not allowed to just concentrate on the English language on itself. So, as long as the children cannot get you, you have to use the other language. Because now it is a requirement for one to have either Shona or Ndebele. So, at times, ah, maybe when you are teaching, you will be talking to almost maybe half of the class.*

➢ Participant Green: *Well, there are a lot of challenges, ah, the bigger problem is that, ah, the background where children come from. We have difficulties in communicating. You'll see that most cases we try to use the vernacular language when you are teaching English, of which it is not allowed. Because we want a child to understand, you have to sometimes switch to vernacular language.*

Almost all the participants agreed and indicated that although they sometimes used chiShona as medium of instruction, they preferred using English. The reasons for their preferences are that all examinations within the Zimbabwean education curriculum are written in English, except for the chiShona examination. Two of the participants justified this in the following responses:

➢ Participant Red: *Ah, the problem with the use of first language is that, people will not be able to express themselves when it comes to, eh, foreign subjects, English and also Mathematics because the questions are written in English. And you find, ah, when they are used to their, ah, mother's language, it is difficult for them to write compositions.*

➢ Participant Pink: *Yes. As they are going to sit, ah, for their examination, only one examination is written in their first language, which is Shona and the rest are written in*

English. I think it's better that they use more of English, so that they will be able to understand the exam questions.

The study revealed that the teachers preferred using English as medium of instruction. I assumed that the participants used English to drill learners in preparation for the examinations as alluded to by participant Pink. On the other hand, teachers used the learners' first language only when explaining what they assumed to be difficult concepts so that learners could understand what they were teaching. These findings are similar to those from a study by Gotosa et al. (2013) and Viriri and Viriri (2014), who found that some teachers use English as medium of instruction and only code-switch between L1 and English when explaining a difficult concept. From the observations, I found that learners did not use English during pair and group-work activities, but rather used chiShona to complete tasks. The implication of this is that learners lacked proficiency in English and they would struggle to negotiate meaning in the second language, hence the teachers used that context to scaffold learning.

Findings show that while teachers use learners' (L1), they use it with reservation. They actually prefer using English as medium of instruction, even though participant Red code-switched from English to chiShona. She would code-switch for different reasons and at different points during her lesson presentation. For example, during the second observation, participant Red wanted learners to clearly understand her instruction on pair-work therefore she addressed them in their first language. Participant Red then switched to English when she felt that the learners had mastered the instruction after having had enough practice in the pair work activity that they had done. However, Cummins' (1979) theory of second language acquisition emphasises the role of the mother tongue in education and the acquisition and mastery of the L2. Some bilingual programmes agree with the approach of code-switching and concur with, Cummins' (1979) Second Language Acquisition Theory which propounds that learners should receive first language instruction while making a gradual transition into the second language especially for ECD learners.

Findings in this study indicate that participants contradict the Developmental Interdependence Hypothesis (DIH) by Cummins (1979), which postulates that learners should be given a firm foundation in L1 to perform better in learning a new language (L2). Since the participants indicated that all examinations, except those in L1, are written in English, they moved to emphasise the necessity to teach in English throughout and to use the L1 sparingly. Participants apparently only switched to L1 to explain certain concepts of instructions.

During my observations learners mostly used L1 in pair and group-work activities because they were not proficient in English and they were only able to negotiate meaning in L1 and then moved to an L2 meaning.

Category 19:   Participants' beliefs on learner errors

In this study I noticed that all participants corrected learners' errors when they noticed them. Errors varied from grammar to pronunciation. During a second lesson observation, participant Pink corrected a learner's error by asking other learners to correct their peer. During presentations on prepositions used in a dialogue, the presenting pair incorrectly used the word "beside". The participant asked other learners to correct the pair. In this case, participant Pink used learners to provide a scaffold to their peers. When other learners failed to correct their peers, participant Pink always assisted. By correcting errors immediately when they occurred, it was evident that participants did not tolerate errors in their CLT classrooms. The following extract shows how participant Pink handled errors.

Learner: *We are using prepositions "beside" and "in".*

Participant Pink: *That will do.*

Learner 1: *Where do you live?*

Learner 2: *I live beside the state house in Harare.*

Learner 1: *Where is your country?*

Learner 2: *Our country is beside Mozambique.*

Participant Pink: *Is it beside Mozambique?*

Class: (Part of it responds) *Yes.*

Participant Pink: *No! You are not going to laugh. Tell me if that, ah, sentence is correct. He said that our country is beside Mozambique. Someone to correct them?* (A few hands are up). *Uh.* (As she nominates a learner to answer).

Learner: *Our country is next to Mozambique.*

Participant Pink: *Well done! Our country is next to?*

Class: *Mozambique*

Participant Pink: *Mozambique.* (In unison with the learners). *Okay. Fine. Still on the word "beside", can I have two people to come and demonstrate the word "beside"? And then they tell us kuti (*Kuti is a chishona word which means to be able to*) what is happening there.* (She nominates a learner). *Okay. Fine. Come with your friend.* (The two go to the front of the class to demonstrate as requested).

This excerpt indicates how the principles of the CLT approach are contradicted. CLT advocates for learners to be allowed to make errors so that they may self-correct (Al-Magid 2006; Brown 2007; Coskun 2011) and achieve fluency in the target language. I found that whenever participants left errors uncorrected it was due to their own language inadequacies. It also seems as though the teachers think that if they do not correct errors, the learners have not learnt. When I enquired about this during the second round of interviews, four of the participants indicated that they did not want their learners to master wrong things. This suggested that participants were not aware that they should only correct errors that hampered communication (Brown 2000; Larsen-Freeman 2000; Pica 2000).

In this case, and similar to the literature reviewed for this study, teachers were observed using the ALM and the GTM where learners' errors are corrected as soon as they are uttered (Badger & Yan 2008; McKendry 2009). The way in which participants handled errors was an indication of insufficient knowledge of CLT, because in an actual communicative class errors are accepted and are regarded as part of the learning process (Riley 1987).

4.4.7.2 Sub-theme 8:   Teachers as second language speakers of English

This theme covers the participants' competence in the target language and as a direct result, their learners' competence. The effect that this competency has on the role of the More Knowledgeable Other Vygotsky (1978) is also discussed. All participants and learners were second language speakers of English. This implied that concerns about proficiency in English were certain, not only for learners, but also for the participants.

Category 20: Teacher competence in English

From the observations it was clear that teachers displayed a lack of proficiency in English, as they were all second language speakers of English. Participants made many grammatical errors when speaking English. Furthermore, most of their learners could hardly communicate meaningfully in English and mostly gave one-word answers.

For communicative competence, learners need to master four language competencies, namely grammar, discourse, socio linguistic and strategic competences (Canale & Swain 1980; Riazi & Razmjoo 2006) (cf. section 2.9.2). Strategic competence in this study refers to how participants displayed verbal and non-verbal cues to enhance understanding when communicating in the target language (Canale & Swain 1980; Ozsevik 2010; Moodely 2010). For strategic competence I recorded the verbal and non-verbal cues that I video recorded in

the transcriptions and for discourse competence, I looked at how participants used cohesive devices.

Participants Green, Pink and Purple displayed strategic competence – especially to correct and discipline learners. These participants applied non-verbal cues like staring at learners when they failed to carry out given instructions. Participant Green's personality affected how she presented her lessons. She was full of life, and during the first lesson that I observed she illustrated how she applied strategic competence to help her learners understand the meaning of the words from the comprehension passage that she read. The extract below shows how participant Green used strategic competence.

Participant Green 1: *Listen to the sentence. I want you to get the meaning as it has been used in the passage. The six boys in the first heat crouched lower and lower on the starting line.* (Teacher moves to point at an empty space in the classroom). *The starting line is here.* (Pointing at the floor). *Someone to come and crouch.* (Some of the pupils raise their hands to be nominated to demonstrate). *Learner.*

Learner: (Leaves his chair and goes to the open space chosen by the teacher to demonstrate as requested).

Participant Green: *Starting line.* (She points at the floor). *Lower.* (Learner crouches and lowers as requested). *This is crouching.*

Class: *Yes.*

Participant Green: *You are preparing to?*

Class: *Run.*

Participant Green: *Yes.* Claps hands for Learner.

(Learner stands up and goes back to take a seat).

Class: Claps hands for Learner.

Participant Green: *Right. Second letter. The silence was broken by the sound of a whistle and they were off. The sound of a whistle "pruu"* (The teacher puts her hand in a position of holding and blowing a whistle). *Then they are what we call? He ran so fast that he tripped and fell. He quickly jumped up. Obviously unhurt and continued running.* (She flips to the next page). *Look at the picture there. Look at the picture. Do you see the athlete?*

Class: *Yes.*

Participant Green: *They are running as fast as they could. All the others put their energy into every stride. A stride. They are saying, when you are running* (she demonstrates in the process) *if you want to have the best run you must have long strides. Like this. Look at my strides* (while demonstrating). *You are stretching your leg from this point to the other side. So, this is the stride.* (Again, demonstrating to the class.)

It would seem that the participant compensated for her inadequate language proficiency by using verbal and non-verbal clues. On the other hand, participant Green's use of verbal and non-verbal cues might also have been to assist learners to develop new vocabulary. This is because participant Green asked the learners to demonstrate how to crouch as the word was in the list of new words. Participant Green's use of strategic competence was passed on to learners who learnt from the non-verbal signs. In this instance, the use of strategic competence assisted learners to understand what was being communicated to them. Participant Green's use of verbal and non-verbal clues is in line with Canale and Swain (1980), Riazi and Razmjoo (2006), and Ozsevik (2010) who state that for learners to achieve communicative competence, the teacher is required to use verbal and non-verbal cues that enhance effective communication.

For discourse competence, I looked at both interviews with and observations of participants. I paid special attention to the flow of sentences and the cohesive devices that the participants used. For participants to be discourse competent, they should be able to link sentences together appropriately. I found that participants failed to express their ideas eloquently during the interviews. The excerpts below illustrate the participants' inarticulate statements.

➢ Participant Green: *Umm. You apply the CLT in group-works and, ah, even individually I assist children to see that, ah, they know what it is.*

➢ Participant Pink: *Usually I do that. Sometimes before, let's say, ah, before a lesson, we give them some work, a week before, we look at their means, at the means of work so that when I use them, it will be easier for them to get what I will be saying.*

➢ Participant Purple: *In my English lessons I make sure that I prepare some activities so that pupils have time to, ah, discuss things and to be, exchange ideas and to describe some things, some tasks on their own.*

Participant Pink, for example, clearly demonstrated a lack of discourse competence during her lesson presentations, since her sentences lacked coherence. For instance, she would sometimes begin speaking using a conjunction, and in other instances, she would start a statement and not complete it into a sentence.

Participant Pink: *Okay. Thanks for the correction. What I'm going to do is, ah, you are going to get in pairs. You write a conversation using at least one of the prepositions.* (She goes to the chalkboard to point at a list of propositions). *Okay. Fine. So that we don't*

> *repeat the same preposition* (she is still holding some sentence strips)*. You are going to use "beside" over there* (pointing at a group) *in your case. And then "on", on the next group* (again pointing at the group)*. "Past" on the next group* (points at the group)*. (She checks another group then asks). How many are you here?* (Counting the number of groups on that side of the class).

None of the participants displayed adequate discourse competence and their unconnected statements were inarticulate. Some of their sentences were incomplete and in some instances participants started with new ideas without having completed the previous. While participants knew and understood what they intended to say, they failed to express themselves effectively, which could be one of the reasons why they avoided teaching communicatively.

During the observations I also looked for grammatical competence in the participants' utterances. I found that participants' grammatical competence was inadequate. I noticed that participants made glaring grammatical errors. Participant Red struggled with tense. Instead of using the word "spent" she used the word "spend". Participant Red could not use well-constructed sentences as is evident from the second sentence in the excerpt below.

> Participant Red: *Aha. New Grade 7 revision books. Horaiti. Ah, you have seen that gifts are given in different kinds. It can be money. (She counts using her fingers). It can be an item. But today, I want to, you to write a composition. That composition is: "How you spend one hundred dollars won in through a competition". Ah, on that. The letter you are writing. In that letter you are writing to your auntie telling him, telling her how you spend hundred dollars that you won in a competition.*

In addition, I found that the learners did not understand participant Pink's instruction. She moved around whispering to her learners and eventually participant Pink code-switched to the learners' first language. Code-switching suggests several things. It is either that the participant failed to get a suitable word or phrase to use when she was speaking to the learners, or that the teacher or the learners are not grammatically competent to give or understand the instruction. Nevertheless, while the participants code-switched, they did not overuse it. They quickly reverted back to English regardless of making grammatical errors.

Socio-linguistic competence is how language is linked to the learners' social context. For socio-linguistic competence, I scrutinised the types of lessons presented by the participants.

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I found that participant Pink's first lesson was socio-linguistically apt as she taught a comprehension lesson on the causes of accidents in their community. Learners managed to give the causes and one of the causes was potholes, which are common in Zimbabwean roads. In her lesson on road accidents participant Pink asked her learners to identify the causes in pairs.

Participant Red also taught a socio-linguistically related lesson. In observed lesson 3 she asked the learners to write a letter to their aunt telling her how they spent the money that they had received after winning a competition. Participant Green also asked learners to write about the sports day at their school. Even when the teachers did lessons that were related to the learners' environments, they failed to observe the socio-linguistic competence themselves. They should have used these lessons to include socio-linguistic constructs, which are appropriate to the learners' culture-specific contexts. For example, in participant Pink's first lesson she could have asked the learners what they thought could be done to avoid accidents.

My findings show that while participants demonstrated proficiency through strategic competence, they were incompetent in other competences. As a result, they are not proficient enough in English to teach communicatively. I attributed this to the fact that English is their second language. This means that the teachers' language inadequacies were passed on to the learners. This agrees with Kaplan and Baldauf (2003), and Viriri and Viriri (2013) who found that teachers who were not proficient in English passed their linguistic inadequacies on to their learners. Similarly, Durrani (2016) and Brown (2016) argue that the use of CLT in language teaching requires teachers who are proficient in the relevant language.

Category 21: Learner competence in English

Learner competence refers to the learners' ability to communicate fluently and accurately in English. In this regard participant White highlighted that English was a barrier for learners. Participant Green agreed, as she indicated that the lack of language proficiency in learners has led to challenges in the implementation of CLT.

Besides learners practising to speak English at home, participant White was of the opinion that learners needed their parents' support to improve their communicative competence. Parents should buy reading materials and ensure that the learners read these and speak English when they interact with family and friends at home.

> Participant White: *Learners need support from home in terms of parents buying reading materials and making sure they read when they are at home.*

Participant White's suggestion is linked with what Cummins (1979, 1981) claims, namely that Interpersonal Communication Skills (BICS) can be learnt at home and during play with friends. Therefore, there are great opportunities for learners to improve their proficiency levels if they use English at home and with friends. However, in this study, learners' backgrounds influenced the extent to which learners learnt. Many learners came from families that could neither afford to buy reading materials nor assist them to practise spoken English. Their environments lacked authentic use of English and as a result, learners did not use English during play or at home.

Category 22:   More knowledgeable others to implement CLT

Vygotsky's (1978) Zone of Proximal Development (ZPD) refers to what learners can do independently, and the potential they can reach with the assistance of teachers or peers, while Vygotsky's (1978) More Knowledgeable Other (MKO) relates to peers or teachers assisting learners (cf. section 2.9.1) In this study, the More Knowledgeable Others (MKOs) was the learners' teachers and peers. Findings show that both participants and learners who were MKOs provided scaffolding for learning, albeit not that effectively, since the MKOs were not competent in English. When participant Red required of her learners to work in groups, she said, "Let us go to our group-work", as if she wanted them to continue with their group-work, instead of asking them to divide into their groups. This confused the learners. The lack of English proficiency is illustrated in the following excerpt.

Participant Red (as she goes towards the chalkboard): *Let us go to our group-work…look at those words which used in those sentences and these words written in pairs, joining sentences. Ah, right. We have got a word like* (she picks up a piece of chalk and goes to the chalkboard to write) *either or* (and she writes it on the chalkboard). *Then?*

Learners (in unison): *Neither nor.*

Although the participants in this study tried to provide scaffolding for learning, it was not appropriate as they themselves lacked communicative competence, which is in contrast with Slavin's (2009) statement that MKOs should be skilled to guide and encourage learners. This results in the participant and peers passing on their language inadequacies to learners, thereby perpetuating the cycle of inadequacy. In order for participants and learners to fulfil

their roles as MKOs, they need to be competent in the language in order to support the less knowledgeable to reach their full potential and be able to work independently.

4.4.8   Summary of Theme 4: Instructional communication and classroom discourse

The language of instruction determined how the participants implemented CLT. From the findings it was apparent that the participants had problems with their own communicative competence. As a result, while teachers used English as medium of instruction, they passed their own language inadequacies on to their learners. This finding suggests that before teachers can impart communicative competence to learners, they themselves will have to improve their own proficiency and communicative competence. This will contribute to the effective implementation of CLT. I found that interpersonal communication was used mainly between the participants and their learners. There was no effective interpersonal communication among learners as they failed to exchange meaning and sustain discussions in L2. The participants' failure to help learners interact among themselves led to the ineffective implementation of CLT, since interaction is critical in this approach.

4.5   Main findings in terms of research questions

The main findings of this study are presented in terms of the answering of the research questions from the data that emerged.

4.5.1   S-RQ 1: What activities do primary school teachers employ in implementing the CLT approach?

The five Grade 7 primary school teachers interviewed were asked about their views on the use of CLT activities in their classes. They highlighted that the approach provided opportunities for learners to communicate and to interact with their peers and the teacher in the class. They also highlighted that using this approach motivated passive learners with low English proficiency to improve their communication skills, and to improve their interactions in the classroom. To achieve this goal, they used pair and group-work, albeit ineffectively. This finding is in line with Fushino (2010) and Coskun (2011), whose research findings reveal that teachers know the advantages of pair and group-work activities. In agreement with Pang and Wu (2000), and Li (2011), I found that learners were unable to interact during group-work. Learners found it difficult to negotiate meaning during pair and group-work, as they were used to listening to the teachers teach. It was clear that the learners needed to be taught how to interact meaningfully in pair and group-work.

The five teachers in this study also indicated that limited lesson time was a huge challenge. Participants acknowledged that they did not use pair and group-work activities all the time because of the time allocated to each lesson. On their timetables, apart from double periods, teachers also had single periods in which they were expected to teach communicatively. They claimed that 30 minutes was not enough for a teacher to use interactive activities to implement CLT. This was further exacerbated by the fact that teachers needed to adhere to the Ministry's requirements of two written exercises in English per day, one composition, and two comprehension passages per week (Ministry of Education, Sport & Culture 2006). This finding is similar to Parvin's (2016), who, in a similar study, found that pair and group discussions were not used in many classes. During observations I noted that learners were only given a few minutes to do pair and group-work. This contributed to the ineffective implementation of CLT, because learners did not get adequate time to discuss in pairs or groups. However, while participants may not have shown adequate knowledge of CLT by using only pair and group-work, they knew the activities that they were supposed to employ to enhance learners' communicative competence. In their scheme-cum-plans participants recorded some of the activities that were recommended in the CLT approach. However, during lesson presentations the participants did not follow their scheme-cum-plans. They did not implement what they indicated in their scheme-cum-plans.

None of the participants used role-play in any of the lessons that I observed. Role-play is one of the activities that may be used to develop learners' language skills (Ochoa et al. 2016). Failure to use role-play in their lessons may be because of the participants' lack of creativity (Sharples De Roock, Ferguson, Gaved, Herodotou, Koh, Kukulska-Hulme, Looi, McAndrew, Rienties, & Weller, 2016). It could also be that the participants were not familiar with the CLT activities.

Although participants indicated the importance of discussions, they did not seem to use them. AlKandari (2012) states that discussion-based activities allow learners to be involved in discussing topics, which assist them in achieving communicative competence. Although the participants tried to use discussion in my presence, they did not indicate this activity in their scheme-cum-plans. This was evident in that learners could not sustain discussions as they did not have the capacity to generate a conversation. Instead, a few able learners would work alone and present the required work. Failure by learners to sustain a discussion was an indication that participants hardly used this CLT activity during their normal lessons. Participants' failure to engage learners in discussions could be caused by the learners' inability to interact meaningfully with their peers (Kibler et al. 2017).

During the interviews participant White indicated the use of the discovery/project activity, which is a learner-centred activity that motivates and nurtures learners to become communicatively competent. However, in her scheme-cum-plan, project work was not indicated. If properly used, it could be a good form of scaffolding (Van Dijk & Lazonder 2016; Yu 2016). What this suggests is that participants theorise about the use of interactive activities which they do not use in practice. This was also found by Karavas-Doukas (1996), Feryok (2008), Brown, Bird, Musgrove and Powers (2017) who observed that teachers struggled with applying theory in practice.

Although the participants reported that it was necessary to implement CLT in teaching English, in practice, teachers were using traditional methods of language teaching, such as the Audio-lingual Method and the Grammar-translation Method. The observed lessons were characterised by drill and repetition, chorus answers and teachers' active participation. This implied that teachers spoke most of the time while learners were not afforded opportunities to actively participate. Participants were, therefore, not focusing on real-life communication. For instance, learners did not negotiate any meaning in groups, but they either constructed sentences or answered given questions. This limited learners' communicative interaction and afforded them no opportunities to negotiate new meaning. A lack of learner-centred activities characterised the classroom discourse. The limited number of communicative activities that were actually used was used ineffectively.

4.5.2   S-RQ 2: What factors influence teachers in implementing the CLT approach?

All participants reported that they encountered difficulties during the implementation of CLT in their classes. The factors affecting the implementation of CLT, were misunderstanding about the implementation of CLT, teachers' inadequate English proficiency, and a lack of adequate CLT training. These factors were exacerbated by the learners' low English proficiency to develop communicative competence, and other issues related to the educational system, namely limited lesson times and a lack of adequate learning and teaching aids. Based on the lesson observations, it was clear that the participants did not teach communicatively since they had inadequate knowledge of CLT. They did not have a sound theoretical and practical knowledge to implement CLT effectively. However, they indicated their willingness to learn about CLT, which showed that they held positive attitudes towards it.

The findings of this study also show that primary school teachers are taught different approaches to teaching English as a second language, but that the CLT approach is not

emphasised. As a result, teachers view the CLT approach as one of the approaches they can choose to use or not use to teach English. The tendency in schools is that participants choose to use the teaching approach that they are comfortable with and will result in a good pass rate. As the participants did not receive adequate training, they could not be regarded as MKOs in the classroom situation. It thus seems that teacher training in Zimbabwe does not produce teachers that are able to implement the CLT approach.

Four of the five participants indicated that they did not major in English for their diploma training. Although colleges present English as one of the main subjects, the participants in this study indicated that they did not major in English. The policy on teacher training requires of teachers to have passed five 'O' level subjects, including English (Department of Teacher Education 2012). When asked what their subject majors were, some participants indicated that they majored in social studies, another in agriculture and another in infant education. Of the five, only one participant majored in English. Although these teachers had passed English Language at Ordinary Level they were not adequately proficient in English and were not trained to teach English. One participant who had specialized in infant education was teaching Grade 7 English. This shows that the MoPSE deploys primary school teachers with the expectation that, as they have been trained at primary school teachers' colleges, they could teach all subjects offered at primary school level (Department of Teacher Education 2012), which the findings in this study show to be untrue.

From the generated data, the language of instruction determined how participants implemented CLT. It was apparent that participants had problems with their own communicative competence. While teachers used English as medium of instruction, they negatively influenced their learners' language proficiency as they passed their language inadequacy on to the learners. In order for CLT to be implemented effectively, it is a prerequisite for teachers to be proficient in the language to be taught (Mary 2016).

Generally, participants were concerned about the lack of adequate resources. As a result, they used their own money to buy materials for constructing learning or teaching aids. As funds are limited, participants only used flash cards, sentence strips, charts and pictures as teaching or learning aids. In addition, participants showed a lack of creativity in the construction of teaching or learning aids, in line with the findings by Brown et al. (2017).

The participants indicated that some of the content in the textbooks was not related to the learners' contexts, and this agrees with Abdullah (2015) who found that materials used by learners were not socio-culturally relevant. Textbooks, as materials, should contain content

related to the learners' contexts so that they can learn to use real-life, authentic language. For mediation tools such as textbooks and teaching and learning aids to be effective, they must be culturally sensitive. Cultural tools are tools that are taken from the society or environment of the school. These tools should be familiar to the learners. Since the findings indicate that the available textbooks were not socio-culturally relevant, it suggests that participants needed to be creative in order to provide improvised scenes or activities that relate to learners' experiences. For participants to implement CLT effectively, they need to ensure that they provide learners with materials that they can relate to in order to communicate effectively. Participants' creativity in using given materials for given activities also determined how they implemented CLT.

4.6   Chapter summary

Chapter 4 presented the main findings on how Grade 7 teachers implement CLT in their classrooms. The presented data were collected through classroom observations, document analysis and open-ended interviews. The findings are discussed in terms of research questions.

The findings demonstrate that pair and group-work were used often, while other activities were not used. However, from the observations it was clear that pair and group-work was not effectively used. The findings also revealed challenges that hindered the effective implementation of CLT. The major challenges were a lack of teaching and learning aids, inadequate knowledge and training of CLT. Participants' own inadequate language proficiency and communicative competence played a major role in the ineffective implementation of CLT as an approach to language teaching.

In the next chapter, I discuss the significance of the study and the contribution made to the implementation of CLT at Grade 7 level in Zimbabwean primary schools.

Chapter 5   Significance and implications of the study

5.1. Introduction

In the previous chapter, I presented the main findings from the analysed data and provided an interpretation of these findings. In this chapter I discuss the implications and significance of the findings in relation to the research literature. As explicated in chapter 1, the purpose of this study was to carry out an exploration into how Grade 7 primary school teachers implement Communicative Language Teaching (CLT). Teachers interviewed for this study identified a number of issues that relate to the implementation of CLT in their teaching. It is clear from the findings that the teachers only implement CLT partially and that they still use traditional methods of language teaching, which allow them to correct errors as soon as they are made. This is in line with a teacher-centred approach and allows learners to be passive receivers of information. Other findings point to a lack of socio-culturally relevant resources, a lack of adequate training to implement CLT, a lack of creativity, teachers' low English proficiency, low English proficiency among learners and failure of putting theory into practice. These are the main factors influencing the partial implementation of CLT. Regarding the main purpose of the study, and the main findings indicated above, in this chapter I firstly present the implications of the findings of the study and recommendations. Secondly, I highlight the contributions of this study to the body of knowledge in this field, and I discuss generalisation and transferability of the study, as well as the limitations of the study. Finally, I discuss prospects for future research and present my final thoughts.

5.1.1   Research questions

In order to understand how teachers implement CLT in their classrooms, the study was guided by the main research question, "How do teachers in primary schools implement the CLT approach, required by the Ministry of Education Primary School English Syllabus?" The main research question was answered by the following sub-research questions (SRQ):

Sub-RQ1:   What activities do primary school teachers employ in implementing the CLT approach?

Sub-RQ2:   What factors influence teachers in implementing the CLT approach?

5.1.2   Significance of the findings of the study

From this study it became clear that the participating teachers constructed their own learning and teaching aids, however, they lacked creativity in the development of the appropriate

learning and teaching aids. It also seemed that participants did not have the creativity to construct teaching aids that could have assisted learners to learn communicatively. Participants did not use any learning and teaching aids from their environment, which could have responded to the learner's needs (Mok et al. 2003; Sowden 2007; Johnson 2009). The findings show that the participants did not use real-life materials or cultural tools found in the environs of their schools. According to the Socio-cultural Theory (Vygotsky 1978) the use of authentic materials and real-life materials found in the environment are important as they relate directly to what the learners come across in their everyday lives. Furthermore, the cultural tools or real-life materials are important in the learning of English as a second language, as they assist learners to bridge the gap between lower and higher mental functions (Woolfolk 2008). Non-use of real-life materials makes it difficult for participants to teach communicatively.

However, from the findings it seems as though the Ministry of Education in Zimbabwe introduced the CLT approach before considering the kind of materials that would be used and how these materials would be obtained. Resources for funding materials for the teaching of English as a second language may also not have been considered before the introduction of the CLT approach. One of the prerequisite areas for the implementation of the language-in-education policy is the importance of developing and deploying learning and teaching materials in order to achieve effective teaching (Kaplan & Baldauf 1997, 2003; Crystal 2000; Ndlovu 2013). Owing to the fact that teaching or learning resources have an influence on the effective implementation of CLT, participants implemented CLT partially due to a lack of resources.

The language policy referred to in this study is the plan that the Ministry of Primary and Secondary Education has with regard to the status of a language, the number of periods allocated to it on the timetable, and its use as a medium of instruction and learning**.** According to the 2006 language policy, teachers are allowed to use learners' first language up to Grade 7. Findings show that despite the fact that the participants are allowed to use L1 during the teaching of English, they used it sparingly and they rarely code-switched. Participants indicated that they avoided using L1 because examinations are written in English, thus excluding chiShona. What this means is that teachers did not see the importance of L1 for the learning of L2. The findings of this study contradict the Developmental Interdependence Hypothesis (DIH) by Cummins (1979), which postulates that learners with a firm foundation in L1 perform well in L2. This means that learners should receive first language instruction while making a gradual transition to the second language.

5.2 Implications of the findings of the study

Findings of this study draw the following implications:

5.2.1   Teachers' methodological beliefs

It was evident that the Grade 7 teachers' methodological beliefs were hinged on the traditional methods of teaching. The observed lessons in the study were characterised by the use of traditional methods of teaching. Teachers taught to achieve the required number of exercises and to prepare the learners for the examinations. This pressure to meet the demands of the Ministry and produce good pass rates forced teachers to use traditional methods of teaching, characterised by drilling and rote learning. Teachers perceive the traditional teaching methods as easy to use since they impart factual knowledge to the learners to use for examination purposes. The use of traditional methods of teaching also alleviated the fear that teachers had of losing their jobs (cf. section 4.1). Teachers used traditional methods because they felt that these methods were not time-consuming and enabled them to fulfil the demands of the Ministry that set the minimum number of lessons per subject. This means that the traditional methods of teaching helped teachers to survive in their jobs and avoid being terminated for not meeting the Ministry's expectations. However, this implies that the implementation of CLT is compromised during teaching.

It was also evident that teachers were not equipped with adequate methodological skills due to inadequate training in language teaching or CLT (Hamid & Baldauf 2008; Hasan 2004). The limited training that the participants in this study have had on CLT was displayed in their inadequate methodological and pedagogical knowledge of the principles of CLT. Some of these principles include the roles that learners and teachers should take as well as the kinds of activities that they should use. Class observations showed that teachers took on the roles of being providers of information and required of learners to complete textbook exercises. During the interviews some of the participants indicated that CLT was implemented when teachers interacted with and passed on information to the learners. As a result, teachers did little to include communicative activities in their classrooms. This is similar to Cook's (2008) and Ellis' (2004) claim that teachers are more worried about the forms of grammar than providing opportunities for learners to use them communicatively. However, the effective implementation of CLT depends on the knowledge that primary school teachers have on CLT as well as the training they have received. Teachers need adequate training and knowledge to understand what CLT entails.

In addition, CLT activities, such as the use of technology, role-play, information gap activities, and project work were not used at all to assist learners to achieve communicative competence. Upon closer examination, it was apparent that teachers did not employ a variety of activities due to a lack of creativity, a lack of adequate knowledge and adequate training to manage these activities. This means that teachers do not use a variety of interactive activities, leaving the learners without opportunities to generate new knowledge.

It was evident that, while teachers indicated in the interviews that they used other interactive activities, they either did not use them when they were observed, or the activities were not indicated in their scheme-cum-plans. I noted that although teachers theorised the use of the CLT approach, they failed to apply the approach in practice. Each time they were faced with such interactive activities they dismissed all the theory they had learnt and reverted to what was easy for them. One would assume that the training that the teachers had undergone and the more than the average of 15 years of teaching experience among them could have assisted them to improve their methodological skills. However, this did not seem to be the case, as the teachers employed a limited variety of CLT activities. They only used pair and group-work or the traditional methods of language teaching. They used pair and group-work as these methods were similar to the traditional methods of teaching. However, during pair and group-work the learners were unable to negotiate meaning or sustain conversations in English, and they ended up resorting to their L1. It was evident that the teachers did not plan pair and group-work in such a way that it allowed learners to exchange information through interaction. This was because the teachers lacked knowledge of the fundamentals of the CLT approach according to which learners should be allowed to interact effectively in order to achieve communicative competence.

5.2.2   Teachers' pedagogical beliefs

Although the teachers' lack of understanding of CLT confirmed the assumption that I had that they were not teaching communicatively, I was disappointed by its extent. When I tried to determine their understanding of the CLT approach during interviews, it became clear that the teachers only had a partial understanding thereof. I understood that without adequate knowledge and understanding of CLT, it would be difficult to apply it in practice. This answered my question on why the teachers I observed were involved in drill and rote learning in order to prepare the learners for the examinations. This finding illuminated the teachers' inadequate knowledge. It was evident that the teachers' pedagogical skills were determined by how they interpreted the CLT approach from the syllabus. Teacher trainers should therefore emphasise the CLT approach more than other teaching methods. This

study found that the teachers were experienced and trained as primary school teachers, but that they did not have adequate knowledge and understanding of the CLT approach, hence their failure to effectively implement it.

5.2.3   Resources

One of the tenets of the CLT approach is that the learning aids used should be as authentic as possible to expose learners to the use of real language used in their environment (Cook 2008; Savignon2007; Tomlison 2005). It became clear that teachers were not aware that they should use socio-culturally related learning aids. Non-use of socio-culturally related learning aids results in insufficient learning of the natural language, thereby making it difficult for learners to achieve communicative competence. My study has shown that material resources are factors that impinge on the way teachers implement CLT. The teachers used flash cards, sentence strips, pictures and charts as learning aids, but these were not varied in the lessons. In some instances, these learning aids were constructed in my presence, which showed that teachers had not really planned or thought about their presentation in advance. As indicated in chapter 4, teachers did not have time to prepare or construct learning aids. This led them to teach some of their lessons without any learning aids and yet, for CLT to be implemented effectively there is a need for adequate and varied resources. Although the teachers lacked adequate knowledge of CLT, I was disappointed to note that they could not even improvise by using what they could easily find in the environment. The teachers could have coped by asking learners to bring learning aids from home.

Furthermore, it was evident that in most of the lessons the teachers relied heavily on textbooks. The textbooks were donated by UNICEF and some of the content contained therein was not socio-culturally related. However, teachers appreciated the use of these books since the content assisted learners to pass the Grade 7 examinations. These examinations emphasise forms of language rather than effective communication. Although teachers indicated that the donated textbooks were not adequate, they still used them because they provided a reliable guide in preparation for examinations. The use of donated textbooks calls for teachers to become creative to adapt the given content to the learners' environment (Widdowson 1978; Clark 1989).

5.2.4   Instructional communication and classroom discourse

The findings show that the way teachers implemented CLT was affected by the teachers' proficiency levels. Inadequate communicative competence (Canale & Swain 1980) was manifested in the findings of the study. I found that teachers' grammatical and discourse

errors were passed on to the learners. As a result, teachers failed to notice or react to grammatical errors made by their learners because of their own inadequate competence. This was because the teachers lacked knowledge of correct forms of language. I attributed this to the fact that the teachers themselves were second language speakers of English and due to non-mastery of the four competences they could not be declared proficient in English (Segalowitz 2000).

5.3   Contribution to the existing knowledge base on CLT implementation

As indicated earlier I assumed that teachers were using learning aids from the environment as well as topics related to the learners' environment, and that they were competent in English (Vygotsky 1978; Canale & Swain 1980). However, I found that although learning was taking place in the classrooms, teachers were only partially implementing CLT. Firstly, teachers used learning aids that were not from the learners' contexts and did not assist learners to become communicatively competent. Secondly, the findings show that teachers were not communicatively competent and that they passed on their inadequate competences to the learners – thus defeating the purpose of CLT. Thirdly, it was clear that teachers did not have adequate knowledge of CLT due to inadequate training. They only had a vague idea of what CLT entailed. Lastly, teachers did not use a variety of activities and some of the content used in teaching was not related to the context of the learners. Although it was clear from the interviews that the teachers knew of other CLT activities they only used pair and group-work, albeit ineffectively. These findings show that CLT was implemented partially and that a need for improved implementation at Grade 7 levels exists. In light of the above, I propose the model in figure 5.1 to improve the implementation of CLT. The implementation of CLT at primary level lies at the centre of the model surrounded by interdependent components that contribute to the effective development of the implementation of CLT. I propose that the implementation of CLT in Zimbabwean primary schools may be effectively implemented if teachers are communicative competent, use a variety of contextual resources, topics, and interactive activities, are adequately trained, and possess adequate knowledge of CLT.
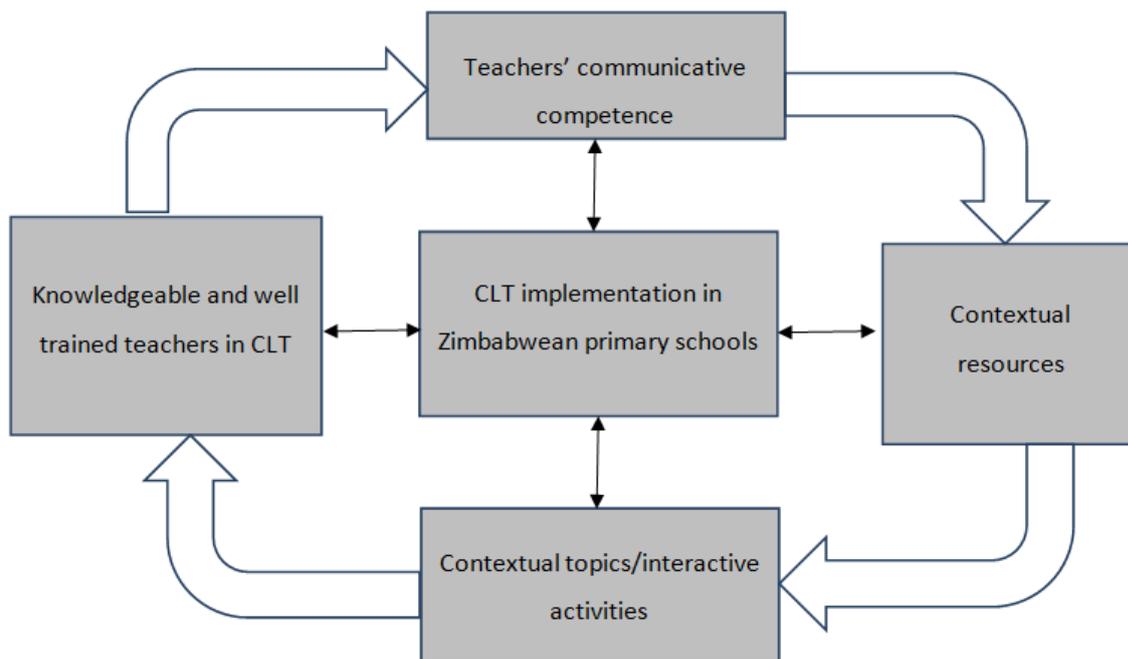
Figure 5.1: A proposed model of how CLT can be effectively implemented in Zimbabwean primary schools

The first contribution of this study is contextual. The findings add to the current literature in that it re-establishes what primary school teachers in Zimbabwe need and should do to implement CLT effectively. The findings have generated evidence on how primary school teachers implement the CLT approach in Zimbabwe, and on which factors or issues affect how primary school teachers implement CLT. The study also clearly shows how teachers conceptualise CLT and how this conceptualisation affects how they implement the approach. This information will be useful in curriculum reviews to be carried out by the Ministry of Primary and Secondary Education. In an effort to fill the gap and contribute to the existing knowledge, the proposed model (cf. figure 5.1) was designed to assist primary school teachers to adhere to the principles of CLT. As a similar study has not been explored in Zimbabwe, this unique study shows how teachers implement CLT at primary schools in Zimbabwe, therefore establishing a new area of focus. Previous studies on CLT in Zimbabwe by Al-Magid (2006), Mareva and Nyota (2012), and Mutekwa (2013) have focused on secondary schools, while glaringly overlooking the primary schools, which are crucial as they provide the foundation to learners. This study has contributed to the research base by highlighting the need for teachers' colleges to equip student teachers with adequate knowledge and skills on how to implement CLT.

While other studies have used communicative competence for the study and learning of CLT, I opted to use a conceptual framework as a lens. My conceptual framework consisted of the Socio-cultural Theory (SCT) propounded by Vygotsky (1978) as the main theory, Communicative Competence (CC) by Canale and Swain (1980) and variables from Cummins (1979, 1981) on Basic Interpersonal Communication Skills (BIC), Cognitive Academic Language Proficiency (CALP), and Interdependence Hypothesis (DIH). Instructional Communication (IC) McCroskey et al. (2004), Experiential Learning or Teaching (ELT) by Kolb (1984) and the Seven Areas of Policy Development for Language-in Education Policy Implementation (SAPDLIEPI) put forward by Kaplan and Baldauf (1997, 2003) (cf. section 2.7). Through the use of this conceptual framework I approached the implementation of CLT from a socio-cultural point of view. The conceptual framework resonated well with this study because it assisted me in understanding how primary school teachers implemented CLT. This study highlighted essential factors that affect primary school learner's communicative competence. The study, if adopted further, could create an educational environment that assists the development of learner's communicative competence.

5.4   Recommendations

The findings of this study have implications for teacher educator practice. Pre-service training should be focused on producing teachers who possess methodological and pedagogical skills, which enable them to effectively implement the CLT approach in lessons. The newly qualified teacher should also be able to take up the CLT roles of facilitators and guides in learning. This will enable them to provide the necessary scaffolding to learning while allowing learners to interact effectively among themselves and learn independently. Teacher trainers should, therefore, emphasise the CLT approach more than other methods of teaching English. This might equip the student teachers with adequate skills to effectively apply the CLT approach in their lessons. Lastly, teacher colleges need to ensure that student teachers are communicatively competent before they leave college. This calls for an awareness of the fact that even if a student teacher is enrolled on the basis of having passed English at school level, it is no guarantee that they are communicatively competent.

From the findings it seems as though the Zimbabwean government did not consider the Seven Areas of Policy Development for Language-in-Education Policy suggested by Kaplan and Baldauf (1997, 2003) (cf. section 2.9.6). Had they considered the way teachers implement CLT, the outcomes could have been effective. The government would have ensured that teaching and learning materials for CLT were in place. Therefore, I recommend

that the Ministry prepare the materials to facilitate the effective implementation of CLT. School authorities and the Ministry should ensure that teachers have adequate materials for preparing learning aids or should provide sufficient learning and teaching aids in the form of charts and pictures, for example, to every school.

The findings also indicate that the teachers used pair and group-work ineffectively. It is recommended that schools create platforms where teachers from the same districts could share how they can effectively use pair and group-work. Moreover, teachers should be allowed to continually attend refresher training workshops in order to keep abreast with developing trends in CLT.

5.5 Generalisation and transferability of the study

According to Mertens (2010) transferability is the concept that enables readers to judge the extent to which the research is similar or different to their own context. The purpose of transferability is not generalisability, but to result in a detailed interpretation of the phenomenon under study (Krefting 1991). I interpreted data to allow readers to understand how CLT is implemented. According to Mertens (2012) generalisation is the ability by the researcher to apply the results from the sample to a wider population (Mertens, 2012). Since this study was based on a case study the findings cannot be generalised as teachers from the five sample schools may not reflect how other teachers in other settings implement CLT in their classrooms. In support of the above, Stake (2005) claims that case studies may not be conducted with an intention to generalise their findings, but they are studied because the researcher has an important interest in the phenomenon under study. The strength of this case study was that it captured exactly what was happening in the classrooms under study and it allowed me to analyse other variables that affect the implementation of CLT.

5.6 Limitations of the study

One of limitations of the study is that it was not possible for me to ascertain whether or not the primary school teachers were well trained in teaching methods of English as a second language, or whether they possessed the skills to implement CLT. The reason for this is that primary school teachers are trained to teach all 11 subjects in the primary school curriculum and to major in only one of their choice. This implies that primary school teachers have a general understanding of all the subjects and they are forced to teach any subject, whether they are experts in the teaching of that particular subject or not.

Another limitation was that this study was carried out when the Zimbabwean government wanted to cut down on the civil service workforce. This was a challenge in that all the teachers I interviewed and observed were afraid that I had come to find fault and to get them fired in the process. The originality of the research was compromised since all the teachers were teaching to impress. To minimise these problems, I befriended the teachers and I continuously explained to them that I had not come to assess them in order to see if they were good or bad teachers. I explained that I had come to observe how they taught. It was only after these explanations that they allowed me to attend without prior appointment. Only one participant refused that I attend her class without prior arrangement.

A further challenge was that both the learners and teachers in some schools were apprehensive about the video recordings. I overcame this challenge by telling the teachers that the video would be solely used for research purposes and that only my supervisors and I would have access to the videos, as indicated in the letters of consent and assent. The learners got used to my presence because they were relaxed in the classroom when I went to observe them for the third time.

I also encountered a challenge during member checking. While my interpretation of the data was correct, one of the participants was not comfortable with me reporting one of her responses made during the interviews. She explained that she feared to be cautioned by the authorities once it was known that she did not use group-work. After I had explained the issue of confidentiality and anonymity, she agreed that I could include the data in my study.

5.7   Prospects for future research

Findings from the study suggest that there is a need to carry out further studies in the implementation of CLT in primary schools. I used a case study to explore how primary school teachers implement CLT. The case study provided insights of how CLT was implemented and the findings cannot be generalised to a larger group unless the reader transfers to populations with similar traits to those in this study. However, if the same study were carried out with larger sample, deeper insights into how teachers implemented CLT could be established. Another suggestion could be to carry out an ethnographic research study in which a researcher can choose one school and study all the grades over a period of a year to gain a deeper understanding of how CLT is implemented. Data generated from such studies could assist curriculum planners to develop context-specific learning aids and textbooks.

This study was carried out in the Harare Metropolitan Province where teachers teach learners from middle and high-income families. The same study could be carried out in rural areas or in areas where learners are from high income families. Findings from different circumstances could be used to confirm or dispute the findings of this study.

Since I have highlighted that the teacher is at the centre of CLT implementation, further research studies can be undertaken to understand the teachers' professional experiences and work lives in relation to CLT.

Findings from this study also show that teachers get assistance from their peers who are experienced in teaching English as a second language. Further research can be done on how effective peer assistance is on how teachers should implement CLT.

Participants in this study indicated that they did not receive adequate training in the CLT approach. Further studies could be done to determine how lecturers at teachers' colleges equip student teachers to apply the CLT approach. A study carried out to explore the applicability of the proposed model to assist teachers in implementing CLT effectively could also be advantageous.

Since the MoPSE is introducing a new curriculum, this study is very relevant because the introduction of the new curriculum calls for improved CLT implementation. However, this study may need to be replicated in the near future to establish how CLT is being implemented in the new context.

5.8 Final thoughts and closing remarks

This PhD journey has been an eye opener to me as a novice researcher. When I started the journey, I did not have adequate knowledge in research methodology. As I embarked on this seemingly scary and difficult journey, things began to become clear, especially with the assistance of my supervisor. The teaching and learning of English as a second language has always been a topical issue worldwide, and in Zimbabwe in particular, where English is the principal language, the main language of instruction and one of the prerequisites for an Ordinary Level certificate. The introduction of CLT came as an endeavour to assist primary school teachers of English to impart communicative competence to their learners. The aim of this study was to explore how primary school teachers implemented CLT in their classrooms. As I carried out the research I enjoyed learning new information on CLT that assisted me shape my thesis and make a contribution to research studies in Zimbabwe.

Findings show that the Zimbabwean syllabus is not prescriptive as it suggests activities that teachers should use to implement CLT; therefore, it requires teachers who are creative to choose a variety of activities in the implementation of CLT. Thus, the Ministry of Primary and Secondary Education should make an effort to prescribe activities for teachers to use and at the same time allow teachers to be creative. In addition, the findings also illuminate that for CLT to be implemented effectively teachers must use a variety of learning activities that assist the learners to interact meaningfully with peers. In addition, classroom teachers should be in a position to construct learning aids or to improvise learning aids that are related to the context of the learners. Through this study, I have come to appreciate that teachers do have an idea of what CLT is about but they do not have adequate knowledge. One of the findings suggests that teachers require in-service training to equip them with adequate knowledge of how they should use the approach.

The key insight I gained was that the way teachers implement CLT is shaped by a number of factors such as teachers' communicative competence, availability of contextual resources, use of a variety of activities and contextual topics, and the kind of training and knowledge that the teachers have. In other words, I now understand that the effective implementation of CLT is informed by the kind of training that teachers receive at the teacher training colleges.

Through this exploratory study I came to appreciate the fact that the teacher is at the centre of the learning process, therefore they need to be equipped to implement CLT effectively. Furthermore, I noted that the number of years of teaching experience is not a guarantee that teachers will implement CLT effectively. This implies that teachers need ongoing development to improve in their CLT implementation. As I came to the end of this journey my conviction that many teachers lack creativity and that they are only partially implementing CLT, was confirmed.

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Addendum A: Letter of permission to carry out a study - PED

Faculty of Education

Department of Humanities Education

Dear Mr ………………………………

Request for Permission to Conduct Research in Harare Metropolitan Province Primary Schools

My name is Mildred Shingirirai Nyamayedenga, and I am a PhD student at the University of Pretoria. The research I wish to conduct for my Doctoral thesis is how primary school teachers' implement the Communicative Language Teaching in their classrooms in Harare primary schools. This project will be conducted under the supervision of Dr Lizette de Jager, senior lecturer at the University of Pretoria, South Africa, and Dr Ruth Aluko, also a lecturer with the same University. Communicative Language Teaching (CLT) is very important in the Zimbabwean context because the current school syllabus expects teachers to use it in their teaching of English. Without this present study, learners may be denied the opportunity to learn English language communicatively which may benefit them to be communicative competent. The major motivation for this study is to explore how primary school teachers implement the CLT approach and whether or not they employ the activities suggested in the Zimbabwean National Primary school syllabus. The syllabus allows learners to learn interactively and the teachers to assist learners by guiding them according to their needs. Placing teachers as decision-makers in their own teaching is a strategy that confirms them as important individuals in the co-construction of knowledge with their learners.

My research intends to support the teaching of English in primary schools. Therefore, upon completion of the study, I undertake to provide your office with a bound copy of the full research report. I am, therefore, seeking your consent to approach primary school teachers in Harare Metropolitan Province who are willing to participate in this study. If you grant me permission to collect data from schools in your province it will involve document analysis of the Zimbabwean primary school syllabus, the Grade 7 teachers' scheme or plan books, interviewing of the Grade 7 teachers and class observation of the Grade 7 teachers. During the observation I will video record the teachers and will audio tape them during interviews. If you allow me to carry out the study in your Province, please sign the consent form attached to this letter.

I have provided you with a copy of my invitation for the Grade 7 teachers as well as a copy of the introduction letter which I received from the University of Pretoria. If you require any further information, please do not hesitate to contact me or my supervisor. Thank you for your time and consideration in this matter.

Yours sincerely,

Mildred Shingirirai Nyamayedenga   Dr L J de Jager

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                                             lizette.dejager@up.ac.za

Consent form: PED

I _____ PED of Harare, grant/do not grant permission (delete what is not applicable) for Mrs Mildred Shingirirai Nyamayedenga to carry out a research study entitled The Implementation of Communicative Language Teaching and learning in primary schools. I understand that she will:

i. Analyse the Grade 7 teacher's scheme cum plan book for Grade 7 and make photocopies. Only the researcher and her supervisor will have access to the copies. Interview the Grade 7 teacher once and more than once if there is any need more times each for about 30 minutes.

ii. Observe Grade 7 teachers twice in their classrooms and video-record the lessons during the timetabled periods of English. Learners will be videotaped but will not participate in the study. Learners' parents' and/or guardians' consent and learners' assent will be sought before data collection commences. The researcher will be a non-participant observer during classroom observation. The researcher and her supervisors will have access to the transcribed data from the observations and such data will be treated as confidential.

iii. Furthermore, the researcher undertakes to protect the identity and maintain confidentiality of both the Grade 7 teachers and the schools in data analysis and publications.

PED's signature _____   Date   _____

Researcher's signature _____   Date   _____

Addendum B: Letter of permission (Head teachers)

Faculty of Education

Department of Humanities Education

The Head Teacher

Harare Zimbabwe

Request for permission to conduct research at _____Primary School

Dear Sir/Madam

My name is Mildred Shingirirai Nyamayedenga, and I am a PhD student at the University of Pretoria. The research I wish to conduct for my Doctoral thesis is how primary school teachers' implement the Communicative Language Teaching in their classrooms in Harare primary schools. This project will be conducted under the supervision of Dr Lizette de Jager, senior lecturer at the University of Pretoria, South Africa, and Dr Ruth Aluko, also a lecturer with the same University. Communicative Language Teaching (CLT) is very important in the Zimbabwean context because the current National Primary School Syllabus expects teachers to use CLT in their teaching of English. Without this present study, learners may be denied the opportunity to learn English language communicatively which may benefit them to be communicative competent. The major motivation for this study is to explore how primary school teachers implement the CLT approach and whether or not they employ the activities suggested in the Zimbabwean National Primary School Syllabus. The syllabus allows learners to learn interactively and the teachers to assist learners by guiding them according to their needs. Placing teachers as decision-makers in their own teaching is a strategy that confirms them as important individuals in the co-construction of knowledge with their learners.

I hereby seek your consent to approach any Grade 7 teacher in your school who is a holder of Diploma in Education from any primary school teachers' training college in Zimbabwe and is willing to participate in this study. My data collection will involve:

Document analysis of the teacher's scheme cum plans and the National Primary School Grade 7 English Syllabus will also be done. The scheme cum plan for the term will be photocopied and kept for data analysis. I will keep the information and only I and my supervisors will have access to it. In addition, information will be filed anonymously using pseudonym for both the school and the teacher. This information will facilitate my observation and interviews. I will continuously analyse data from these documents during the course of the term I commence data collection. I will interview Grade 7 teachers. I will interview the teacher during his /her convenient time preferably outside their work schedule in their office. The interviews will be audio recorded. Only I and my supervisors will have access to the audio. I am intending to interview the teachers once but I may interview them more than once if I gain insights from the analysed document and observations that I may need to understand. Typed information, the identity of the participant and their school will be protected by pseudonym names during data analysis and subsequent publications.

Observation of the teacher during English lessons will be done. The learners will be video recorded after consent has been obtained from their parent and/or guardians. The learners will also give their assent to be observed while learning. The classroom observation will be 60minutes that is a double period. I will observe the teacher three times during the term I commence collecting data. The participants' identity will remain confidential and only I and my supervisors will have access to the video recorded material.

The teacher's participation in the study is voluntary and can be withdrawn at any point of the study without prejudice. The identity of your school will not be revealed as pseudonym names will be used. The description of the research site will be done very cautiously to guide against the privacy and confidentiality of the teacher and the school involved. At the completion of the study all data will remain in the possession of the supervisor in a secure storage for the duration of 15 years. If you allow me to carry out the study in your school please sign the consent form attached to this letter.

I have provided you with a copy of the letter of permission to carry out research, which was granted by the Provincial Education Director (Harare Metropolitan Province). If you require any further information, please do not hesitate to contact me or my supervisor. Thank you for your time and consideration in this matter.

Yours sincerely,

Mildred Shingirirai Nyamayedenga   Dr L J de Jager

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Consent form: Head teachers

I _____ Head teacher of _____ grant/do not grant permission (delete what is not applicable) for Mrs Mildred Shingirirai Nyamayedenga to carry out a research study entitled The Implementation of Communicative Language Teaching and learning in primary schools. I understand that she will:

i. Analyse the Grade 7 teacher's scheme cum plan book for Grade 7 and make photocopies. Only the researcher and her supervisor will have access to the copies. Interview the Grade 7 teacher once and more than once if there is any need more times each for about 30 minutes.

ii. Observe Grade 7 teachers twice in their classrooms and video-record the lessons during the timetabled periods of English. Learners will be videotaped but will not participate in the study. Learners' parents' and/or guardians' consent and learners' assent will be sought before data collection commences. The researcher will be a non-participant observer during classroom observation. The researcher and her supervisors will have access to the transcribed data from the observations and such data will be treated as confidential.

iii. Furthermore, the researcher undertakes to protect the identity and maintain confidentiality of both the Grade 7 teachers and the schools in data analysis and publications.

Head Teacher's signature _____ Date _____

Researcher's signature _____ Date _____

Faculty of Education

Addendum C: Letter of invitation – Participants

Faculty of Education

Department of Humanities Education

Dear Participant The implementation of Communicative Language Teaching

My name is Mildred Shingirirai Nyamayedenga. I am a PhD student in the Department of Humanities Education at the University of Pretoria. I am conducting a research study as part of the requirements of my degree in English Education.

I am exploring the implementation of Communicative Language Teaching during your English lessons. The major motivation for this study is to allow you the opportunity to discuss how you implement CLT during your English lessons and the possibilities and challenges you come across that you may want addressed. Placing you as a decision-maker in the way you carry out your English lessons confirms you as an important individual in the Implementation of CLT at Grade 7 level. My study will give you an opportunity to understand what CLT is and how you can implement it effectively. A deeper understanding about this teaching approach can help improve your teaching competence and expertise. Without this present study, learners may be denied the opportunity to optimise all the benefits that come with the study. I would like to invite you to participate in this study. If you decide to participate, you will be asked to:

i. Meet with me for an interview about Communicative Language Teaching. The interview will be audio- taped if you allow me to do so. It is your right to grant permission or not for the use of the audio tape. The interview will last for 30 minutes and will be conducted once. If there is need to conduct another interview to get a deeper understanding of any insights I would have come across I will let you know and ask for your permission. I will meet you at your school at your time of convenience.

ii. I will ask you to participate in an observation where I will observe and video-record how you teach in your English lessons. This will be done three times from the time I commence the study. I am interested in finding out what kind of activities you use and how you and your learners interact. Your learners will be also be video-recorded but will not participate in the study. Your learners will only be video-recorded once I have received consent from their parents and/or guardians. The recordings will only be viewed by myself and the supervisors and will be kept confidential and safe.

iii. I will also review your scheme cum plan book for Grade 7 as well as the National Syllabus. I am interested in how you plan for teaching and the teacher learner activities you use. I will photocopy your scheme cum plan book for analysis. All the photocopies will be filed under a pseudonym. Your participation in the study is voluntary and confidential. The results of the study may be published and presented at professional conferences but your identity will not be revealed. Your participation is anonymous, which means that no one will know how you implement CLT. So, please do not write your name or other identifying information on any of the study material. Taking part in the study is your decision. You do not have to be in this study if you do not want to. You may also withdraw from being in the study at any time or decide not to answer any question you are not comfortable answering. I will be happy to answer any questions you may have about the study. You may contact me using the details below. Thank you for your consideration. If you would like to participate, please sign the attached consent form.

Yours sincerely,

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Consent form: Participants

The implementation of Communicative Language Teaching

I ………………………………… agree to participate in Mildred Shingirirai Nyamayedenga's research study.

The purpose and nature of the study has been explained to me in writing.

I am participating voluntarily.

I give permission for my interview with Mildred Shingirirai Nyamayedenga to be audio-recorded.

I give permission for my observation with Mildred Shingirirai Nyamayedenga to be video–recorded.

I give permission for Mildred Shingirirai Nyamayedenga to review my scheme cum plan book.

I understand that I can withdraw from the study, without repercussions, at any time, whether before it starts or while I am participating.

I understand that anonymity will be ensured in the write-up by disguising my identity.

I understand that disguised extracts from my interview and observation may be quoted in the thesis and any subsequent publications if I give permission below.

(Please tick one box)

☐ I agree to quotation/publication of extracts from my interview

☐ I do not agree to quotation/publication of extracts from my interview

Participant's Signature _____ Date _____

Full name (please print): ……………………………………………………

Contact number: ………………………………….………………………

Addendum D: Letter of permission (Parents and/or Guardians)

Faculty of Education

Department of Humanities Education

Dear Parents and/or Guardians

My name is Mildred Shingirirai Nyamayedenga and I am a PhD student at the University of Pretoria. The research I wish to conduct for my Doctoral thesis involves the implementation of Communicative language teaching in primary schools. This project will be conducted under the supervision of Dr Lizette De Jager (University of Pretoria, South Africa) and Dr Ruth Aluko (University of Pretoria, South Africa). The study will require an observation of your child during the English lessons.

Your child will be part of the learners in the classroom that I will observe. I require to video-record his/her teacher in the classroom, which will include how the teacher interacts with his/her class. I will not interact with your child but I need your consent to video-record him/her in class. Furthermore, my study will not be in any way harmful to your child. The data I will obtain from the study will be used for research purposes only. Furthermore, the information I will obtain from your child's classroom will be handled with utmost confidence. Your child's name and that of the school will not be used in the study.

The information from this study may benefit the teaching of Grade 7 in the child's school. My study will help the teachers in the implementation of Communicative Language Teaching and how they can improve your child's communicative competence. Information generated from my study may help improve your child's teacher's instruction, which may improve your child's performance in English.

If you allow your child to be video-recorded in his/her Grade 7 classroom, please sign the consent form attached to this letter. If you require any further information, please do not hesitate to contact me or my supervisor.

Thank you for your time and consideration in this matter.

Yours sincerely,

Mildred Shingirirai Nyamayedenga   Dr L J de Jager

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                                          lizette.dejager@up.ac.za

Consent form: Parents and/or Guardians

I _____ the parent and/or guardian of _____ grant/do not grant permission (delete what is not applicable) for Mrs Mildred Shingirirai Nyamayedenga to video-record my child in his/her English classroom as she carries out a research study entitled Exploring beginner teachers' knowledge in the teaching of Literature in English. I understand that:

i. My child will be video-recorded in her/his Grade 7class, but will not participate in the study.

ii. I understand that I can withdraw my child from being video-recorded for Mildred Shingirirai Nyamayedenga study, without repercussions to me or my child, at any time, whether before it starts or while it is being conducted.

iii. The researcher will be a non-participant observer during classroom observations.

iv. The researcher and her supervisors will have access to the transcribed data from the observations and it will be treated as confidential.

v. Furthermore, the researcher will undertake to protect the identity and maintain confidentiality of my child during data analysis and publications.

vi. By signing the portion below, I give my consent to all of the above.

Parent's signature _____   Date _____

Researcher's signature _____   Date _____

Addendum E: Letter of assent – Learners

Faculty of Education

Department of Humanities Education

Dear Learner

<u>Letter of informed assent for participation in the research project on: The implementation of Communicative Language Teaching and learning in primary schools</u>

 I kindly ask you to take part in my project that will help me to understand how you learn. I would like you to help me find out what I need to know. To help me do this I need to video-record some lessons where you will be in class.

I would like to ask you to be video-taped as part of this project. I have asked for permission from your   parents and/or guardians and have agreed that you can be part of this project if you want to. If you do not want to take part, it is ok. I explained to your parents and/or guardians about this project and they agreed. You can talk to them or your teacher first before you decide if you want to take part or not.

I will video-record the lesson and so that I and my supervisor will be able to see your face and hear your voice. If you do not want to be video-taped during your lessons, you can let me know. You can say "yes" or "no" and if you change your mind later, you can tell me you no longer want to be video recorded and I am not going to get angry at you.

If you agree to take part in this project just write your name to show that you know I will video- record you during your English lesson.

Signature of learner: …………………………. Date: …………………

Name: …………………………………………….

Name of parent and/or guardian: ……………………………………………

 Tel.: ……………………………………… Email: ……………………………………

Yours sincerely,

Mildred Shingirirai Nyamayedenga   Dr L J de Jager

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Faculty of Education

Addendum F: Document analysis protocol

The implementation of Communicative Language Teaching

Participant: _____   Date: _____

Document analysis National syllabus suggested activities

Activities in the scheme cum plan

Teacher activities

Learner activities

Notes

Addendum G: Classroom observation protocol

The implementation of Communicative Language Teaching

Participant: _____ Observation number: _____

Date: _____

Venue: Grade 7 classroom

Time:

Observation Guide

	Yes	No	Field notes (related comments)
1.Provides learners with activities that have to be carried out in pairs or groups			
2. Corrects selected errors			
3. Encourages learners to correct each other's errors			
4.Encourages learners to self-correct themselves			
5.Tolerates learners' errors			
6.Dominates classroom situations			
7. Monitors classroom situations			
8.Uses the CLT approach or a different approach			
9. Faces hindrances in the implementation of CLT			
10.Uses teaching aids			
11. Allow learners to assist each other			
12.Follows the prescribed activities in the syllabus			

Descriptive Notes (During the observation)

Reflective Notes (My thoughts and feelings about what I saw in the classroom)

Addendum H: Individual interview protocol

Venue: Participant's Office

Duration: 30 minutes

The implementation of Communicative Language Teaching

Interview questions on CLT implementation

1. What is your understanding of CLT?
2. How important is CLT in the teaching of English language?
3. How do you apply CLT in your English language lessons?
4. What do you think are the main features of CLT?
5. What kind of challenges do you encounter in implementing CLT?
6. What activities do you employ during the teaching of English language?
7. What do you think of group and pair work?
8. What are the teaching aids that you use during the teaching of English Lessons?
9. How old are you?
10. What is your Qualification?
11. What is your work experience?
12. What should be the role of the teacher in a communicative classroom?
13. What do you think are the major responsibilities of the teacher?
14. What do you think the teacher should emphasise in an English language class: fluency or accuracy?

Addendum I: Member checking guide

Participant	Participant's responses from the interviews	Researcher's finding from reviewed documents	Researcher's Observation during lessons	Researcher's interpretation	Participant's comments