

EFL TEACHERS' PERCEPTIONS AND ATTITUDES TOWARD COMMUNICATIVE LANGUAGE TEACHING IN MOZAMBICAN SECONDARY SCHOOLS

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DECLARATION

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“I declare that **EFL TEACHERS’ PERCEPTIONS AND ATTITUDES TOWARDS COMMUNICATIVE LANGUAGE TEACHING IN MOZAMBICAN SECONDARY SCHOOLS** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete reference”

I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education institution.

(P. SHAVA)

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15/03/2022

ABSTRACT

English is the global language of communication in technology, science, medicine, education, business and the internet. Due to its importance, in recent decades many countries in EFL contexts including Mozambique have adopted English as the language of communication and Communicative language teaching (CLT) as the teaching approach for equipping students with the necessary English Language skills.

This study explores teachers' perceptions and attitudes toward CLT. It also investigates the extent to which teachers' perceptions and attitudes toward CLT are consistent with their classroom practices. This qualitative approach uses a case study research design to investigate this phenomenon in three secondary schools. Five secondary school English teachers were sampled for this study in the district of Chibuto, Mozambique. The study employs interviews and observations research instruments for data collection.

The study has found that teachers have a reasonable theoretical knowledge of CLT curriculum reform and hold positive attitudes toward it. Nevertheless, the teachers' theoretical knowledge does not help them to translate CLT curriculum reform into their classrooms as they merged the traditional teaching methods and the communicative approach. As a result, there is an inconsistency between their beliefs and classroom practices.

The participants revealed three challenges that impede the implementation of CLT curriculum reform. The first challenge is most participants hold CLT misconceptions and lack training. The second is the students lack language skills, have different cultures and learning styles. Finally, the secondary schools have crowded classes, lack teaching resources and the final year exams are still traditional grammar-based which still features the traditional teaching methods.

The study concludes that it is not enough for teachers to hold positive perceptions and attitudes towards a curriculum reform before implementing it but the contextual factors should also be considered. Following the in-depth analysis of the findings of the interviews and classroom observations, some recommendations are provided. The teacher educators should educate teachers to put pedagogical theories into practice in their classrooms. This will enable teachers to constantly reflect on their classroom practices which can be an effective way to increase teachers' awareness of their beliefs underpinning their practices.

ABSTRATO

O inglês é a língua global de comunicação em tecnologia, ciência, medicina, educação, negócios e internet. Devido à sua importância, nas últimas décadas muitos países em contextos de EFL, incluindo Moçambique, adotaram o inglês como língua de comunicação e o ensino comunicativo de línguas (CLT) como abordagem de ensino para equipar os alunos com as habilidades necessárias da língua inglesa.

Este estudo explora as percepções e atitudes dos professores em relação ao CLT. Também investiga até que ponto as percepções e atitudes dos professores em relação ao CLT são consistentes com suas práticas em sala de aula. Esta abordagem qualitativa usa um desenho de pesquisa de estudo de caso para investigar esse fenômeno em três escolas secundárias. Os participantes amostrados para este estudo são cinco professores de inglês do distrito de Chibuto, Moçambique. O estudo utiliza entrevistas e observações como instrumentos de pesquisa para coleta de dados.

O estudo descobriu que os professores têm um conhecimento teórico razoável da reforma curricular CLT e mantêm atitudes positivas em relação a ela. No entanto, o conhecimento teórico dos professores não os ajuda a traduzir a reforma curricular CLT em suas salas de aula, pois mesclaram os métodos tradicionais de ensino e a abordagem comunicativa. Como resultado, há uma inconsistência entre suas crenças e práticas em sala de aula.

Os participantes revelaram três desafios que impedem a implementação das reformas curriculares CLT. O primeiro desafio é que a maioria dos participantes tem conceitos errôneos de CLT e falta de treinamento. A segunda é que os alunos não têm habilidades linguísticas, têm culturas e estilos de aprendizagem diferentes. Por fim, as escolas secundárias têm turmas lotadas, carecem de recursos didáticos e os exames de final de ano ainda são baseados na gramática tradicional, que ainda apresenta os métodos tradicionais de ensino.

O estudo conclui que não basta que os professores tenham percepções e atitudes positivas em relação a uma reforma curricular antes de implementá-la, mas os fatores contextuais também devem ser considerados. Após a análise aprofundada dos resultados das entrevistas e observações em sala de aula, são fornecidas algumas recomendações. Os formadores de professores devem educar os professores para colocar as teorias pedagógicas em prática em suas salas de aula. Isso

permitirá que os professores reflitam constantemente sobre suas práticas em sala de aula, o que pode ser uma maneira eficaz de aumentar a conscientização dos professores sobre suas crenças que sustentam suas práticas.

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KEYS TERMS

Teachers' attitudes; Beliefs; Communicative language teaching; Curriculum reform; Learner's role; Pair and group work; Error correction; Fluency and accuracy; Communicative competence; Classroom practices; Mozambican secondary schools.

LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
DFID	Danish Fund for International Development
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
FL	Foreign language
INDE	National Institute of Educational Development
INSET	In-Service Training
L2	Second language
L3	Third Language
MINED	Ministry of Education
MoE	Ministry of Education
n.d	No date
PCESG	Curricular Plan for General Secondary Education
PEAs	Provincial English Advisors
PGCE	Post Graduate Certificate in Education
RQ	Research Question
St	Statement
STEP	Secondary and Technical English Project
TA	Thematic Analysis
TL	Target Language
TTM	Traditional Teaching Methods
UKDFID	United Kingdom Department for International Development
ZIMSEC	Zimbabwe Secondary Examination Council
ZPD	Zone of Proximal Development
DINESG	Direcção Nacional de Ensino Secundário Geral

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CHAPTER ONE: INTRODUCTION

“Teachers’ attitudes are a potent determinant of their teaching style (Karavas-Doukas, 1996) and play a significant role in teachers’ decision to implement or avoid certain teaching methods and techniques” (Rahimi and Naderi, 2014).

1.1 Background to the study

For the past three decades, there has been considerable research interest in the teaching and learning of English as it is the global language of communication in technology, science, medicine, education, business and the internet. The hegemony of English worldwide has generated a range of responses from educational authorities in English as a Second Language (ESL) and English as Foreign Language (EFL) contexts to prioritize the integration of the English language in educational curricula. Other responses include the introduction of Communicative Language Teaching (CLT) curriculum reforms in the English language policies.

With the teaching of English Language, changes have meant a shift from a focus on teaching and learning of grammatical structures, to the teaching and learning of communication skills. The proponents of CLT argue that it is more important to equip students with communicative competence than grammatical competence. This differs from the previous views which give top priority to grammatical competence. In this respect, CLT has been accepted and used by many ESL and EFL teachers and researchers (Lashgari, Jamali and Yousofi, 2014).

Even though many educational authorities in the ESL and EFL contexts have invested economically and improved human resources to deliver on CLT, the same level of investment is not evident when it comes to research into understanding teachers’ beliefs and attitudes towards the implementation of curriculum reforms. Several studies that have focused on CLT implementation in different contexts concluded that the implementation of CLT largely depends on teachers’ beliefs about it and that beliefs influence their instructional practices (Rahman, Singh, Pandian, 2018; Lashgari, Jamali and Yousofi, 2014 and Utami, 2016). The instructional practices include planning, making decisions on the strategies to use and not to use in the classroom (Lashgari, Jamali

and Yousofi, 2014 and Utami, 2016). Since many policy makers neglect teachers' beliefs before curriculum reform, numerous studies of CLT-based English Language Curriculum reforms indicate an inconsistency between their intentions and teachers' beliefs and practices in the classrooms. The researchers unanimously agree that this inconsistency has constrained the success of CLT based curriculum reforms in most of the countries (Rahman et. al., 2018).

According to Borg (2003) beliefs can be deep-rooted and highly instrumental in generating resistance to change. Fajardo (2013), therefore, argues that an important step forward in this field would involve identifying the sources of beliefs at the same time researchers would provide teachers with theoretical knowledge to reduce possible misunderstandings concerning language teaching and learning. Fajardo admits that the language classroom becomes the natural place where researchers can carry out studies to explain teachers' pedagogical beliefs. Put differently, the actions taken by teacher in the classroom are guided by their beliefs about language learning and teaching.

The implementation of curriculum reform has also been linked to teachers' attitudes in different ways. Mulat (2003) asserts that teachers who hold positive attitudes towards curriculum reform are more likely to implement it than those who hold negative attitudes towards it. As a result, Karavas-Doukas (1996) affirm that teachers' attitudes are a potent determinant of their teaching style and play a significant role in teachers' decision to either implement or avoid certain teaching methods and techniques. Karavas-Doukas (1996) warns that if teachers' beliefs are neglected before the implementation of a new approach, there will be a disparity between teachers' perceptions and classroom practices.

In light of the above, Mowlaie and Rahimi (2010) have warned that what teachers express verbally cannot guarantee their practices. Rahman et, al., (2018) uphold this view arguing that it is not enough for teachers to believe in a curriculum reform as in reality teachers cannot act upon those beliefs when they confront contextual factors found in classrooms, schools and communities which can hinder their actions (Borg, 2003). To that end, Fajardo (2013) confirms that it is crucial to understand teachers' beliefs by establishing a comparison between their thoughts and their classroom practices. Thus, in order to circumvent resistance towards curriculum reform and its implementation research into teachers' beliefs and attitudes must be the starting point. This will not only

help identify what teachers' perceptions are, but will also address any possible contradictions between teachers' beliefs and the curriculum reform (Chang, 2011).

Some researchers have conducted studies on teachers' beliefs toward CLT curriculum reform in EFL contexts, yet their results fail to provide convincing evidence on the consistency between teachers' beliefs and their classroom practices. Derakhshan and Torabi (2015), for instance, reviewed 14 studies from different contexts aiming to report EFL teachers' attitudes toward CLT, exploring teachers' reasons for their attitudes, reporting the discrepancy between teacher's beliefs towards CLT and their practice in the class. The research studies concluded that the majority of the teachers held positive attitudes towards principles of CLT but they did not really practice what they preach or belief in. This means that CLT is being preached in theory by many teachers in many EFL contexts since they have trust on it.

For the past four decades, English teaching industry has been characterized by searching for the best teaching method to achieve the intended learning outcomes hence the development and application of learning and teaching approach (Shatumbu, 2019). Among the teaching methods and approaches, CLT is considered as the most effective. In this respect, in Mozambique the curriculum reform has shifted from the traditional teacher-centered approach to learner-centered approach. The curriculum reform stipulates that teaching and learning should base on student-centered approach. This calls upon secondary schools in Mozambique to adopt and implement the learner-centered approach depending on CLT (Ministry of Education and Culture, 2007).

1.2 ELT curriculum reform in Mozambique

Mozambique is a country in Southeast Africa on the shores of the Indian Ocean. The only official language is Portuguese and is considered as the Second language (L2). Mozambique gained independence from Portugal on the 25th June 1975. Soon after its independence from Portugal, there was a civil war that drastically devastated various socio-economic infrastructures such as schools and hospitals that ended in 1992. It was out of this realization Mozambique took a bold step to introduce English as one of the subjects taught in public schools (Mawere, 2012).

The government engaged itself in designing strategic plans that could speedily integrate it in global economic developments (Mawere, 2012) even though the country still has high economic external dependence (Mendonça, 2014). In September 1994 the First National Conference on English

Language Teaching (ELT) in Mozambique took place in Maputo, the capital of the country. The objective was to review the provision for ELT, analyze specific problems of the sector and institutions involved in ELT and made proposal to establish a national English Language Teaching Policy (Barros, 2000).

During the conference, the participants suggested that all state secondary and technical schools should be supplied with sufficient and appropriate textbooks and supplementary materials to ensure efficient English Language Teaching delivery. They also emphasized the accessibility of ELT and learning resources and teacher education to teachers (Barros, 2000). Eduardo & Uprichard (cited in Barros, 2000) supports the view articulating that,

“In-service training (INSET) is considered to be a major factor in raising and maintaining the quality of ELT delivery.....”

The following year, March 1995, the Minister of Education (MoE) approved the proposal made by the participants of the conference. Since then, ELT in all state secondary and technical school was viewed as a national priority. It was in the light of the priority that the government of Mozambique through the MoE and the government of UK through the Department for International Development (DFID) decided to jointly support the STEP which was initiated by the English Department in the National Directorate for Secondary Education (DNESG) in the MoE.

The overall aim of the project was the improvement of the quality of ELT in Mozambique state secondary and technical schools by addressing a number of parallel initiatives such as;

- strengthening the capacity of the MoE to plan, coordinate and monitor secondary ELT;
- establish a national system of in-service training;
- setting up provincial ELT resource centers and support systems;
- reviewing and revising the English syllabus for Secondary and Lower Technical schools;
- establishing a network of Provincial English Advisers (PEAs) for every province in the country;
- assisting in the provision of new textbooks for 11th and 12th grades and developing a database on examination performance (STEP baseline study, 1997, p.7).

From 1997 to 1998, the STEP project commissioned the baseline study. It was co-ordinated by Ronnie Micallef of the Institute of Education University of London. The baseline study was intended to be used as a resource for eventual summative evaluation of STEP project impact and as an on-going measure against which project impact could be determined. Given the dearth of the contemporary data on ELT in Mozambique, a secondary aim of this exercise has been to present data which broaden the project understanding of the context in which it was going to be implemented. These dual aims were addressed by questions, classroom observations and interviews as research instruments. The findings of the study are categorized into three themes that are teachers and students of English in Mozambique, teaching resources and methodological approaches and classroom techniques.

With reference to teachers and students of English in Mozambique, the study reveals that there has been a dramatic increase in the number of teachers of English in Mozambique from 1993 to 1997 and many teachers have moved into ELT from other subjects. The teachers work in difficult conditions with 77% of the classes have between forty to sixty students in one class. They do not have wide opportunities for using and practicing their own language skills. Very few teachers write letters in English. For some, English is primarily a language for religious worship. There is limited access to television, audio-cassettes and radio together with simple printed materials.

As to teaching resources, the study concludes that electricity supply remains the main problem with 58% of classes observed do not have adequate seating for students in most schools in Mozambique. There are very few alternatives sources of English for teachers and students both in the classrooms and the wider community. Students comment on the lack of relevance of English to their everyday realities. The participants opined that more books, accessible libraries, radio and TV programs are referred to as ways in which students could practically apply their theoretical knowledge.

Finally, the study concludes that it is difficult to define what happens in Mozambique classrooms in terms of any structured philosophy or language teaching methodology. The lesson can be described as being based in chalk and talk techniques. Most teachers (71.5%) believe that their work is primarily to ensure that learners pass English exams. The teachers prioritize prescriptive methodology with copious use of specific activities like whole class chorus work and blackboard-centered teaching. There is little evidence of pair work, group work, or any of the typically

communicative activities upon which many contemporary textbooks (including Communicating in English) rely. The textbook is extensively referred to but there is a clear need for more training in its use. 50% of the teachers claimed to have teachers' guide but do not use it.

A comparison of the less linguistically proficient teachers with the more linguistically proficient teachers suggests that proficiency in language is linked to classroom practices. The two groups have distinctly different teaching styles reflecting their levels of confidence with the English language. These findings highlight the importance of teacher development undertaken in parallel with language development.

With a different view, in 2004 another study was carried out that took into consideration the situation of all the subjects that were taught at secondary schools including English language called General Secondary School Diagnostic (ESG Diagnosis) before the implementation of the STEP project. It aimed to provide the overview of the past situation of the ESG curriculum with regard to performance of students, expectations of students, parents, and guardians as to education and others on the curriculum in force. The study concludes that students revealed greater difficulties in written expression particularly in the production of texts well structured with logical sequence and without spelling errors which is reflected in their performance in other disciplines. In this study, English was not an exceptional case as it states that,

“According to employers, graduates, do not communicate in English...”(Ministry of Education and Culture, 2007, pp. 6).

To curb this situation, the perspectives proposed among other strategies that aimed to reinforce the level of mastery of international language as English. The Curricular Plan for Secondary Education General (PCESG) advocates this view stating that the main objective of curriculum reform is for students to

“Communicate orally and in writing, in English, in a “Lower intermediate” medium level, in order to interact in a varied set of communication situations”, (Ministry of Education and Culture, 2007, p. 15).

In order to fulfill these objectives, the PCESG elucidates that the teaching-learning methodologies are based on one of the main guiding principles is the student-centered learning (Ministry of Education and Culture, INDE, 2007). Student-centered learning places the student at the center of the

teaching-learning process, acting as an active subject in the search for knowledge while the teacher acts as a facilitator (Ministry of Education and Culture, INDE, 2007). The PCESG also mentions that teacher training is an essential aspect in the implementation of the curriculum reform. It argues that the curriculum reform is based on innovativeness, active methodologies and student-centered approach. This is to guide individual and group teaching through teaching methodologies that motivate interaction between teacher-student, student-student and student-community to develop the spirit of learning to learn (Ministry of Education and Culture; INDE, 2007).

The PCESG emphasizes teachers to use a set of methodological procedures in the classroom that will help students to achieve the lesson objectives through teaching aids and different activities (Ministry of Education and Culture, INDE, 2007). To that end, the 11th and 12th grades curriculum reforms state that,

“the general teaching approach adopted for secondary schools is the CLT”
(INDE/MINED, 2010. pp. 50)

CLT gives emphasis on communicative competence instead of structural competence, learner-centered instead of teacher-centered, and on active instead of passive learning (Brown, 2000). This signaled a revolutionary new way of teaching and learning English in Mozambican context.

However, some studies have assessed the implementation of curriculum reform soon after its proclamation. Nhapulo (2013), for example, studied university teachers and learners' beliefs and expectations about English language teaching and learning at a Mozambique university. The study concludes that teachers were authoritative as this has to do with Mozambican culture which is not egalitarian as such. From the results of this study, it can be concluded that Mozambican secondary school students are still far to the benefits from student-centered approach as recommended in the PCESG (Ministry of Education and Culture, INDE, 2007). The teachers indicate lack of theoretical knowledge about student-centered knowledge and practice; therefore, tend to incline themselves to traditional teaching methods.

Consequently, students struggle to communicate in the classrooms when they participate in social dialogues with other interlocutors due to lack of communicative competence. This fact is not only noticed in the classrooms when students write sentences and paragraphs which are difficult to understand when you read them but even outside the classroom. At the moment, secondary school students portray deficiencies in all four language skills that are listening, speaking, writing and

reading as the teachers seem to continue embracing the traditional teaching methods. In his study Mawere (2012) support this view when he states that in Mozambican public schools the students struggle with grammar, speaking and reading. The researcher goes on to say that this has implications at tertiary level for those students who would like to continue with further studies.

Another crucial point in this curriculum reform proposal relates to assessment procedures. Both 11th and 12th grades syllabus state that rather than depending on summative assessment teachers should use formative assessment as well. The syllabi states that,

“..... teachers are strongly recommended to include and use formative assessment to cater for the qualitative aspect. Assessment is an important part in the teaching and learning process and it cannot be disassociated from the activities, procedures, methods and learning materials used in the classroom(INDE/MINED, 2010, p. 51).

The syllabi also emphasize formative assessment as precaution for inclusion of informal assessment. This means it requires the teachers to consider all the tasks that students do in or out of the classroom. This view is in line with the constructivism approach to learning. It states that,

“The New Curriculum emphasizes formative assessment, which gives scope for the inclusion of informal assessment also known as classroom assessment. The inclusion of classroom assessment is also in line with the general teaching philosophy of the constructivist approach to learning”, (INDE /MINED, 2010, p. 51).

Even though the curriculum reform recommends teachers to use formative assessments that would cater for qualitative changes, the final-year exam still relies on multiple-choice that is traditional grammar-based questions and probably this motivates teachers to abandon the principles of CLT curriculum reform so that they can prepare their students for better results at the end of the year. Besides, this examination format is also valid for students' admission at the universities all over the country. Therefore, other skills like speaking and listening are generally ignored in daily classroom teaching procedures and the final-year exams.

According to the research findings in the foregoing paragraphs, the researcher notes that the studies were both conducted on problems that teachers and students face in English learning at public secondary schools and university teachers and learners' beliefs and expectations about English language teaching and learning. Since the MoE adopted the CLT curriculum reform in secondary schools, specifically in 11th and 12th grades in 2009 and 2010 respectively, there has been a dearth

of research that have been conducted on teachers' perspectives and feelings on English teaching in this context. In order to fill the gap, the researcher thought that it is necessary to conduct research on teachers' perceptions and attitudes toward CLT curriculum reform and relate perceptions and attitudes to classroom practices.

1.3 Statement of the problem

Despite the curriculum reform, Mawere (2012) asserts that many secondary school graduates lack skills and effective communication in English. Secondary school students and graduates are unable to write even a single comprehensible passage in English. Besides, lecture method and other forms of traditional language teaching and learning still persist in the current teachers' communicative language classrooms. Given that teachers are decision makers and change agents mainly responsible for implementing the curriculum reform in the classroom, this situation has urged me to pose the question, "what are EFL teachers' perceptions and attitudes toward CLT?" Indeed, the study examines the extent to which teachers' classroom practices reflected those endorsed by the curriculum policies. Although the role of teachers' perceptions and attitudes in adopting CLT curriculum reform has been widely cared for in the literature in other EFL contexts, there is a dearth of research studies that focus on teachers' perceptions and attitudes toward CLT in Mozambican secondary schools. This has motivated me to carry out this study in order to fill geographical gap to see if the same findings in other EFL contexts hold given new sites for study.

1.4 Purpose of the study

The purpose of this study is two-fold: firstly, it is to investigate EFL teachers' perceptions and attitudes toward CLT. Secondly, the study investigates the extent to which teachers' perceptions and attitudes are consistent with their classroom practices.

1.5 Objectives of the study

The objectives of the research study are:

- to determine teachers' perceptions towards CLT;
- to determine teachers' attitudes towards CLT;
- to compare teachers' perceptions and attitudes with their classroom practices;
- to find out challenges which teachers encounter during the implementation of CLT in Mozambican secondary schools;

- to develop guidelines for teacher training on CLT.

1.6 Research questions

To fulfill the purpose of the study the researcher raised the following question.

Main question:

What are EFL teachers' perceptions and attitudes toward CLT in Mozambican secondary schools?

In order to answer the main research question, the following five subsidiary questions were developed; these are:

- What are teachers' perceptions of CLT?
- What are teachers' attitudes toward CLT?
- To what extent are teachers' attitudes and perceptions toward CLT consistent with their classroom practices?
- What challenges do teachers face in implementing CLT in Mozambican secondary schools?
- What guidelines should be developed for teacher training on CLT?

1.7 Significance of the study

This study makes a few significant contributions with regards to the introduction and implementation of CLT in Mozambique. As a study which responds to curriculum reforms in Mozambican education, it provides insights into how the transformation from traditional language teaching methods that emphasizes memorization of grammar rules, to developing students' communicative competence can be operationalized. Despite the perceived advantages and merits of CLT curriculum reform, its adoption in Mozambican secondary schools is hardly noticeable since the traditional methods still dominate the typical classroom.

The purpose of this study is to explore teachers' perceptions and attitudes towards CLT from selected secondary schools in Mozambique. This study should, therefore, be significant in as far as it may shed light on the importance of understanding teacher's perceptions and attitudes towards CLT in Mozambican secondary schools. This is done with the recognition that professionalized teaching requires teachers to change perceptions and attitudes towards the curriculum reform.

Besides, this research area is not well explored in Mozambique, as such policies, syllabi and teacher education programs have no reference point for interpreting the real situation of English teaching practice in Mozambican secondary school classrooms and in particular for understanding teachers' knowledge about CLT as a curriculum reform, teachers' decisions and their classroom practices.

Equally, important, the study is expected to increase our understanding of how and to what extent teachers' beliefs about language learning and teaching influence the implementation of CLT curriculum reforms. As an English teacher in secondary school for many years, I am curious to understand why secondary school teachers teach the way they do, an understanding that could be used to provide practical suggestions to the countries' educational authorities with regards CLT implementation in Mozambique.

Finally, this study provides a picture of ELT in secondary schools; consequently, it highlights at least some of the reasons for the problems encountered in Mozambique EFL contexts, especially in the secondary schools which continue to use traditional methods of language teaching.

The potential benefits from this study are not limited to research and practices in this district, but can be transferable to other similar contexts such as districts where teacher's demographics are still mostly ethnically homogeneous and government- led education practices are dominated.

1.8 Clarification of terms

Communicative language teaching is an approach to foreign or second language which emphasizes that the goal of language learning is communicative competence, and which seeks to make meaningful communication and language use a focus of all classroom activities (Richards & Schmidt, 2002. p.20)

Beliefs are defined as theories and assumptions about teaching and learning that teachers build over time and bring to the classrooms. This refers to the theories of language learning and teaching and practices which teachers bring to the classroom assuming that they are effective to student teaching (Hung, 2015).

Attitudes are the surface expression of underlying values, beliefs and knowledge. They may not fully represent the deeper constructs for various reasons such as: an individual's lack of explicit

awareness of the underlying conceptual framework; an internal contradiction between and within belief categories; and/or a simple inability, or unwillingness, to convey these to another person (Canh and Barnard, 2009. p. 250)

Perceptionis the process of classification, recognizing and interpreting diverse stimulus events, objects, persons, and concepts associated with innovation. Classifying means categorizing information, while recognizing refers to becoming aware of something and interpretation means deducing facts (Bennet, 1980).

Communicative competence is conceptualized as the ability to express speaker intentions based on his or her linguistic system, the awareness of difference between the grammatical knowledge and the ability to perform it, strategies to maintain a conversation, and the acknowledgement of the contextual meaning of language forms.

Grammatical competence includes several rather than independent areas of knowledge such as knowledge of vocabulary, morphology, syntax, phonology, and graphology. They enable recognition and production of grammatically correct sentences as well as comprehension of their propositional content in both spoken and written form (Bagarić, 2007. pp.98).

Curriculum reform is defined as deliberate actions to improve a learning environment by adopting a method presenting material to students that involves human interaction, hands on activities and students feedback (Writer, 2020).

ESL refers to English as a second language. In this context, English is taught to speakers whose second language is English. This includes countries which are former colonies of the British Empire and English is widely used in social life or in the government sector. This happens in Botswana, Zambia, South Africa and others (Mohammad and Mutairi, 2019).

EFL means English as a Foreign Language. It is the teaching of English to speakers whose first language is not English as a foreign language in education mainly for the purpose of communicating in English with countries that use English as First and Second language such as Cape Verde, Niger, Mozambique and others (Mohammad & Mutairi, 2019).

Student-centered teaching consist of teaching methods which emphasize the active of students in learning, give learners more control over what and how they learn and encourage them to take

more responsibility for their own learning. This entails students to use different learning strategies as well as managing their learning progress (Richards & Schmidt, 2002. p.521).

1.9 Structure of the study

Chapter 1 presents the background of the study, the statement of the problem, the purpose and the objectives of the study. It also focuses on the research questions, significance and scope of the study. Finally, it deals with the clarification of the key terms, abbreviations used and the organization of the study.

Chapter 2 provides a review of the related literature relevant to the study. First, it starts by defining curriculum reform then it discusses the causes, characteristics and the implementation of curriculum reform. Later, it focuses on theories of language and communication and theories of learning after focusing on EFL context. The chapter also discusses the definitions of CLT, versions and features. Then it focuses on communicative competence and its four elements and the studies that explored the implementation of CLT in EFL contexts. It also deals with teachers' beliefs about language teaching and their sources. After that, it reviews studies on teachers' perceptions, attitudes and CLT. Finally, this chapter examines the studies that focus on teachers' perceptions and attitudes in ESL and EFL contexts.

Chapter 3 deals with the process and the methods used to collect, sort and analyze qualitative data. It starts by providing a discussion of theoretical stance, the qualitative research approach and the case study design. At the same time, it elaborates the reasons for their choice. Later, it discusses population, sampling strategy and ethical considerations. This is followed by the discussions of research instruments, the pilot study, the interview and the observation checklist. Finally, it deals with data analysis and trustworthiness.

Chapter 4 presents data findings that were captured during the site visits to each of the five secondary schools. This chapter consists of four main sections. The first section discusses the interview results on teachers' perceptions and attitudes toward CLT while the second section compares the results from interviews and classroom observations. The discussions and conclusions of the research instruments are compared with the review of the related literature. Its purpose is to reconcile teachers' theoretical language learning and teaching beliefs with the observed classroom practices during the period of data collection.

Chapter 5 summarizes the key findings and provides the conclusion to the study. This chapter also focuses on the pedagogical recommendations and highlights the possible future research. The next chapter reviews a body of relevant review of related literature to support the underpinning conceptual and theoretical frameworks of the present study.

2.10 Chapter Summary

This chapter presented the introduction of the study that explores secondary school teachers' perceptions and attitudes toward CLT. The discussions focused on the background to the study, context of the study, statement of the problem, purpose of the study, significance of the study. It also elaborated the operational definitions of the key terms, abbreviations and the organization of the study. The chapter concluded with chapter summary.

The next chapter presents the related literature review and the theoretical framework.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

Researchers express that exploring teachers' existing knowledge and beliefs with respect to curriculum reform should be the starting point before implementing it (Karavas-Doukas, 1996; Fullan, 2001; Chang, 2011). This chapter provides the context to the study. It reviews prominent studies to support the present research study by identifying the gap in the literature. First, it defines curriculum reform, discusses its origins and its implementation. Later, the theories of learning and the theories of language and communication are discussed. After that CLT with all its versions and features is explained. Studies that explore the implementation of CLT in ESL and EFL contexts are discussed. The chapter also presents what little is known about teachers' beliefs, perceptions and attitudes toward CLT.

2.2 Curriculum reform

Globalization and technological advancement challenges motivate most policy makers to provide language education that engage citizens in sustainable socio-economic activities. Therefore, the modification of curriculum reform in these contexts is always irresistible. The subsequent sections define curriculum reform; discuss the reasons behind curriculum reformulation and its characteristics. Lastly, it ends by focusing on the aspects that should be considered when implementing the curriculum reform.

Amadioha (2016) argues that curriculum reform occurs when a curriculum cycle is completed and feedback reveals a modification or a review of an existing curriculum to satisfy the needs of the nation. The literature in curriculum studies unanimously agree that curriculum reform is viewed as a device for providing solutions to the problems, and it aims to bring about changes in the education system and in the classroom teaching and learning process (Bantwini, 2010), hence it can be called curriculum change (Osborne & Brown, 2005).

Curriculum reform is defined as the process which curriculum planners detect irrelevant information or knowledge or skill of an existing curriculum and substitute it with available improved ones taking into account the required resources for its success (Olaitan & Ali cited in Amadioha, 2016). University of Zimbabwe (cited in The Commonwealth of Learning, 2000) describes curriculum reform as an intentional and deliberate process to bring out desired effects and change.

Osborne & Brown (2005) view *change* as a gradual improvement or development of the existing service which represent continuity with the past. In contrast, they also consider “innovation” as the introduction of new elements with the aim of discontinuity with the past.

From the above definitions, one common concern at the heart of *curriculum reformis change*. Therefore, for the sake of uniformity in this study, curriculum reform and curriculum change will be used interchangeable in this study to refer to modification or adjustment and alteration of the previous educational curriculum. However, the educational authorities take into account various techniques to sustain their curriculum reform proposals so that they can satisfy the needs of the society.

2.2.1 Causes of curriculum reform

There are several ways that determine the origin of the curriculum reforms. Crookes, Riley and De Lano (1994), The Commonwealth of learning (2000) and Amadioha (2016) suggest three broad ways on which curriculum reform may arise that are critical incidents, recommendations from research and change agents’ initiatives.

At the outset, critical incidents are often a result of problem identified. Obviously, one of the results that cause curriculum reform is the existing state of affairs that are unsatisfactory in an educational culture (Kelly cited in Crookes et al., 1994). This involves students’ results, colleges; test results, administrators as well as teacher self- evaluation are believed to provide possible sources of evidence which can show current practices to be unsatisfactory. Probing into the soundness of an instructional program which is not creating desired results can lead to dissatisfaction and this result from an evaluation of teaching practices.

Then, Crookes et al., (1994) also indicates research studies results as another source for an intention to change due to awareness of new and supposedly better teaching practices, curriculum, and materials and so on. Crookes et al., (1994) argues that changes in accepted conceptualization of language teaching and learning may lead to a desire to modify teaching program. Wagner (cited in Crookes et al., 1994) states that research on FL teaching and learning has been closely connected with the history of innovation in language learning (Howatt, 1984; Richards & Rodgers, 2006).

Finally, some researchers suggest that promoting change agents and their strategies is one of the useful techniques. Individual who cause or facilitate change are sometimes called change agents

(Scillepi cited in Crookes et al., 1994) or entrepreneurs (Lambright and Flynn cited in Crookes et al., 1994). They act as catalyst for change and as a link between participants. Crookes et al., reveal that in educational culture teachers, students and administrators can be change agents as internal change agents. External change agents include consultants, evaluation team and other experts recognized by the educational culture. The curriculum reform has some characteristics that policy makers should take into account before its implementation.

2.2.2 Characteristics of curriculum reform

Scholars argue that the nature of curriculum reform has a crucial impact on the acceptability and implementation process (Fullan, 2001; Rudduck, 1986). It is viewed in terms of four characteristics which are originality, complexity, clarity and triability.

First, originality means the curriculum reform includes new practices which are different from the existing practices. Papajani (2015) concurs that educational curriculum reform frequently requires teachers to change their behaviors and practices. Research evidence indicates that teachers' understanding and acceptance of the new curriculum reform are likely to impact on its implementation. Fullan and Miles (1992) also argue that people who are involved in educational reform at schools have their own ideas about how change should proceed, and that they act on these. On their view, much work on implementation of curriculum reform need to be done by policy makers or educational authorities if the promise of the curriculum reform is to produce better results at schools.

Second, complexity is another characteristic that is related to the difficulty and extends of change required of the implementers of the curriculum reform (Papajani, 2015). Brindley and Hood (1990) argue that the more complex the curriculum reform is perceived to be, the less it is likely it is to be implemented or adopted. They add that if the curriculum reform requires changes in teacher behavior, it is more difficult to bring about the successful adoption of a curriculum reform in teaching methods without changing their attitudes.

Third, clarity of the curriculum reform is also believed to have a significant impact on the implementation stage. In many occasions, teachers are often asked to implement a curriculum reform without being given a clear explanation of how to put it into practice. Fullan (2010) warns that lack of clarity and diffusion of goals can cause great anxiety and frustration to those who try to implement it. Bantwini (cited in Fullan & Miles 1992) argue that involving teachers in educational

reform is significant because even well-developed curriculum reform represent new meanings and new learning for those individuals who encounter them initially, and require time to assimilate them. This may lead to problems such as the inconsistent between the curriculum reform principles, the exams and teachers' beliefs and practices (Crookes et al., 1994). Likewise, Clement (2104) articulates that most of the mandated changes are usually introduced to schools at a rapid pace and teachers are left to cope with the consequences.

Finally, whether or not a curriculum reform can be tried and tested on a small or large scale is also an important characteristic (Papajani, 2015). Curriculum reform experts assert that implementing curriculum reform on a small scale reduces the risk of its failure as compared to large scale adoption without testing and experimenting. It is advisable to try a curriculum reform in one or two schools before making decisions to implement it more widely. This would give all change agents involved in the curriculum reform some ideas about any obstacle that might affect the implementation process. They cast light in the tunnel for policy makers to anticipate challenges and chose effective strategies to implement it on their grounds.

2.2.3 Curriculum reform implementation

Almalki (2014) contents that implementation is a crucial phase since teachers have to interpret the ideas of the curriculum reforms and changes and transform them into practices to bring about the desired change. Fullan (2010) argues that curriculum implementation is a variable. In case, if the change is well planned so that it positively affects students and teachers, the probability of success is high. However, the success of the curriculum reform will always depend on the degree and quality of change effected by the teachers in the classrooms.

Change agents' function is to give support, help, assist, and nurture Hord et al., (cited in Crookes et al., 1994). They are useful for encouragement, persuade, or push people to change to adopt an innovation and use it in an appropriate context. The negative impact of not involving the teacher in designing curriculum reform is teachers' resistance during its implementing phase. In that sense, Scillepi (cited in Crookes et al.,1994) recommends educational authorities to gather support from all those who will eventually have to act upon the curriculum reform, such as students, teachers, administrators and members of upper administration.

Educational authorities have to express information that connects the curriculum reform to some value highly prized by the target individual or group. If participants understand the implication of a proposed change personally, they are to support a change when they perceive the direct benefits as outweighing the cost (Brindley & Hood cited in Crookes et al., 1994). The study by Bantwini (2010) found that the lack of teachers' preparation caused the failure of the implementation of curriculum reform that had been introduced into South African secondary schools.

Change agents are more likely to accept innovation if they feel they have an active role in all stages of the change process. If cooperation and collaboration is done then it creates a sense of ownership (Rudduck cited in Crookes et al., 1994). This can be achieved by asking participants for their input concerning the curriculum reform. This means participants take responsibility for the development of their programs. Rudduck, Back and Zinc (as cited in Crookes et al., 1994) describes the process of fostering responsibility as vertical loading that increases the degree of participant control.

The preceding discussion has revealed that curriculum reform originates when an existing curriculum does not satisfy the needs of the society. Curriculum reform should include new teaching practices and should be experimented on a small and large scale before it is implemented nationwide to avoid undesired results. Educational authorities should provide support to change agents when implementing the curriculum reform. This can be achieved through retraining teachers so that they can take responsibility of nurturing the curriculum reforms. The implication of discussing these characteristics is that if the curriculum reform does not meet these requirements, it is impossible to implement it in the classrooms. Therefore, policy makers should make sure that these characteristics feature in their curriculum reforms so that, in the case of the present study, the CLT can be easily implemented. However, curriculum reforms are informed by the theories of language learning in general which the forthcoming discussion is.

2.3 Theories of learning

Since long back, the teaching industry has been committed to provide theories of learning that could adequately explain the process of language learning. Their effort brought positive results as the behaviourist theories (Skinner) led the language learning field followed by the innateness (Chomsky), then the constructivist (Paiget) and lastly the social constructivist theory (Vygotsky). For this study, social constructivist theory is discussed with specific reference to this study because

it underpins all the processes of language learning and teaching practices in the CLT curriculum reform.

The theories of learning should not be underestimated in the teaching industry. They serve two functions;

“they provide teachers with the vocabulary and a conceptual framework on how to interpret the examples of learning that they observe in the classrooms. They provide directions to those factors that are important to provide solutions to practical problems in classrooms” (Nsamenang et al., 2011, p.179).

Consequently, the theories of learning support the teaching practices that rely on different methods and approaches. For that reason, the CLT curriculum reform lays out that the general teaching and learning philosophy is the constructivist approach (INDE/MINED, 2010).

2.3.1 Social constructivism

Social constructivism theory regards knowledge as socially constructed and learning as essentially a social process. Cultural tools like language such as the learner’s language or at least one very familiar to them should be used to facilitate learning. Language teaching should be facilitated by drawing on examples or contexts familiar to the learners so that meaning making is prioritized (Westbrook et al., 2013).

Key to the theory of social constructivism is Vygotsky’s Zone of Proximal Development (ZPD). The ZPD is considered by Vygotsky as an attempt to explain that child do much more with the help of someone with more knowledge and more skilled than themselves. The theorist describes how a child can progress learning with others to more independent thought and behavior (Ellis et al., 2002). Vygotsky reports that peer mentors are quite useful in children’s learning in the ZPD.

Vygotsky’s model of social constructivism illustrates the interaction between social and practical elements in learning through speech and practical activities. This model attributes a child two functions; first, as the learner constructs meaning through practical activity at an interpersonal level, and second the learner interacts with others using speech and cultural to connect the meaning of the interpersonal worlds and share with others (Nsamenang et al., 2011). This model promotes collaborative learning with peers and other adults or a global community (Spivey cited in Brown,

2000). It also emphasizes the importance of the relationship between students / student and teacher in learning process.

Vygotsky considers a child as an apprentice who acquires knowledge and skills through help from those who possess knowledge and skills using scaffolding. Scaffolding is one of many pedagogical techniques, such as questioning, illustrating, demonstration, minimizing of error, practices and direct instruction that can enable the learner to learn better (Nsamenang & Tchombe, 2011; Westbrook et al., 2013). The social constructivism theory prioritizes student-centered or student-student interactions, as such small groups, pairs, whole class interactive work, extended dialogue with individuals, higher order cognitive questions, teachers modeling, showing, reciprocal teaching and co-operative learning are highly desired in social constructed classrooms.

Social constructivism could be supporting student or learner-centered teaching, terms that currently appear in curriculum reform in developing countries although social constructivism would suggest a much stronger role for the teachers than would be suggested by student or learner-centered approach. Westbrook et al., (2013) argue that around student-centered pedagogy are teachers that share their students' language and culture, accept a more demonstrative and less authoritative role. Teachers need to know how to engage students in effective group work and tasks and to offer support at the point it is needed. Space is needed for flexible social groupings, and within this, students need to feel that they have the right to talk and contribute to their peers' learning (Westbrook et al., 2013).

To sum up, Vygotsky' social constructivist theory has been widely recognized in education practices and classroom management. He argues that in order to construct knowledge students need skilled coach. Questioning, demonstrating and direct instruction accelerate learning process when students work in small groups, pairs and groups. Students' interactions enhance them activate higher order cognitive skills, thus, it is only possible when teachers take less authoritative roles in the classes.

Similarly, CLT is a learner-centered approach that ponders students as active agent in the learning process. They have to initiate and interact in mutual conversations while taking control of their learning. The teachers can create a more interesting and productive learning environment by taking less dominante roles. Teacher can cater for students' different educational needs as well as age

using different teaching techniques and materials. In Vygotsky's view, the teachers can maximise students' endowed capacities to create such environments in the class. The features of Vygotsky's social constructivist theory are incorporated in the present curriculum reform, therefore, the educational authorities in Mozambique proclaimed CLT as a teaching approach because it is interactive and collaborative in nature.

2.4 An Overview of Language Teaching Methods and Approaches

A glance at ELT history shows that Grammar Translation Method is the eldest language teaching and learning method. Along the way, the other teaching methods and approaches have come and gone until the last few decades when CLT appeared and attracted educational reformers as the most effective teaching approach in ESL and EFL contexts. The following section traces the chronological appearance of teaching methods and approaches in ELT.

Raman (2014) traced the emergence periods of the language learning and teaching methods and approaches and finally categorized them into three periods. These are traditional period, alternative period and communicative period. The traditional period consists of Grammar Translation Method, Direct Method and Audio-Lingual Method. Silent Way, Desuggestopedia, Community Language Learning and Total Physical Response compose the alternative period. The Communicative period is marked by Communicative Language Teaching, Content Based Instruction and Task Based Language Teaching. Due to space, on the communicative period I will solitary discuss CLT because of its relevance to the present study.

2.4.1 Traditional Period

2.4.1.1 Grammar translation method

Considered the oldest language teaching method, Grammar Translation Method (hereafter GTM) was influenced by the systematic study of grammar of Classical Latin and texts that had dominated at schools and universities through Europe in the 19th century (Larsen-Freeman, 2000). It was sometimes called Classical method to Latin and Greek (Chastain cited Larsen-Freeman, 2000).

To teach Latin meant focusing on translations and grammar lessons as focal points. Instruction is provided in students' L1 while the use of TL was given less credibility. Reading of the difficulty texts starts very early. Through studying the target language grammar the hope was students would

familiarize them with the grammar of their L1, consequently, this would help them to speak and write in their L1. Language learning aims to make students grow intellectually in order to help them read and appreciate FL literature even though it was known that students would probably never use the TL in real-life contexts.

Teachers are authorities and expected to translate the given texts (Raman, 2014) and students had to memorize the given translations. Students' L1 was used frequently in the class to clarify the meaning of the provided instructions, expectations or words (Brown, 2000; Raman, 2014; Richards & Rogers, 1986; Larsen-Freeman, 2000). Students are judged by demonstrating capacity to translate from one language into another or not, this would determine them as successful language learners (Larsen-Freeman, 2000).

The popularity of GTM endured between 1840s to 1940s on English language teaching (Richards & Rogers, 2001), however, it holds with it some caveats. It fails to provide students with opportunities to interact; as a result, it unsuccessfully explored communicative language functions. It also pays less attention to oral and listening skills and finally does not require teachers who speak TL fluently. All these flaws indicate that GTM disregarded the importance of communication in the TL. This motivated language experts to innovate other teaching methods such as Direct Method.

2.4.1.2 Direct Method

Francois Gouin advocated the exclusivity use of L1 in the classroom that led to the birth of Direct Method in the 1880s. Later, Alexandre von Humboldt supported the view arguing that a language cannot be taught but one should create conditions for learning to take place (Brown, 2000; Kelly cited in Celce- Murcia, 2001; Richards and Rogers, 1986).

Direct Method draws its principles from how children acquire the first language. It is called Direct Method because meaning is conveyed directly in the TL through the use of demonstration and visual aids with no recourse to students' L1 (Diller cited in Larsen-Freeman, 2000). It is more student-centered than GTM and teachers are partners, guides and encourage students in the process of language learning (Richards & Rogers, 2000; Brown, 2000).

DM puts great emphasis on learning a FL in a spontaneous way (Richards and Rogers, 2000; Brown, 2000; Raman, 2014). Literary texts are used to arouse please and target culture is taught

inductively (Larsen-Freeman, 2000). Dialogue and anecdote begin lesson in a modern conversational style. Grammar is taught inductively and the meanings of words are conveyed through demonstrations, visual aids, as well as realia. Prioritizing speaking, it relegates reading, writing and listening skills (Richards and Rogers, 2000; Brown, 2000; Raman, 2014).

However, DM has highlighted that it's impossible to teach students to communicate and teach everything through demonstration and visual aids, thus fails to satisfy students' learning styles and needs. Teachers must be a native speaker or have native-like proficiency in the TL. These drawbacks led researchers to search for alternative teaching methods.

2.4.1.3 Audio-Lingual Method

Audio-Lingual Method was first introduced by US Army during the Second World War. The target was to train personnel in becoming fluent in other language than English. For this reason, the US government hired qualified teachers to help teach languages and develop teaching materials, consequently, Audio-Lingual Method emerged (Fries cited in Richards and Rogers, 1986). It draws its principles from behavioral psychology and structuralist linguistics (Richards & Rogers, 2000; Brown, 2000). The former views language learning as getting learners to repeat behavior (verbal and no-verbal) until they fully learnt habits or formed habits through positive reinforcement (Skinner cited in Brown, 2000). While the latter asserts that language learning is achieved through describing distinctive sound units (phonemes) that later forms lexical and grammatical elements (morphemes) which later form high structures such as phrases, clauses and sentences (Bloomfield cited in Brown, 2000).

Language learning and teaching takes places in decontextualized settings. ALM gives primacy to oral skills and pronunciation. Dialogues mark the beginning of the lesson while mimicry and memorization are at the core since language learning is believed to be learnt through habit formation. This follows that maximum effort is applied to avoid learners' errors. Teachers instruct grammar inductively and through drills expecting students to learn the rules (Richards & Rogers, 2000; Brown, 2000). Grammatical structures are sequenced according to their level of difficult. Vocabulary is strictly controlled and limited in the first stages.

Even though ALM dominated the language teaching ground in the US Army during the late 1940s, 1950s, and 1960s, it was evident that it was impractical to teach speaking skills by inducing

students memorizing language chunks or relying on drills. It was awkward for students to transfer the formed habits in the classroom to communicate in their real-life situations. These shortcomings led language teachers to search for better teaching methods.

2.4.2 Alternative Period

2.4.2.1 Silent Way

Noam Chomsky argued it was insupportable to acquire language through habit formation since people could understand utterances they have ever heard before (Richards & Rogers, 2000; Brown, 2000, Larsen-Freeman, 2000). Therefore, he concludes that language is acquired when people use their own thinking process, or cognition to discover the rules of the language they are acquiring (Larsen-Freeman, 2000). This period saw the emergence of Silent Way which draws its principles from Cognitive Approach. This makes SW the first alternative method created by Caleb Gattengo (Larsen-Freeman, 2000; Raman, 2014).

This method is an inductive that privileges the TL. Learners are responsible for their language learning through active participation. This enhances them to formulate language hypothesis in order to discover the rules of the TL. Students do so most of the time silent and teacher only talk when there is a need. In the same vein, Gattengo proposed that teaching as a means to serving the learning process instead of dominating. Learning occurs through integration of new knowledge that we create is later used as a step stone for further learning (Larsen-Freeman, 2000).

Teachers have students to practice and learn a new language while saying very little in the process. Silent Way uses an array of visual aids such as sound color chart, word clear rods, fidel charts and so on (Larsen-Freeman, 2000). Teachers use non-verbal clues, consequently, students are expected to develop an inter-criteria (Richards & Rogers, 1986). Students should interact with each other in order to come to conclusions.

Yet, teachers' silence in the classroom was questioned as it may not guarantee students' advancement in language learning. Voices of concern have been raised on this method when it is confined to large classes as students find it difficult to interact in order to build on each other utterances, it can also arouse stress on students when using the language.

2.4.2.2 Dessuggestopedia

Dessuggestopedia is another method that gives importance to students' feelings. The method sets up psychological barriers to learning by emphasizes the importance of lowering the psychological barriers students bring into the classroom. The reason is students are unable to perform limited on ability to learn, consequently, they fail. Considering Dessuggestopedia as a remedy, it would make better use of our reserved capacity; the limitations we think is needed to be dessuggestopedia "Dessuggestopedia" (Larsen-Freeman, 2000). It refers to the application of the study of suggestion to pedagogy (Larsen-Freeman, 2000).

Students sit more like a living-room than a classroom; learners sit in easy chairs and assume an identity (Richards & Rogers, 2000; Brown, 2000). Teachers prioritize and make use of fine arts; role plays, and provides suggestions to encourage students in lowering the barriers (Larsen-Freeman, 2000). Lessons consist of three stages that are oral review, presentation and discussion, and concert session. Peripheral learning is crucial and classroom is designed accordingly (Richard & Rogers, 2000).

The teachers use the TL to present a script twice over two days accompanied by music. Later, group or choral reading of the scripts on the first day doing with songs and games follow. On the following day, the students elaborate on the scripts to tell an anecdote or story. The same process goes on with other new scripts.

Grammar is taught explicitly to help students to raise awareness and discover their weak and strong points and become autonomous learners at the end of the process; consequently, lockstep dominates the classrooms (Richards & Rogers, 2000; Brown, 2000). Richards and Rogers (1986) have questioned seriously for the usefulness of these methods.

2.4.2.3 Community Language Learning

Charles Curran (1976) developed Community Language Teaching based on his Counseling theory. It resulted from the studies on adult learning for many years. His work was influenced by Carlos Rogers' Humanistic psychology (Brown, 2000; Larsen-Freeman, 2000; Richards and Rogers,

2000). The study concluded that a new learning situation threatens adults. This was due to the fact the challenges are inherent in learning and fear to appear foolish.

To curb this situation, Curran claims that teachers should become language counselors (Brown, 2000; Larsen-Freeman, 2000). Larsen-Freeman (2000) argues that language counselors is someone who is skillfully understands of the struggle students face when they attempt to learn another language (Brown, 2000; Larsen-Freeman, 2000). Teachers need to understand students' fears and being sensitive to them. The teachers can help students to overcome their negative feelings and turn them into positive energy to further their learning (Larsen-Freeman, 2000).

Larsen-Freeman 2000 states that teachers need to take into account students' intellectual, including having some understanding of the interconnectedness among students' feelings, physical reactions, and instinctive protective reactions and desire to learn. In order to secure students feelings, approach has its elements that are security aggressive, attention, reflection, discrimination (Larsen-Freeman, 2000). Students sit in a circle while session is being recorded and they decide what they want to say. On the board, the teacher revises the words and sentences the classes is dealing with and provide explanation in the L1 as required. In all, this method seems to suit the adults as the lesson is built on students taking into account their real-life problem situations.

2.4.2.4 Total Physical Response

James Asher (1996) innovated Total Physical Response (TPR) approach, sometimes called Comprehension Approach (Larsen-Freeman, 2000). It starts with strengthening listening skills then later production skills (Brown, 2000; Larsen-Freeman, 2000; Richards & Rogers, 1986). This echoes Winitz's study that concluded that language learning should start with understanding and then production proceeds.

The approach defers speaking skills and students imitate non-verbal clues that their teachers says. Imitation make students enjoy and learn simultaneously. Students demonstrate the comprehension by doing the appropriate physical actions as responses. The awareness of prioritizing listening skills at first, then the use of the language later guarantees students' security and there is likelihood of high participation in the lesson.

The fact that students internalize how language works, speaking skills appears spontaneously even though it may be imperfect as such. This is believed to create a low affective filter that is viewed as a prerequisite for language learning to take place. If anxiety is reduced, this boosts students' confidence (Larsen-Freeman, 2000; Richards & Rogers, 1986).

Teachers communicate with students right from the beginning of the course. Teachers use imperatives since they are useful in making students practice the language which emphasizes developing basic communication skills and vocabulary through meaningful input of the TL. They enhance students to understand the TL by using pictures and sometimes words using L1. Researchers argue that if a teacher use language that is just above students' current level, comprehension and acquisition takes places.

The drawbacks of this approach include incapacity to capture students' language needs. Due to the fact that imperatives are frequently used in the lesson, syllabus seems to be restricted and may obstruct students' language learning process (Celce-Murcia, n.d; Larsen-Freeman, 2000; Brown, 2000). This approach may not be suitable with adult students since they may find it childish to imitate what their teacher says and does. Finally, it is inappropriate approach to teach students with different studying purposes such as studying abroad (Larsen-Freeman, 2000; Richards & Rogers, 1986).

2.4.3 Communicative Period

2.4.3.1 Background of CLT

CLT is the result of the contributions from different disciplines such as psychology, applied linguistics, sociolinguistics and so on. They had realized the need to move from discrete point structural analysis to language use in discourse. Yet, CLT was derived from several theories of language that were combined to clarify what it is and how it works.

2.4.3.2 Theories of language and communication

In the view of the structuralist, it was mandatory to describe the structural characteristics of the language. Later, language was viewed as a functional view which is used to express functional meaning. Then, the interactional view perceives language as a vehicle for the realizations of

interpersonal relations. In all circumstances, the theories of language always reflect the teaching methods and approaches that educational authorities usually proclaim and teachers adopt in the classes. The following sections trace the origin of the CLT focusing on the theories of language and communication, CLT definitions, its two versions and features.

The origin of CLT can be traced from the period when Hymes (1972) criticized Chomsky's perspectives of language learning (Knapp & Antos, 2009). The debate on competence and communicative competence significantly progressed and finally contributed to the pedagogy of FL in the 1970s. When Chomsky was defining the object of study of general linguistics, he coined the terms *competence* in contrast to *performance*. Chomsky defined competence as the speaker-hearer's knowledge of his language and performance as the actual use of language in concrete situations. While Chomsky advocated to a similar distinction Saussure made in the past, Chomsky places distinction within the individual, Saussure argues that language has a social dimension. Chomsky demonstrates this by idealization implicit in the concept of the speaker-listener's competence since, as he argues,

“Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance”. (Chomsky cited in Knapp & Antos, 2009, p.493).

Hymes' reaction to the definition of competence by Chomsky ignited a heated debate upon language and the study of language which resulted in CLT. Hymes' (1972) argument is based on the difference between competence and performance. Hymes views “perfection” as related to the notion of competence, and the “imperfection” to performance. Hymes argues that a theory of language should not only include grammaticality but also acceptability. This assessment originated and added a component of social dimension which Chomsky had ignored, since acceptability involves utterance by one person being accepted by another (Knapp & Antos, 2009). In other words, Hymes' definition of competence incorporated both knowledge and ability for use:

“I should take competence as the most general term for the capabilities of a person [...] Competence is dependent upon both (tacit) knowledge and (ability for) use. Knowledge is distinct, then, both from competence (as its part) and from systemic possibility (to which its relation is an empirical matter)” (Hymes cited Knapp & Antos, 2009, p. 493).

In his definition, Hymes refers to two areas; the linguistic and the cultural in the theory of communicative competence. It refers to an aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts (Knapp & Antos, 2009). In other words, Hymes argues that students are supposed to be equipped with communicative competence in order to communicate. The notion of communicative competence is further developed by Canale and Swain (1980, 1983) for teaching purposes (McLean, 2011).

Yet, from another angle is Halliday who worked on a different but related notion of competence stating that competence is the ability to recognize the relationship between grammatical structures and discourse. In his explanation, Halliday stressed the role of cohesion as a binding element in discourse. That means the interpretation of one element depends on the interpretation of the others. The function of cohesion goes hand in hand with coherence which denotes the linguistic markers that establish links in discourse through the meaning and context of the message (McLean, 2011). According to Halliday (cited Knapp & Antos, 2009) language meant “meaning potential” or “set of options” or “alternatives” in meaning that are available to speaker-hearer.

With similar view, Savignon draws a parallel between Hyme’s communicative competence and Halliday’s meaning potential arguing that both seem to put emphasis on language as social behavior. The theory of meaning potential by Halliday focuses on the functions of language and explores language use in its context of situation. While Hymes views function as the pragmatic realization of meaning including appropriateness, which is dependent on the particular circumstances, not the language system itself.

Widdowson (cited in Knapp & Antos, 2009) doubted about the functions of language in Hymes and Halliday’s definitions, he suggests that functions of a language are related to what language learners can do with language in their own right. Austin (cited in Knapp & Antos, 2009) upholds this view when he added that language has many functions than the descriptive one. Austin with speech acts theory argues that rather representing the world in their talk, people do something and when listening, they expect something to done with language. He observes that the talk rests not so much on their truth but more on the appropriacy of speech acts in a given time and place interacting with others. Later, Habermas (1970) extended Austin’s work and identifies different kinds of effects that can be achieved by speakers and hearers. In this respect, communicative competence

was associated with acceptability of language which is the extra dimension which Hymes added to Chomsky's criteria for judging utterances (Knapp & Antos, 2009).

Habermas widened this notion to the notion of rationality in a community of communication. He disputes that successful communication depends on a shared understanding of the validity of the truth claims implicit in what is being said. In other words, rationality in communication is fundamental and potentially universal in the theory of rational communication, there is a need for a meeting half-way between value and moral positions (Warnke cited Knapp & Antos, 2009). Habermas' work offers a potential for introducing a moral perspective into language teaching but unfortunately, it is not recognized in the versions of CLT.

Howatt (cited in Knapp & Antos, 2009) summarizes the changes in the understanding of language behind development in language teaching by stating that language is not independent in itself but part of a theory of human communication. Similarly, McLean (2011) argues that the structure of language reflects its functional and communicative uses. As a result, the subsequent section discusses CLT as postulated by linguists and language leaning theorists during the last decades.

2.4.3.3 Definition: Communicative Language Teaching

Several researchers have assessed CLT's definition and came to the conclusion that it is not an easy task to present an explicit simple definition of this term since it consists of an array of methods and techniques (Mustapha & Yahaya, 2012; Wong, 2012). Sarab, Monfared & Safarzadeh (2016) argue that the open-ended nature of the CLT model gives way to diverse interpretations on the part of teachers. In pursuit of this argument, authors have conclusively defined CLT from two different points of views that are; what CLT is and how it works in EFL and ESL contexts.

CLT starts with a theory of language as communication (Richards & Rogers, 2006) as a result; the main goal of language teaching is to develop communicative competence (Hymes, 1970). Savignon (2001) describes CLT as an innovative way of teaching English as a second language or foreign language as it deals with the interactive nature of communication whereas Rodgers (cited in Rahman, 2015) point out that CLT similarly was adopted as evidence of a new paradigm of understanding about teaching and learning. Put simply, Omaggio (cited in Al-Sohban, 2013) articulates that CLT represents a repertoire of teaching ideas rather than a fixed set of methodological procedures.

Cook (cited in Rahman, 2015) proposes that CLT bases language teaching on the functions that the L2 had for the students and on the meaning, they want to express, leading to teaching exercises that make the students communicate with each other in various ways. Additionally, Larsen-Freeman (2000) characterizes the CLT as a method which makes students use the target language a great deal through practicing and communicating meaningfully in different contexts and in different roles. They practice the target language (TL) in various communicative activities such as language games, simulations, and problems-solving tasks in group and pair work. Teachers encourage learners first to develop fluency before accuracy; each activity is done with a communicative purpose in mind. Consequently, Richards and Rogers (2001) argue that the CLT teacher is a facilitator, an independent participant, a researcher and needs analyst, counselor, and group process manager.

From a theoretical perspective, CLT has been conceptualized in two different ways, namely the *weak* and *strong* versions (Howatt, 1984). These perspectives are roughly in agreement with its two main sources: communicative perspectives on language and a communicative perspective on learning (Littlewood, 2013). The former suggests that learners learn a language by first learning structures of the language structures explicitly before they use them in communicative activities such as role play, pair work and so on (Littlewood, 2013). This perspective is called the weak version; it authorizes teachers for the presentation and practices of discrete items before and after their use by the learners in communicative activities (Howatt, 1984). The later focuses on our natural capacities to acquire language through communicative activities without explicit instruction (Littlewood, 2013). It is also called the strong version of CLT. Conscious learning and error correction have no place in this version of CLT in which a humanistic approach is mainly emphasized (Sarab et al., 2016). Learners practice these functions such as making a request, apologizing and then use them in communicative activities such as role play (Sarab et al., 2016).

The different versions of CLT that have been briefly discussed share a commonality as they all focus on communication and meaning. The versions encourage teachers to use interactive activities that are described as activities that allow students to communicate meaningfully in the target language (Sanchez cited in Nyamayedenga, 2020). Since this study aims to explore the consistency between teachers' perceptions and attitudes and classroom practices at secondary schools, I realized that I would understand this phenomenon better by observing whether teachers provided activities that involved students to interact among themselves to construct new knowledge

(Nyamayedenga, 2020). CLT is a modern approach that is defined differently, however, what is thought-provoking is that its two different versions share the same features as I will discuss below.

2.4.3.4 Features of the strong and weak versions

Given the definitions of CLT, delineating its features also clarifies its meaning further. Among the salient CLT features that are often discussed in the literature are: grammar teaching in CLT, pair and group work, error correction, fluency and accuracy, the roles of the teacher and learner. These features are elaborated in more details below.

2.4.3.4.1 Grammar teaching

The debate on whether teachers should teach grammar or not in the classroom has marked the history of language teaching (Parvaresh, 2017). However, CLT syllabuses are organized according to categories of meaning or functions. As a result, the functions into which CLT syllabuses are organized are connected with their corresponding grammatical structures. However, there are two main types of CLT; the shallow-end approach and the deep-ended approach (Thornbury, 1999). As mentioned above, these terms have been used as weak version and strong versions respectively (Howatt, 1984).

The shallow-end approach to CLT is based on the thought that in order to use language in a communicative situation, it is necessary first to learn the grammatical rules and then apply them in those communicative situations (Thornbury, 1999). Littlewood (2013) argues that students would practice expressing functions such as making suggestions and then use them in communicative activities such as pair work, role play and so on.

On the contrary, the deep-end approach to CLT is based on the belief that grammar is acquired unconsciously during the performance of communicative situations. For that reason, other authors argue that it would be useless to explicitly teach grammar before the activity (Thornbury cited in Rama and Aguillo, 2014). Thornbury concludes that this approach just considers the grammatical situations into communicative functions; although they are not presented explicitly, they are still there. So, grammar is essential in the communicative syllabus and teachers need to teach it in a communicative way. For this reason, teachers can organize students to carry out grammatical activities in pairs or groups so they can have more talking time than teacher-led lessons.

2.4.3.4.2 Pair and group work

Whether a class is a large one or not, group work has always been considered as compensatory practice in order to provide learners with more speaking turns than that can be possible during teacher-led instruction (Pica, 1994). Mekhlafi and Ramani (2011) confirm that one of the useful techniques of the CLT is the use of pair work and group work activities in the classroom. This concept is based on the learner-centered needs; after all, it gives learners some degree of control over their learning. The learners have to control their learning since language is a system of choice, so teachers must give learners the opportunity to learn how to make choices (Thompson cited in Mekhlafi and Ramani, 2011). When students are in groups, the learners can produce a greater amount of output as compared to teacher-centered activities. Subsequently, students have opportunities to develop fluency without any pressure coming from the teacher, while they can correct their errors.

2.4.3.4.3 Error correction

The behaviorist theory's view on errors differs radically from the constructivist theory. While the former considers errors as formation of bad habits, the latter regards errors as a natural language learning process. According to Hendrickson (1980), while an error is an utterance or structure that a particular language teacher deems unacceptable because of its inappropriate use or its absence in real life discourse, the term error correction is used to indicate what the teacher does in response to what is perceived to be an error (Chun et al., cited in Al-Mekhlafi and Ramani, 2011).

In the past decades, traditional teaching methods emphasized error correction in order to equip students with error free grammatical items, unlike; the CLT that attaches more importance to communication. Since the genesis of CLT, errors have been regarded as a natural phenomenon in the process of learning English (Coskun, 2011). For this reason, practicing too much error correction in CLT classrooms is considered as discouraging students from practicing the language. To support this view, Larsen-Freeman (1996) accepts that students may have limited linguistic knowledge and may still be good communicators when errors are tolerated for fluency to take charge unlike focusing on grammatical accuracy per se.

2.4.3.4.4 Fluency and accuracy

Harmer (1998) establishes that accuracy is associated with non-communicative activities while fluency is allied with communicative activities respectively. The main focus of CLT is on

communication rather than grammatical accuracy and mastery of language forms. CLT is claimed to emphasize the development of learners' ability to communicate, express them, get their meaning across, and engage in social interactions (Gora & Vatz cited in Rahimi & Naderi, 2014). While, fluency and accuracy are complementary principles underlying communicative competence techniques, fluency is the natural language use which occurs when a speaker gets involved in meaningful interaction and it is developed when students negotiate meaning, use communicative strategies and correct misunderstanding (Coskun, 2011). On the contrary, accuracy activities aim to produce correct linguistic utterances. The advocates of CLT assert that fluency may have to take on more importance at times than accuracy in order to keep learners meaningfully engaged in language use (Coskun, 2011) and the teacher has to execute teachers' less dominant roles so the students can become active and become motivated.

2.4.3.4.5 Teacher's role

CLT creates a learner-centered classroom environment of social learning where teachers provide opportunities for students, instead of taking an authoritative role and having power over their learning (Richards, 2006). Hu (2002) points out that CLT dismisses the teacher's dominance in the classroom and supports a more equal relationship among the teachers and the learners. According to Breen and Candlin (1980), attribute teacher two main roles. First, they describe the teacher as facilitators, helping participants to become engaged in the communicative process through involvement in the various activities in the classroom. While students are actively involved in participating through interpretation, expression and negotiation of meaning, the teacher facilitates the communicative process among all the students in the classroom and between the students (Mangubhai et al., cited in BAL, 2006).

Secondly, the teachers act as an independent participants within the learning teaching group. The teachers are both organizers of resources and resources themselves, besides they guide classroom procedures and activities. Thompson (cited in BAL, 2006) argues that teachers usually try to use practical tasks such as pair work and role play. They engage in an activity not to occupy learners communicating time, but only to present and stimulate new language to demonstrate how to do activities, or to help weaker learners. In sum, teachers are also expected to act as a resource, a motivator, a counselor, a guide and a researcher (Richards & Rodgers 2001). Sometimes the teachers have to take the role of the students so that he acts as modeler.

2.4.3.4.6 Learner's role

The CLT curriculum reform calls for a learner-centered approach to language teaching and learning that entails a shift of students' roles from passive receivers to active constructors of knowledge (Parvaresh, 2017). Learners take an active role in the learning process, initiating and interacting as compared to being passive in class (Maley cited in Abdulkader, 2016). Learners need to be negotiators between the self, the learning process and the object of learning and this involves negotiation within the group in the classroom procedures and activities (Richards & Rogers, 2006).

Taken as a whole, prior to the curriculum reform, ELT in Mozambique had been characterized by teacher-centered, textbook-directed, manipulations of grammatical structures and memorization that could equip students with linguistic competence. CLT has features and principles that differ from the previous curriculum. The current curriculum reform put emphasis on interactive communicative tasks such as information gap, decision making and problem solving, to mention but a few, all of which are designed to promote and develop students' communicative competence. Relying on the principles and features of the CLT curriculum reform, therefore, this study intends to investigate teachers' perceptions and attitudes toward CLT that aims to furnish students with communicative competence.

2.5 Communicative Competence

The main goal of CLT is to facilitate the development of students' communicative competence. As earlier stated, the term communicative competence was first introduced by Hymes' (1967, 1972) as a result of his work against Chomsky's (1965) linguistic competence. According to Chomsky (1965) competence refers to the speaker-hearer's knowledge of the language and performance is the actual use of language in concrete situations. Chomsky (1965) views competence as the knowledge of grammar that he believes to facilitate language learners to communicate in social contexts. However, Hymes (1972) dismisses the assertion that grammatical competence suffices for a language learner to be able to communicate in social settings as it fails to take into account other aspects of language, particularly the knowledge of rules of language use that contributes to the appropriateness of utterance. As a result, Hymes (1972) extended the notion of competence to communicative competence. Hymes argued that for language learners to be able to communicate effectively, apart from being linguistically competent; they must also be communicatively

competent. By communicative competence, he refers to learners' abilities to interact with other speakers through meaning negotiation within a particular social context (Brown, 2000).

Broadening Hymes' (1972) communicative competence, Canale and Swain (1980, 1983) proposed a theoretical framework for communicative competence which includes four components; *grammatical competence*, *sociolinguistic competence*, *discourse competence* and *strategic competence*.

Grammatical competence is related to the grammatical and lexical knowledge of the language learner which can be increased during the implicit instruction of grammar in the CLT approach (Raissi & Norb, 2013). It focuses directly on the knowledge and skill required to understand and express accurately the literal meaning of utterances (Alexio, 2003).

Sociolinguistics competence concerns learners' appropriate use of language in different settings and situations (Wong & Marlys, 2012). The sociolinguistics competence enables the learners' ability to go beyond the literal meaning of utterances. It also helps learners to recognize what is the intent of such utterances in particular social situations.

Discourse competence relates to the learners' ability to combine grammatical forms and meaning in an appropriate order for different genre requirements (Alexio, 2003). Discourse competence is how different people analyze different kinds of meanings in the mind when they face different discourse or different kinds of written or spoken forms (Raissi & Norb, 2013).

Strategic competence deals with the learners' ability to employ various strategies effectively to get communication done (Hu, 2012). Canale (1983) suggests that such strategies may be needed for two main reasons: first, to compensate for breakdown in communication due to limiting conditions in actual communication or to insufficient competence in one or more of the other areas of communicative competence. Second, strategic competence enhances the effectiveness of communication (Canale cited in Alexio, 2003).

Likewise, Bachman's (1990) communicative language model extends Canale and Swain's model with more detailed subcategories. He defines language ability as consisting of both knowledge, or competence and the capacity for implementing or executing the competence in appropriate contextualized communicative language use. His model of language competence broadly includes organizational competence, which consists of grammatical and textual competence, and pragmatic

competence that consists of illocutionary and socio-linguistic competence. According to Bachman's model, strategic competence is not included in communicative competence, making it different from Canale and Swain's (1980) model. Consequently, communicative competence globally became the main objective of English language teaching and learning.

Following the footsteps of the evolution of the teaching methods and approaches, it is evident that traditional period witnessed that teaching methods that dominated classes without theories while others were underpinned by habit formation theory that did not last long before it was refuted. The alternative period recognized and emphasized student's innate capacity to learn language but failed to make students communicate outside the classes. CLT was borne out of multidisciplinary contributions that were searching for an effective language teaching method or approach. To be considered effective would mean to enable students to communicate spontaneously and negotiate meaning in real life situations. This was to get rid of the traditional teaching methods' shortcoming that failed to explore language for the sake of communication (Knapp and Antos, 2009).

The advent of the communicative period significantly made a move on exploring how language learning and teaching should be learnt and taught so that students can communicate in real-life contexts. This view has led to the shift in the field in the late 1970s and 1980s from linguistic structure-centered approach to a Communicative Approach (Widdowson cited in Larsen-Freeman, 2000). Thus, it is reasonable to examine and understand how the EFL context differs from the ESL context as this sheds light in the tunnel in order to choose and manage appropriate teaching methods and approaches in EFL context.

2.6 The EFL context

Language learning and teaching in EFL and ESL contexts do not take place in vacuum spaces but it is greatly affected by various factors in the environment in which they occurs. The factors seem to make

Studies have concluded that the significant difference between ESL and EFL contexts include the purpose of learning English, learning environment, teachers' English proficiency, teaching experience, and the availability of English materials (Stern cited in Si, 2019).

On one hand, ESL normally occurs in two different settings. First, according to Richards and Schmidt (2000), ESL can refer to a situation anyone learns English after have learnt L1 in infancy

in the home. In this situation, no distinction is made between L2 and L3, however. In another setting, ESL refers to anyone who learns English where it is used to communicate for everyday life, for example, a migrant who is learning English in the United States of America. Similarly, it can be in a country where English plays a key role in education, business, and government such as in Namibia, South Africa, Botswana, Zambia, Zimbabwe (Li, 2004).

On the other hand, EFL takes place out of the TL environment (Harmer, 2000; Li, 2004). This refers to anyone who learns English in a classroom setting with restrictions or no chances for using English outside the classroom. This happens in countries where English does not play an important role in internal communication in countries such as Libya, Niger, Tanzania, Cape Verde Mozambique and any other countries (Harmer, 2000; Li, 2004).

Researchers concur that social interaction is one of the pre-requisites for learning a new language (Vongxay, 2013). The activities that teachers use in the class influence students' motivation to learn the TL. The learning and teaching environments in EFL contexts takes place out of the TL environment (Harmer, 2000; Li, 2004).

In EFL contexts, learning English is generally part of the school curriculum instead of a survival necessity (Ellis, 1996; Li, 2004). Li (2004) argues that EFL is a school requirement or a personal hobby instead of a survival necessity. Besides, EFL students usually only use English during class time that students have to use English, so they are unable to test and practice strategies as easily (Ellis & Rao cited in Li, 2004). Si (2019) adds that leaning a FL is for tourism, communicating with native speakers, reading foreign journals and so on.

Another factor is that student's share native language and temptation to facilitate or initiate a conversation with the use of native language at times is unavoidable (Li, 2004). Students learning English in the EFL contexts lack motivation to communicate because there are few or rare chances for them to use it.

Studies have also established the teacher's role in EFL contexts. The teacher is regarded as a sole provider of knowledge and experience in terms of the TL and its culture (Jin et al., 2005). It is argued that due to the fact that EFL is a cultural island for learners and they basically depend on their teacher to learn the TL and its culture (Mirdehghan et al., 2011).

Nowadays English is taught in EFL contexts where the learning and teaching conditions are different from the Western context it originated. This implies that certain factors and contexts do not provide enough conducive conditions for learning to take place. As well, teachers and students' role are partially fulfilled unlike what is prescribed in the CLT approach which contributes less to students learning. In this respect, teachers have developed their methodological beliefs and pedagogical practices about language teaching and learning, therefore this transition from traditional teaching methods to CLT needs to be scrutinized whether the teachers are in favor or not. Teachers are change agents who implement curriculum reform, if their voices are heard; policy makers can make improvements during the process of curriculum reform preparation and implementation. For that reason, this study explores EFL teachers' perceptions and attitudes toward CLT in Mozambican secondary schools where English is considered as a FL so that they can air their voices.

2.7 The implementation of CLT in the ESL and EFL contexts

CLT reached its peak in the 1980s when a great number of authors published scholarly books with the label *Communicative* on their cover. It is argued by that time CLT was a household name that guided all forms of language pedagogies (Kumaravadivelu, 2001). Heng (2014) put forward that it was such an influential role of CLT in ELT methodology that propagated the stretch of CLT from ESL to EFL contexts. Although CLT has been introduced in the past four decades, its effectiveness and compatibility with ESL and EFL classroom settings remain contested as the studies yield inconsistency results and has received considerable attention from researchers and teachers in the field.

2.7.1 Successful CLT implementation

Studies investigating the adoption of CLT in EFL contexts worldwide reveal that CLT has been successfully implemented in some contexts. For instance, some studies concluded that CLT was applied successfully (Razmjoo and Riazi, 2006; Ngozi & Mohammed, 2018; Nyimbili, Namuyamba & Chakanika, 2018).

Razmjoo and Riazi (2006) investigated high school and institute teachers' attitudes towards the CLT within the contexts of Iran. The study revealed that both private domain teachers and public domain teachers welcomed and favored the five principles of CLT and their subcategories.

However, in practice the public domain teachers attached less amount of importance to the tenets of CLT and the errors were not tolerated. They rarely used idioms, authentic materials and practiced oral skills. These results were in contrast with the public domain teachers' ideas regarding the principles of CLT. Unlike their counterparts, the private domain teachers applied CLT principles to a great extent. The private domain teachers tried their best to substantiate their attitudes while teaching English in the classrooms. The discrepancy in this study might be caused by the methods of placing students at the institutes, the number of instruction hours allocated at the institutions and different teaching methods which they emphasized.

Ngozi & Mohammed (2018) investigated the effects of the CLT approach on students' performance in narrative essay and informal letter writing skills against a Traditional teaching method and the Audio-Lingual method in 33 secondary schools in Nigeria. The study research design was quasi-experimental with one experimental and control group. The study concluded that CLT impact more positively on the learning of context of narrative essay by senior secondary school students. The experimental group taught content of narrative with CLT out-scored the control group taught with the Traditional teaching method and Audio-Lingual.

Nyimbili, Namuyamba & Chakanika's (2018) study assessed the usage of learner-centered techniques in the teaching of English language in the secondary schools in Zambia. The study also aimed to establish how children were learning English using learner-centered techniques and identify the challenges in using the learner-centered activities. The study used a mixed method design and used a four-point Likert scale questionnaire, interviewed and focus group as research instruments. The study concluded that teachers used group work and presentations to teach learners only when they were busy and were unwilling to teach learners using the learner-centered techniques. In this respect, teachers were not complying strictly with the government's policy on education to teach learners using the learner-centered techniques. Furthermore, the study revealed that the classes were crowded and teachers failed to manage them and probably this constrained teachers to use projects, drama and role plays.

These three studies concluded that even though all the participants did not fully apply the CLT principles in the classrooms but it is evident that it is possible for the teachers to translate CLT if preventative measures are taken to guarantee learning and teaching conditions. However, these

studies fail to clarify why other teachers did not apply CLT in their classrooms. This would provide us with a gist on the challenges teachers face to implement CLT.

2.7.2 Challenges on CLT implementation

The implementation of CLT has encountered many problems and resistance in several EFL classrooms due to predominantly based on large classes, traditional exams, students low motivation (Drame, n.d; Maryslessor, Barasa, and Omulando, 2014). Other studies reported that language teaching in EFL encountered challenges such as traditional teaching approaches (Mareva and Nyota, 2012).

Drame (n.d) questioned the relevance of CLT in Senegal. The study revealed that the teachers did not resist applying CLT in the classes; however, the teachers knew that the CLT approach would not prepare their students to pass traditional grammar exams that were dominant. The obstacles that caused resistance were overcrowded classes, shortages of rooms, inconsistency between teaching and learning principles and practices, inappropriate instructional materials, inarticulate in-service program, and students' low motivation resulting from the low status of English of within the curricula that was given importance.

Furthermore, two studies assessed the current implementation of CLT for English teachers in Ethiopia and Kenya (Anto, Coenders & Voog, 2012; Maryslessor, Barasa, & Omulando, 2014). The studies revealed that English teachers lacked pre-service training with the majority of them lacking in-service training on CLT. Again, in both contexts teachers' lacked motivation to teach in a communicative way due to students' poor language background and proficiency, large classes, lack of teacher supported materials for English course. Furthermore, the teachers emphasized the pressure for formal examinations this made the teacher concentrate on training and drilling the learners on how to pass the exams at the expense of communicative competence. Teachers considered CLT as a waste of time.

Mareva and Nyota (2012) focused on the implementation CLT by investigating the teaching of English in Zimbabwe. The study established that even though the ZIMSEC-Ordinary level English language syllabus advocates the Communicative Approach to the teaching of English, teachers preferred the Structural Approach or approaches and related methods. This was evident through the use of traditional teaching techniques such as focus on grammar structures and linguistic

competence, proliferation of repetition, memorization and non-tolerance of errors. Although results from the questionnaire reveals that at least some of the teachers believe the Communicative approach promotes realistic English language learning, in practice they resorted to structural methods.

The review of studies on CLT implementation in this section needs more attention for two reasons. Some studies have yielded positive results with a few of teachers translating CLT into their classrooms. However, the same studies fail to explicate why some teachers have succeeded and others have failed to do so. Moreover, some of the reviewed studies have shown that it is impossible to implement CLT in EFL contexts without preparing learning and teaching conditions. The conditions include education system, teachers, students and administrative issues. On the other side, studies have shown that it is impossible to implement CLT in EFL contexts without discerning the beliefs of the teacher toward any curriculum reform. As a counteract against the failure of CLT implementation in EFL contexts, this study focus on teachers' beliefs since they are always alleged as one of the factors that inhibit curriculum reform implementation. Teachers' beliefs play a significant role when they make a decision to implement a curriculum reform or not (Fullan, 2001). So it is important to understand teachers' beliefs before or after implementing a curriculum reform in order to take effective measures. Therefore, this study investigates teachers' perceptions and attitudes toward CLT. For that reason, the following section explores teachers' beliefs about language learning and teaching.

2.8 Teachers'beliefs about language learning and teaching

In all circumstances, teachers bring beliefs that guide them to make decisions and execute actions in the classrooms (Johnson & Kagan, 1992; Pajares, 1992; Borg, 2006). These beliefs originate from different sources starting from the time when they are students until they are professionals after training. The forthcoming sections discuss teachers' beliefs about language teaching and their sources. It also examines how beliefs and attitudes relate one another in language teaching. Lastly, it deals with perceptions as a cognitive dimension which in turn influences teachers' actions and behaviors towards objects.

From the late 1970s, educational researchers started to recognize that teaching involves mind representations and thinking. The teacher education field started to view teachers' cognitive world and personal teaching practices as crucial to understand how language teachers learn to teach and

the complexity of teachers' mental lives (Gabillion, 2013). Accordingly, Richardson (cited in Yook, 2010) concluded that teacher' beliefs are important concepts in understanding teachers' thoughts, perceptions, behaviors, and attitudes that influence teaching theories and practices.

Several authors hold different views about teachers' beliefs (Jackson, 1968; Hung, 2015; Freeman, 2002; Gabillion, 2013), consequently, there seems to be a considerable debate about the definitions and characteristics of teacher's beliefs. Pajares (1992) argues that, "what makes defining beliefs difficult may be explained by confusion arising from the different agendas of researchers and studies by the lack of concrete observable results of beliefs".

Teachers' beliefs are defined as theories and assumptions about teaching and learning that teachers build over time and bring them to the classrooms (Hung, 2015). Biggs (cited in Gabillion, 2013) sketches them as equivalents exposed theory to teachers' theoretical knowledge about teaching and the theory-in-use as to what teachers actually do. Finally, they are described as a personal knowledge about second or foreign language learning including aspects such as why, who, how, what, where, and when (Vibulphol, 2004 & Brown, 2000).

Websters' New Collegial Dictionary (cited in Al-Magid, 2006) recognize the importance of beliefs as an integral component of attitudes, and adds that its organism state of readiness to respond in characteristic way to a stimulus such as an object, concept, or situation. Furthermore, Baker (cited in Nakisan, 2016) defined attitudes as hypothesis construct used to explain the direction and persistence of human behavior. However, attitudes cannot be directly observed, therefore attitudes are latent, inferred from the direction and persistence of external behavior. As to this postulation, attitudes are a function of beliefs (Nakisan, 2016). People learn a numbers of beliefs about an object by direct observation or information from external sources. They hold a set of beliefs about the object, and these beliefs serve as a basis that determines their attitudes (Fishbein & Azjen cited in Chang, 2011). Thus, for the sake of consistency and uniformity in this dissertation the terms beliefs and attitudes will be interchangeable used.

2.8.1 Source of teachers' beliefs

Initially, researchers paid more attention on the impact of teachers' beliefs on their classroom practices (Pajares, 1992; Borg, 2003). Recently, they saw the need to understand the origin of the beliefs as this also impacts on their thinking and classroom practices (Johnson and Kagan, 1992;

Lorte, 1995; Hung, 2005). Utami (2016) point out four factors that shape teachers' beliefs. These are: teacher's prior learning experience, their professional teacher education, their teaching experiences, and their work context. Examining these factors helps to determine what teachers understand and how they conceptualize the process of language teaching and learning.

First, teachers' prior language teaching experience is a crucial aspect to consider since it is later reflected in the teachers' theoretical and practical knowledge. During the years of learning or schooling learners at primary or secondary and colleges tend to observe what their teachers do in the classrooms (Hung, 2015). This process has been called apprenticeship of observation (Lortie, 1995). By the time the teachers come into the classroom they will have watched a variety of teachers' internalized teaching models that they will have been exposed to but these will continue hidden and later will be exposed when they start to teach. However, recognising the effects of early experiences that craft teachers' teaching principles and form their beliefs Johnson & Kagan (1992) agree that these beliefs are pervasive and tend to pose strong barriers to change. As to this discussion Ellis (2002) asserts that teachers who have already experienced L2 learning would certainly have different beliefs about L2 learning than a native speaker who has never had such an experience.

A second source of beliefs is teacher education which has a powerful impact on the behavior of teacher training. In constructivist basis, prospective teachers' beliefs play a significant role in shaping what they learn, and how they learn in teacher training and other forms of professional development programs (Phillips & Borg, 2009).

After studying pre-service teachers' beliefs during a one year Post Graduate Certificate in Education (PGCE) program Cabaroglu & Roberts (2000) concluded that all beliefs change process of the majority participants could be attributed to both their university coursework and school based learning experience where they could construct the meaning of language teaching and learning in real classroom. This assertion is supported by Borg (2001) who claims that teachers' beliefs can be strengthened and extended through teacher education. He states that teachers can learn how to put their beliefs into practice and also develop links between their beliefs and theory.

A third source of teachers' beliefs is their teaching experiences, this being the formal knowledge that teachers acquire during their own experience of teaching and professional development. Utami (2016) concurs that this is fundamental in the case of in-service or practicing teachers. The number

of years when a teacher is involved in teaching causes him to accumulate a repertoire of classroom skills and strategies. To that end, Borg (2001) concludes that teachers' classroom work is shaped by the cognition which in turn shaped by accumulated teaching experience. Utami (2016) exposes that in the classroom teachers have the opportunity to construct hypothesis that they then confirm or disconfirm. He goes on to say the more classrooms they attend will help them to have opportunity to shape their beliefs. As a result, Phipps and Borg (2009) their study concluded that teachers' beliefs which are grounded in their teaching experience exert most influence on their practices.

The fourth source of teachers' beliefs is their work context. There is enough evidence that teachers' beliefs are influenced by the interaction within the nested social contexts within which the beliefs and practices are suited (Rahimi and Naderi, 2014). Therefore, Lave and Wenger (1991) advises us to pay attention to communities of practice to which teachers belong. Some scholar carried out studies on the effect of both personal and institutional variables on teachers' beliefs. At the end, Burns (1992) developed a framework of three interconnecting and interacting contextual levels for studying teachers' beliefs. At the first level, it is the institutional culture that requires teachers to interpret the institutional ideologies. Parvaresh (2017) argues this contextual level creates the cognitive frameworks for teachers' beliefs about specific teaching programs and student groups. Hence, Utami (2016) put forward that teacher' beliefs and practices significantly differ depending on school's socio-economic status, class size, and grades they teach.

At the second level are the teachers' beliefs about learning, learners, and language, after all, all these aspects guide teacher's decision on what to teach and how to teach. Utami (2016) stated that a belief about language learning and teaching is noticed when a teacher plan their instructions' choosing the teaching strategy, the media, the material and the type of resources, interactions and communicate with their students in the class, manage classroom, and react to whatever possible conditions in the classroom.

At the third level are teachers' beliefs about specific instructional behaviors in the classroom. Praising the influence of teachers' beliefs on how teachers actually teach, Utami (2016) elucidates that if a teacher believes that mother tongue can be better learned by students investing more time in teaching grammar, the teacher provides a greater amount of time to grammar. Teachers' beliefs at all these levels are interconnected, generating the inter-contextuality of teachers; thinking and beliefs (Burns, 1991). Taking into account the work contexts, such as the social, institutional,

instructional and physical setting in which teachers work may also account for the teachers' beliefs and classroom practice disparity (Savasci-Acikali, 2009).

It is a fact that teacher' beliefs originate from different sources and the sources normally determine teachers' behavior, pedagogical principles and practices. In other words, the adoption of teaching methods depends on teachers' feeling and beliefs about language teaching and learning. Teachers' established beliefs and feelings concerning a teaching approach determine the teachers' behavior in the classroom (Eiser cited in Nakisan 2016). Teachers' attitudes toward CLT influence their practice, so teachers' attitudes are crucial in their decision making to implement it, because they are responsible for applying and translating CLT in the classroom (Nakisan, 2016). The succeeding section reviews studies on teachers' beliefs toward CLT; this enhances to understand teachers' feelings on curriculum reform.

2.8.2 Review of studies: Teachers' beliefs toward CLT

Some studies have focused on teachers' attitudes toward CLT curriculum reform and concluded that teachers hold positive attitudes toward it (Rajabi & Godazhdar, 2016; Zulu, 2019; Nyamayedenga & Jager, 2020).

Rajabi and Godazhdar (2016) investigated Iranian EFL teachers' attitudes towards CLT. The study used a mixed method which consists of three phase research design. This involved questionnaire, interview and observation. The qualitative phase was used to explain the results of the quantitative phase. The results of the study exposed that there was a general agreement among participants about the main principles of CLT and they indicated its characteristics in their beliefs. The positive and favorable views were confirmed to be important in translating and delivering the main principles of CLT into practice.

Zulu (2019) sought to establish teachers' understanding and attitudes towards the CLT method in selected secondary schools in Zambia. Using qualitative approach and employing interviews, classroom observation and plan analysis as research instrument, the study sampled 40 senior teachers from six secondary schools. The study concluded that some teachers held positive attitudes toward CLT as they indicated it was a good teaching method. However, those with negative attitudes evoked that it was well suited for classrooms use especially government schools with large classes and stated it was a waste of time as it did not do much for examination preparation of

learners. Those with neutral attitudes stated that sometimes it was useful while in other instances it was not. They did not show much enthusiasm towards CLT.

Nyamayedenga and Jager (2020) examined how primary school teachers' beliefs affect the way in which CLT is implemented in Zimbabwe. Five teachers were purposively sampled. The study employed observation, interviews, documents, field notes as research instruments. The study concluded that the way teachers implement CLT is informed by the methodological and pedagogical beliefs that they hold. It also revealed that teacher's pedagogical beliefs sometimes differ from the way in which they implemented CLT. The teachers acknowledged the importance of pair and group work, which are tenets of CLT.

In general, all the studies reviewed concluded that teachers hold positive attitudes towards CLT. The fact that teachers hold positive beliefs towards CLT is a step ahead for policy makers. This will enhance them to probe the conditions necessary for the teachers to apply CLT in the classrooms. In contrast, other studies have concluded that teachers' positive attitudes are not reflected towards CLT, nor do they influence classroom practices.

2.8.2.1 Teachers' beliefs towards CLT and classroom practices

While some studies on the adoption of the CLT curriculum reform in ESL and EFL contexts are encouraging and motivating (Rajabi and Godazhdar, 2016; Zulu, 2019; Nyamayedenga and Jager, 2020), other studies have shown the disparity between teachers' beliefs and classroom practices (Coskun, 2011; Metto and Makewa's, 2014; Ndulila and Msuya, 2017).

Coskun (2011) examined two teachers' attitudes in Turkey. Answering the questionnaire, both teachers revealed that they had positive attitudes towards the principles of CLT. Nonetheless, when they were observed in the classrooms, their teaching practices revealed the use of traditional methods in conducting the lessons.

Metto and Makewa's (2014) study reviewed literature to uncover the factors that have hindered the use of learner-centered teaching methods in Kenyan public primary school. The study concluded that despite the benefits of student-centered teaching many teachers in Kenya continue to use teacher-centered teaching approaches because the teachers had not been trained and had never had personal experience on how to apply this method. Furthermore, the teachers failed to apply

CLT due to large classes, lack of resources. The students lacked the necessary knowledge and motivation that suit with learner-centered teaching and learning.

In Tanzania, Ndulila and Msuya (2017) investigated EFL teachers' attitudes towards CLT approach. Specifically, it aimed to explore teachers' attitudes towards the practices and to establish the extent to which teachers preferred language teaching and learning activities comply with the CLT. The study sampled ten secondary school teachers. The attitudinal questionnaire was used to collect data. The study revealed that the majority of the teachers held positive attitudes and perceptions towards CLT, however, most of them preferred teaching procedures and techniques that failed to translate CLT into practice.

In all, the tension between teachers' attitudes and classroom practices has yielded almost similar results. In these studies, teachers hold positive attitudes towards CLT but they failed to translate it into classrooms due to teachers' lack of teaching skills that are rated as the most prevalent obstacle. Even though there are other obstacles such as large classes, students' motivation and lack of resources, but teachers' beliefs hold positive toward CLT in this study. Attitude is preparedness state to respond to a situation that is assisted with consistent manner, perceptions is related to interpretation of conceptions, in this case CLT curriculum reform (Richards and Schmidt, 2000). Therefore, the interpretation of CLT principles by the teachers in this project sheds light in a tunnel on how teachers think and feel about CLT. This view has led researchers to paid attention to teachers' perceptions and examined its relationship with CLT classroom practices as elaborated below.

2.9 Teachers' Perceptions

Hung (2015) asserts that teachers' beliefs contain not only what teachers have learned as they are trained but also their attitudes and perceptions of language teaching and learning. Several studies have demonstrated that there is subtle difference between attitudes and perceptions. While some researchers define attitude as the state of readiness to respond to a situation and inclination to behave in a consistent manner toward an object (Evelix, 1999), others consider perceptions as the process of classification, recognizing, and interpreting diverse stimulus events, objects, persons, and concepts (Bennet, 1980).

Adediwura and Tayo (2016) contents that perceptions may be defined from physical, psychological and physiological perspectives, however, for the purpose of this study, it shall be limited to this

scope. Allport (cited in Nakisan, 2016) defines perceptions as the way people judge or evaluate others, while Eggen & Kauchak's (cited in Nakisan, 2016) theories consider perceptions from the cognitive dimension as the process by which people attach meaning to experiences. According to Nakisan (2016) perception comes after people attend to certain stimuli in their sensory memories. Therefore, it is believed that perceptions influence the information that enters in the working memory.

Research findings acknowledge that background knowledge resulting from experience strongly influence perceptions. Baron & Byrne (1991) consider perceptions as the process through which people attempt to understand other persons and attempt to obtain information about the temporary causes of others' behavior, for example the emotions and feelings.

Adeduwira & Tayo prove that perception cannot exist in vacuum but it depends on some background information that will trigger a reaction. Perceptions may be triggered by the present and past experience, individual attitudes at a particular moment, the physical state of the sense organ, the interest of the person, the level of education, and the interpretation given to the perception (Adeduwira and Tayo, 2016).

Perception is the cognitive impression that is formed by realities which in turn influences the individual's actions and behavior toward that subject (Akande cited in Nakisan, 2016). Teachers' perception of language teaching and learning principles to apply in the class is absolutely dependent on the fact that they have been trained on it and are familiar with it (Nakisan, 2016). In other words, the reality that teachers perceive about the language teaching approach motivates them to implement it or not. The following section review studies on teachers' perceptions and how they influence their teaching methods and classroom practices.

2.9.1 Review of studies: Teachers' perceptions of CLT

A number of studies have examined teachers' perceptions of CLT in different contexts reveal mixed results. Some studies concluded that teachers hold positive perceptions of CLT (Watanasin, n.d; Nikian, 2014; Luz da Reis, 2015).

Watanasin (n.d) attempted to crystallize the possible link between teachers' perceptions of CLT, its meanings and their subsequent classroom practices in Thailand. The study was qualitative by nature where the context of teaching was taken into account by using interviews. The study

uncovered that the informants were to some extent able to translate CLT into their classroom practices and created classroom activities that encouraged the students to engage in meaningful communication.

Nikian's (2014) study investigated Iranian teachers' perceptions of CLT. The researcher study involved 100 EFL teachers by interviewing them. The study revealed that Iranian EFL teachers had very good understanding of CLT and held positive attitudes towards CLT. They were all satisfied with implementing CLT because from their perspectives it activates learners' needs and interests.

Luz da Reis (2015) investigated how a supportive relationship between teachers and students in the classrooms can improve the learning process in Cape Verde. The study was qualitative in nature and sampled 50 freshmen students at the university. Students were chosen from different classes, cultural background and gender to reach valid and authentic results. The researchers used survey to collect data. The study findings revealed that teachers showed a particular interest in this CLT approach because they felt that it is more useful and very helpful for students, it is considered an approach which provides opportunities for students to communicate and interact with their colleagues and teachers.

The reviewed studies concluded that teachers perceive CLT as an effective approach and hold positive perceptions of it. They carried out classroom activities that reflected CLT principles during their lessons. Nevertheless, some studies have shown that teachers merged teaching methods in the classes.

2.9.1.1 Teachers' perceptions of CLT and merged classroom practices

Some studies have examined teachers' perceptions of CLT in various contexts and reveal that teachers hold positive perceptions toward it and merged communicative activities and non-communicative activities (Mothudi, 2015; Incecay & Incecay, 2009).

In Botswana, Mothudi (2015) undertook a study that sought to determine whether teachers understood and embraced CLT and real-life classroom language teaching is representative of the principles and characteristics of CLT teaching. Using mixed method approach, the teacher demonstrated partial knowledge and approval of CLT by grounding the teaching in authentic materials.

The teachers have shown an appreciation of CLT. However, teacher's classrooms practices revealed lack of teaching skills to use teaching materials effectively; they nevertheless employed a mix of traditional and modern teaching techniques, while the traditional teaching methods dominated.

Incecay and Incecay (2009) studied the perceptions of thirty Turkish college students to investigate the appropriateness and effectiveness of communicative and non-communicative activities in their EFL classes. The study indicated that teachers used CLT and also considered students' background by inclining towards traditional methods in the classroom. As a result, the study reported students benefited from CLT if communicative and non-communicative approaches such as memorizing exercises and drills were combined in English classroom.

In brief, the first study reveals that teachers demonstrate theoretical CLT knowledge but they lack teaching skills to apply it, as a result depend on traditional teaching methods. While, the second study concludes that the teachers deliberately merged CLT and TTM due to their students' weak language background. Unlike the above reviewed studies, other studies reveal inconsistency between teachers' perceptions of CLT and classroom practices.

2.9.1.2 Teachers' perceptions of CLT and classroom practices

Contrasting the reviewed studies in the previous two sections, the other studies reveal an inconsistency between teachers' perceptions of CLT and classroom practices (Almalki, 2014; Alshibany, 2014; Mareva & Mapako, 2012).

Almalki (2014) explored teachers' perceptions of curriculum reform in Saudi Arabia. The study sampled 42 teachers. It employed questions to elicit the responses. The study concluded that it was important to teach English in their context. The new curriculum was well laid out; however, lack of teaching resources and lack of training constrained teachers. While some teachers agreed that the college had trained them to apply the curriculum reform, some did not agree. There was a disparity between teachers' classroom practices and their beliefs.

Alshibany's (2014) study explored Libyan perceptions of CLT. The study used both qualitative and quantitative approaches. It sampled 8 Libyan teachers and employed questionnaires and semi-structure interviews as research instruments. The study concluded that there is a wide gap between

what is in teachers' minds and what's needed when implementing the current curriculum. Teachers' perception of CLT was very limited that can be due to lack of training. They also mentioned large classes and cultural as some obstacles that impede them to implement CLT.

Furthermore, Mareva and Mapako (2012) investigated teachers' conceptions of CLT in Zimbabwe. Questionnaire and interviews were used as research instruments. The study concluded that teachers seemed to possess a strong background conception of CLT. However, the interviews unearthed misconceptions from the teachers which proved that the implementation of CLT is controversial.

The reviewed studies reveal that teachers have positive perceptions towards CLT; however, this does not seem to motivate them to translate CLT into the classes. Taken together, the fact that teachers merged teaching methods during the lessons is the first concern as it reveals the teachers are not implementing the CLT curriculum reform. The second is the inconsistency between teachers' perceptions of CLT and their classroom practices. The study highlights that teachers hold positive perceptions that is not converted into practices in the classrooms.

Despite CLT's popularity and innovativeness, its implementation in EFL and ESL contexts has confirmed a gap between CLT curriculum reform and teachers' classroom practices. It is believed that exploring teachers' existing knowledge and beliefs with respect to curriculum reform should be the starting point before implementing curriculum reform (Karavas-Doukas, 1996). Therefore, understanding such knowledge and beliefs have different advantages for educational authorities to take actions that change teachers' attitudes according to the curriculum reform and drawing implications for classroom teaching and language learning. With regard to the CLT curriculum reform, "What are EFL secondary school teachers' perceptions of and attitudes toward CLT in Mozambican secondary school context? Therefore, since I wanted to hear teachers' voices and determine how they implement the CLT curriculum reform, I opted for a qualitative approach to carry out this study.

2.10 Chapter Summary

This chapter presented the review of the related literature for this study that explored teachers' perceptions and attitudes toward CLT. The discussions in the review of the related literature focused on a variety of issues that pertain to the study. For a better understanding, the discussions were subdivided into different sections. The first section explored curriculum reform. The second

section examined the theories of learning. The third section shed light on an overview of language teaching methods and approaches. The fourth section focused on the EFL context. The fifth section discussed the implementation of CLT in the ESL and EFL contexts. The sixth section elaborated teachers' beliefs about language learning and teaching. The last section concludes with a discussion on teachers' perceptions of CLT.

The next chapter focuses on the theories and processes that underpin the research methodology of the study.

CHAPTER THREE: METHODOLOGY AND RESEARCH DESIGN

3.1 Introduction

This research project investigates teachers' perceptions and attitudes toward CLT. The current chapter discusses fundamental philosophical assumptions that provide the foundations for carrying out a valid investigation by choosing appropriate research instruments for this research (Creswell, 2004, Cohen et al., 2007). For that reason, it is essential to understand these assumptions in order to examine and conduct the research study. This chapter starts by discussing the interpretive paradigm and the case study design then later justifies their appropriateness in this study. After that it identifies the qualitative approach as the most appropriate for this research. This chapter includes research processes that are purposively sampling, preparing data, pilot testing research instruments, collecting data and data analysis are dealt with.

3.2 Research Paradigm

Crotty (1998) and Al-Ababneh (2020) concur that the research process consists of four elements, namely epistemology, theoretical perspectives, methodology and methods that inform one another. Epistemology is described as inherent in the theoretical perspective as a way of looking at the world and making sense of it (Crotty, 1998). The theoretical perspective describes the philosophical stance that determines the chosen methodology which later justifies the main assumptions of choosing methodology.

A research paradigm is defined as a comprehensive system that contains a set of theoretical assumptions, beliefs, values and research strategies that form the nature of research (Creswell, 2006; Cohen et al., 2007). Lincoln and Guba (1994) define a paradigm as a worldview, a general perspective, and way of breaking down the complexity of the real world (p. 75). There are four types of the research philosophy based on researchers' views about the research process that are positivism, interpretivism, realism and pragmatism (Saunders et al., cited in Al-Ababneh, 2020; Crotty, 1998). While Collis and Hussey (cited in Al-Ababneh, 2020) classified the research paradigms into two types; the positivistic paradigm and the phenomenological sometimes called interpretivists paradigm. Relying on the basis of the above philosophical assumptions in interpretivism, this study is informed by the foundations of the interpretive paradigm.

In an interpretive paradigm meaning is a key to unwrap understanding of social phenomenon and knowledge which is obtained from consciousness and interactions with the external and so cannot be excluded from the context in which it occurs (Creswell, 1994; Crotty, 1998; Hussein, 2018). It is concerned with the uniqueness of a particular situation, contributing to the underlying pursuit of contextual depth (Myers cited in Chowdhury, 2014). It's not possible to understand human behavior by applying natural methods but rather consider aspect of individuals' experience as well. Thus, the focus is on qualitative rather than the quantitative relationships between the variables (Wallen and Fraenkel cited in Hussein, 2018). Interpretivists view reality from a subject point of view, which creates multiple construction of reality. Ponelis (2015, p. 538) states that,

“The interpretive research paradigm is characterized by a need to understand the world as it is from a subjective point of view and seeks an explanation within the frame of reference of the participant rather than the objective observer of the action”.

It is argued that there is no direct relationship between us and the world (Gray & Gray cited in Hussein, 2018). People shape different plans, models and concepts in expressing and making sense of phenomenon and experiences. Interpretivists place themselves in a linked position with regard to an investigation process. In these circumstances, the researchers are exposed with opportunities to assess the influences and consequences of actions and investigate a phenomenon relying on questions such as *why* and *how*. Whitley (cited in Chowdhury, 2014) contends that interpretivism look for meaning and motions behind people's actions like behaviors and interactions with others in the society and culture. The aim is to gain a general idea of a context and the contextual factors which affects a process. Layder (cited in Chowdhury, 2014) argues that humanistic approach is

common to interpretive epistemology as it gives primacy to action over structure, as a result it becomes the goal of the qualitative researcher to try to see things from the perspectives of the human actors using inductive strategy, qualitative researchers purposed to examine the whole scenario in natural setting to get the ideas and feelings of those being interviewed or observed (Layder cited in Chowdhury, 2014).

In the context of this study, the study employed interpretive paradigm to discover the understandings teachers have about this phenomenon of implementing CLT in the classrooms. Again, rather than seeking universal truths researchers using interpretive approach seek to come to a deeper understanding of the particular (Ponelis, 2015). Researchers need to not only consider the theoretical aspects but also the social aspects and their continuing interaction with respect to the implementation of CLT at secondary schools, an approach to which interpretive research is ideally suited. The nature of the current research in EFL context is best suited to an interpretive qualitative approach which can yield a rich understanding on the implementation of the CLT curriculum reform. However, it might be argued that CLT cannot be understood without understanding the meanings which the participants assign to its adoption.

3.3 Qualitative approach

Qualitative approach supported by the quantitative paradigm is an appropriate approach to address the research questions of the study. Qualitative is a holistic approach that involves discovery (Williams, 2007) and also labelled as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 2014). The author argues that one identifier of a qualitative research is the social phenomenon being investigated from the participants' viewpoint.

The aim of qualitative research is to understand how people in everyday settings create meanings and interprets events in their world (Wimmer & Dominic as cited in Kurebwa, 2012). Qualitative research entails immersion in the everyday life of the setting chosen for the study; the researcher enters the participants' world and through ongoing interaction seeks the participants' perspectives and meaning Creswell (2006) and the researcher does not attempt to manipulate the phenomena of interest (Patton as cited in Kurebwa, 2012).

In order to gather valid information to the complex of teaching as social practice, I opted for a wholly qualitative approach. To this end, to capture a comprehensive picture in answer to these questions, it was necessary to consider the tools that explore the essence of classrooms dynamics, which are depicted by a process of negotiation involving such variables as the teachers' beliefs about language learning as well as the context within which the teaching and learning experience take place. Makina (2011) deems that one cannot therefore be prescriptive about classroom pedagogy as learning and teaching are extremely versatile phenomenon and one cannot study them without entering the world of the participants to get an insider perspective. The qualitative approach allowed me to enter the world I was researching and sharing in the participants' experience in order to find out their understanding of classroom practices. However, there are several different methods for conducting a qualitative research; Leedy and Ormrod (as cited in Williams, 2007) endorse case study as an example of the method to carry out qualitative research.

3.4 Case study

Creswell (2014) defines case study as a qualitative approach in which the investigator explores a real life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed in depth data collection involving multiple sources of information. The unit of analysis in the case study might be multiple case (a multisite study) or a single case (a within site study). Tichapondwa (2012) confirms that to study "cases" means looking up closely and being drawn into the world of alternative perceptions and different views about common and shared tasks and workplace contexts.

According to Leedy (as cited in Tichapondwa, 2012, p. 117) the following are the characteristics of a case study design;

- a type of a qualitative in which the researcher explores a single study entity or case within its real life context, bounded by time and activity;
- collects detailed information through a variety of data collection procedures during a certain period of time;
- the design is based on a naturalistic approach where the researcher develops a complex, holistic picture, analyses documents, detailed views of informants, and conducts the study in its natural settings (Creswell, 2007; Denzin and Lincoln, 1994);
- deals with contemporary events and its concerned with how and why things happens;

- strive to provide vicarious feelings of “being there” within its real life context to the researcher (Leedy, 1993; Anderson, 1993);
- a unit of human activity embedded in the real world which can only be studied or understood in that context. This means that a case can be a single individual, a group such as a family, or an institution such as a school or a community likely to have an idiosyncratic set of values, feelings and beliefs that are can only be discovered through intensive, interactive study of that individual entity;
- it is mainly qualitative in nature, is single entity like a classroom, a program, a course, or an institution; and
- it is confined to a period of time, employs multiple data collection techniques, calls for the researcher’s physical presence and seeks to explain current phenomena.

This study is a multiple case study as it is relevant and applicable in this project (Cohen & Manion, 1985; Creswell, 2014; Simons, 2018). As its name reveals, one issue is selected, but the inquirer selects multiple case studies to illustrate the issue. Yin (as cited in Creswell, 2014) suggests that the multiple case study design uses the logic of replication, in which the inquirer replicates the procedures for each case.

There are several reasons why I have chosen a case study for this research study. First, by nature exploratory research in studying teachers’ perceptions and attitudes toward CLT and their classroom practices cannot be studied outside of its natural settings. Second, the control or manipulation of participants, in this instance the English teachers and their classroom practices is not possible. Third, the practical knowledge on CLT implementation is limited and yet not known. Fourth, case studies support the relevance of my research since case studies are considered more persuasive to educational policy makers and curriculum planners than theoretical discussion (Levy & Powell cited in Ponelis, 2015). Fifth, studies without a qualitative component cannot be used as a basis to recommend actions to educational policy makers and curriculum planners (Merriam & Royzn cited in Ponelis, 2005) a contribution that research into the implementation of CLT in Mozambican secondary school often seeks to make. Sixth, this prototype provided me with rich details about teachers’ perceptions and attitudes toward CLT because I probed and analysed intensively each case study to get in-depth information from different settings and interpreted their meanings.

As to its critics, researchers have raised concern as it lacks reliability as another researcher might come to a different conclusion (Anderson cited in Tichapondwa, 2012). They have also refuted the generalizations of the case study results due to few participants which are not chosen randomly as a drawback (Cohen, Manion, Morrison, 2000; Makey & Gass, 2005; Simons, 2018).

However, Simons (2018) suggests two ways to examine how to reach these generalization understandings. To achieve this, Simons (2018) focus on *concept* and *process* generalizations. Regarding concept generalization, the author argue that it is the concept that generalizes not the specific content or context to indicate the cognitive understanding one can gain from qualitative accounts even if settings are quite different while process generalization is when it is possible to identify a significant process in one case or several cases that are transferable to other contexts, irrespective of the precise context and content of those other cases.

Although this study reveals a range of factors which explain teachers' limit in the knowledge of CLT curriculum practices, many other factors might not be captured due to teachers' indirectness during the interviews.

Implementing CLT curriculum reform can only be understood by undertaking an intensive study of the various ways how teachers do it in secondary schools. Due to the situated nature of this study, it was possible to have an in-depth understanding and rich descriptions of the issue in question. To generate information that is accurate and interpretable on CLT implementation at secondary schools, I used the qualitative research methodology drawing largely on the case study. Thus, case study design helps to discover, describe, and explain the beliefs about foreign language teaching and learning whether teachers' beliefs are congruent with their classroom practices. The next sections focus on the research theories and processes used in this project.

3.5 Research Process

3.5.1 Selecting cases and determining, gathering and analysis techniques

Chibuto is a district of Gaza Province in South Western Mozambique. Its principal town is Chibuto. It has an area of 5,653 m². The district is located in the South of the Province. According to the demographics, 37% of the population speaks Portuguese. The most common mother tongue among the population is Tsonga and 54% were illiterate, mostly women.

There are five secondary schools in Chibuto District; however, their size differs significantly. The urban and rural secondary schools vary in their socio-economic status. They differ in the teaching and learning challenges they confront. All the secondary schools are still characterized by low educational standards, lack of infrastructures to support teaching and learning, crowded number of learners, teachers who possess inadequate content knowledge and the lack of adequate teaching and learning resources. In addition, the other challenge the district faces is the low English performance by 12th grade learners at secondary schools.

Since 2009 the MoE recommended all the secondary schools to use “*Learning English*” as the main textbook for both 11th and 12th grades. It is a communicative-based English textbook. English lesson period is forty- five minutes in all secondary schools. Both grades have five English lessons per week that are conducted three times a week, with two double lessons taught simultaneously and a single lesson conducted exclusively. In the regular classes, the average number of students is 55 enrolling during the day shift and 45 in the night shift. In all secondary schools the students sit up in pairs with a large blackboard at the front of the class behind the teacher’s desk.

The average number of students at the three secondary schools is 50. Students have little space to move around in the classrooms and teachers stand at the front of the class for the entire duration of the class. In all secondary schools, desks are arranged in columns. The teachers also have small desks and most of them never walk through columns to supervise students’ work. This limits students to actively engage themselves in social and academic interactions when they go on to tertiary education. For all of the reasons, secondary school students’ English performance in the district is ranked among the lowest in the country. I decided to carry out the study at these three secondary schools because this would give a real picture of teachers’ perceptions and attitudes towards CLT without excluding any secondary school.

3.5.1.1 Secondary schools

The secondary schools were purposively sampled on the basis that they were both enrolling 11th and 12th grades, even though the distance between the schools, and road accessibility were also considered as critical issues. **Table 3.1** illustrates demographic information of the selected secondary schools.

Table 3.1 Information about the selected secondary schools

District	Secondary school name	Studentpopulation	English teachers	Class size
Chibuto	SamoraMachel	783	4	55
	Filipe Magaia	538	2	50
	Patricio Lumumba	424	2	43

Samora Machel is the first and biggest government secondary school in the district with 783 students' enrolment with an average number of 55 students per class. It is a multi-racial secondary school with black and coloured students. This school is run by the state and receives funds for its daily expenses. Historically, this school enrolls learners from advantaged communities whose parents are mostly able to pay for photocopying, binding articles and books. The school is located in the city center.

The second is the government secondary school known as Filipe Magaia and is located in a rural area that is 15 km away from the city and 1 km away from the main road. This secondary school is presumed to serve disadvantaged communities where parents rarely can afford to pay for text books, photocopies and other teaching materials. The secondary school does not have any photocopying services. The school enrolls 538 students with a class average of 50 students per class. This secondary school is located beside the large private Catholic Church.

The last secondary school is the private secondary school, Patricio Lumumba which is situated one kilometer away from Samora Machel secondary school and at the center of the town. The secondary school privileges all races to enroll at this school. It has a population of 424 students with an average of 43 students per classroom. The secondary school was built by Islam donors from foreign countries. Its space is equivalent to a football pitch. Students don't have fields to do physical education. The school has four main blocks; three of them are used for classes. It has nine classrooms that are used during the day and it does not enroll night shift students due to financial shortages. Its classrooms are small; as a result, they can only accommodate 30 to 40 students. The other block is for administration. The library is an isolated small room with very few resources near another small room that is used as teachers' room. Around the secondary school premises, there is a photocopying agent who serves students for copies. At this school, each grade has a four-hour schedule per week which they should comply with as recommended by the schools' internal rules and regulations. For teachers to renew their annual contracts, their students should have good

results at the end of the year in the final exams. I served at this school as a deputy head teacher for three years and taught English for nine years.

3.5.1.2 Teachers

The secondary school English teachers were from three sources, that is, Samora Machel and Filipe Magaia that are two government secondary schools, and Patricio Lumumba which is a private secondary. In this sample, Bento and Alberto teach at Filipe Magaia secondary school. Carlos and Elizeu teach at Samora Machel secondary school and, Fulane teaches both at the Samora Machel and Patricio Lumumba secondary school which has one more part-time English teacher to make a total of two teachers. In terms of qualification, they hold B.A Honors degree in TEFL. The mean year taught is 6, 2. The age, years of experience and weekly load are described in **Table 3.2** which summarizes the demographic information of the participants.

Table 3.2 Participant demographic details

Participant	M/F	Provenance	Class size	Experie	Age	Qualifications	Weekly load
Alberto	Male	FilipeMagaia	40-49	3	37	B.A Honors. De- gree - TEFL	+ 15
Bento	Male	FilipeMagaia	50-59	2	35	B.A Honors. De- gree- TEFL	+ 15
Carlos	Male	SamoraMachel	40-49	12	36	B.A Honors. De- gree- TEFL	10
Elizeu	Male	SamoraMachel	40-49	7	44	B.A Honors. De- gree- TEFL	10
Fulane	Male	PatricioLu- mumba	40-49	7	38	B.A Honors. De- gree- TEFL	+ 15

All the participants were aged between 35 and 44 years with 3 to 12 years of teaching experience. Most of these teachers received their qualifications from the faculties of education at universities during this period of globalization. These universities, especially those that are situated in the provinces have deficiencies in the teaching of specific content knowledge, consequently, leaving their student-teachers with teaching English knowledge gaps. At the time when the study was carried out in 2017, most teachers were under and some even unqualified in the area of English and

pedagogical content knowledge. Bantwini (cited in Fiske and Ladd, 2004) argues that the low-level qualification is a significant problem among the African teachers in the Eastern Cape that would not exclude Chibuto district. The harshness of the challenges has been evident in the learners' English deficiencies that are discerned during the social interactions. Pseudonyms are used to protect the identity of the teachers and identify them from the three different secondary schools.

Alberto

He has been teaching at public secondary school for 3 years. He holds a B.A Honors in Teaching English as a FL. He teaches adolescences aged 16-22 and adults 30 and older. He has an average of 40-49 students per class and about four more classes each trimester. He spends five to eight hours preparing classes; most of the materials he uses come from school library, personal library and internet. Alberto has this to say about CLT: "*CLT is an approach to language teaching in which interaction is emphasized*". He seems to be comfortable speaking in English and was exceptionally interested in the research project. He likes to use formal language every time after all he teaches 11th and 12th grades. By the time of this project and he asked many questions about research. He always interacted with his students in class and outside in the halls of the school.

Bento

He is a middle-aged man. He is heading a public secondary school with few teaching resources. He has been teaching other subjects in Portuguese at different public primary schools previously before he obtained a B.A Honors in Teaching English as a FL. He has taught English at secondary for 6 years. Bento has been teaching English in public secondary school and first year university students for three years. He smiles at times and seems to feel comfortable in the classroom with students. He teaches mostly young adults aged 16-22 and adults 24-35. He has an average of 40-49 students per class. In addition, at university he has two classes to teach so he spends four to seven hours preparing lessons. Most of the teaching materials he uses come from a small school library when he teaches 12th grades. Bento finds CLT approach to teaching to be useful: "*CLT consist of teaching the language taking into account that the main goal is for students on the communication skills*". He is comfortable speaking English and had no problem during the interview.

Carlos

Carlos has been teaching English at public and private secondary schools for five to six years. He graduated with B.A Honors in Teaching English as a FL and always carries his bag full of teaching text books. He has participated in very few retraining courses throughout his teaching career. He teaches during the day shift which starts from 6:45 am until 12:10 pm and night shift students with an average age of 16-20 and 20-35 years respectively. The night shift starts at 17:15 until 22:15 pm. The class sizes range from 40-49 students per class; he has three extra classes to teach each trimester. He heads the English Department for the day shift. The teacher spends most of his time preparing classes and most of the teaching material used for classes comes from the textbooks. As he reports, he indicates that there are impediments to apply CLT but he keeps implementing it. He said, *“Despite the constraints of CLT, my view is trying to apply this approach with my learners taking into account the real situation in Mozambique”*. Observations of his classes confirmed his speech since he always communicated in English with his students in the classes; however, it was difficult to notice solely communicative activities that provided students with chances to exchange real information. Throughout the interviews and outside the classroom, he communicated mostly in English with 11th and 12th grades students. However, his proficiency level is intermediate. In the course of interview, he never code switched to Portuguese even though it is students’ native language.

Elizeu

He is very friendly and seems comfortable speaking English and has a smile on his face. Most of the conversations were carried out in English with him and he answered the questions naturally. This teacher obtained a B.A Honors degree in Teaching English as a FL; he has taken local teaching retraining courses for several times. Elizeu is currently teaching open distance classes that include 8th, 9th and 10th grades and he heads English Department for night shift. He teaches all age groups from children to adults, and has an average of 50-59 years learners. He has 3 more classes to teach per trimester that takes him fifteen hours a week to prepare classes. To teach, he uses materials that come from the school library that includes 11th and 12th grades textbooks. He believes that CLT has many advantages as compared to traditional teaching methods as he declares, *“First, it emphasizes an interactive lesson. Second, teachers give chances to students to practice the language in the classroom”*. During the lesson observation sessions, he confirmed his words by trying to apply CLT in the classroom. He speaks English fluently.

Fulane

He teaches at both a public and a private secondary school during the day. He has been teaching 11th grade classes at private secondary school for four years. He heads English Department and his academic background includes B.A Honors in Teaching English as a FL. He has attended very few training courses and workshops. He teaches all age groups and has an average of 40-49 students per class. The teacher usually teaches more than three classes each trimester and spends 6-10 hours preparing for classes. Most of the materials he uses in class come from school and personal library. Even though he indicated that he praised CLT *“I think CLT is a good way of teaching language because it has to do with activities that bring students into communication”*, he failed to prove it during the lesson observation. He seems to have good relationship with his students because he always holds English conversations outside the classrooms. All the conversations with him were conducted in English and made sure his students always heard him speaking English to the other teachers at school. Mostly, he uses informal English during his conversations. During lessons, he creates fun situations and seems to be relaxed speaking English around him. The teachers described above are part of the population that was available to carry out this project.

3.5.1.3 Population and Sampling

3.5.1.3.1 Population

Richards and Schmidt (2002) define population as any set of items or individuals that share some common and observable characteristics and from which a sample can be taken. The population for this study comprises three secondary schools in Chibuto District with a total of seven English teachers. Three secondary schools enroll 11th and 12th grades and they are implementing CLT as a curriculum reform while the other two secondary schools are enrolling 10th grade students.

Another rationale for the selection of the secondary schools in the Chibuto District was that this district is characterized by a mixture of urban and rural secondary schools and thus it ensured an adequate representation of secondary schools that were implementing CLT as a curriculum reform and could express their perception of CLT.

The geographical location of the selected secondary schools was in line with the researcher's intention to explore all the challenges that secondary schools encountered in English classes; bearing in mind that secondary schools in urban areas have better access to libraries, laboratories, internet

and bookshops than their rural counterparts, as secondary schools in rural areas are disadvantaged in terms of access to teaching resources. Hence McMillan Schumacher (cited in Kaphe, 2017) argues that the criteria for site selection are guided by both the research problem and the research purpose.

3.5.1.3.2 Sampling Techniques

The present study relies on qualitative approach so purposive sampling is the most appropriate sampling technique. William (cited in Kaphe, 2017) sketches sampling as the process of selecting units such as people or organization from the population of interest so that by studying the sample, the researcher may fairly generalize the results to the population from which the sample was selected. Before sampling the researcher has considered whether the participants constitute a representative sample of the population being studied (Kaphe, 2017). Kaphe argues that the choice of the sample must be appropriate to the topic under investigation. For this study, I considered if the teachers were teaching English at urban or rural secondary schools, and who are full time from the three secondary schools.

Springer (cited in Kaphe, 2017) argues that the sampling process in qualitative research usually focus on a few individuals who are informative because of who they are and the researcher anticipated that there will be an opportunity to interact with them extensively. I had acquaintance with some secondary school principals and English teachers because I teach at Samora Machel secondary school. I selected these teachers with the expectation of getting support from the principals and teachers during administration of the research instruments.

As far as purposive sampling is concerned, the selection is based on the knowledge of a population and the purpose of the study (Tichapondwa, 2013). Again, Cohen, Manion and Morrison (2011) explicatethat purposive sampling is a suitable approach to use to select individuals who possess in-depth knowledge about particular issue as a result their professional experience. The sampled teachers had enough experience in teaching English in rural and urban secondary schools were considered.

3.5.2 Preparing to collect data

All appropriate ethical procedures were followed before data collection. After I had received the Ethical Approval from the Departmental of Ethics Review Committee from the University of

South Africa, I applied for permission from the District Directorate in Chibuto in order to carry out this study. Within a period of a week, the District Directorate gave me permission to carry out this study and a credential letter so that I could present myself to the secondary school principals. This would permit me to meet the English teachers at each secondary school.

After holding short meetings with the schools principals, they permitted me to carry out the study at their secondary schools. The meetings also were held with the participants. I had a short discussion about the objectives of the study so that the teachers could have an understanding of the study. I also encouraged teachers to participate in the study by telling them that this study would give them an opportunity to voice concerns about their teaching situations and reflect on issues arising from this topic for their own professional development. After the short meetings with the participants, they all agreed to sign the consent form.

3.5.2.1 Pilot testing of the research instruments

Tichapondwa (2013) defines pilot testing as a small study conducted prior to a larger research study to determine whether the methodology, sampling instruments and analysis are adequate and appropriate. In brief, it assists the researcher in determining if there are flaws, limitations, or other weaknesses within the research design and will allow him or her to make necessary revisions prior to the implementation of the study (Daniel and Turner, 2010). After I had finished the first drafts of the interview guide and the observation checklist, I thought it was wise to have research instruments revised by other colleagues to check for different aspects at another institution with the same level with me.

Daniel and Turner (2010) advise that pilot testing should be conducted with participants who have similar interests as those that will participate in the implemented study. In the present study, I handed the interview guide and the observation checklist to two EFL instructors at Universidade Eduardo Mondlane who have the same academic level with the participants in the study to evaluate the items critically in terms of content validity, face validity, clarity of the items and if they fit to measure the objectives of the study. In order to avert misconceptions of the concepts of the interview questions and observation checklist were transcribed from Portuguese to English; I consulted with a teacher who studied Translation Studies at Universidade Eduardo Mondlane so that the objectives of this research project were explicitly explained.

Based on the feedback of the two instructors, I adjusted the interview questions and observation checklist. For interview, some questions were reworded, added and discarded to have a final interview version. For the final observation checklist dealing with instructional activities, teachers' and learners' roles were redesigned. The observation checklist is a four-point scale with the descriptors (*always-3, sometimes-2, rarely-1, and never-0*) to avoid the subjectivity of the observer and to quantify the data. In the upcoming sections, the interview and observation checklist are discussed and justified their relevance in this study.

3.5.3 Collecting data

Beforehand, I arranged the interview place and time in accordance with the convenience of the teachers' plan. Later, I distributed the interview questions to the participants a week before the interview was carried out to give them time to read and prepare their answers. The interviews were also recorded using a portable recorder. At the end of each day, the interviews were transcribed. Data was coded and entered into the data base so that it could be used independently as well as integrated when the case study progressed to a point of case examination of the data (Kurebwa, 2013). The participants' confidentiality was guaranteed by using their responses for the research purposes only.

After the interview data was collected in a portable recorder, and a plan for classroom observations was made. It took a period of two weeks to administer the interview questions followed by the classroom observation that lasted four weeks. During each observation, I completed an observation sheet for each teacher. After observing all the five teachers, I produced one observation sheet that summarized all teachers' classroom practices. However, before the two instruments were used in this study and their appropriateness was taken into account.

3.5.3.1 Relationship with participants

The interference of the researcher during data collection has a huge impact on the results of the study. In fact, there are two methods that researchers adopt when collecting data using the observation instrument. The complete observer takes part in the activity and observes secretly or covertly (Chikoko & Mhloyi cited in Tichapondwa, 2013). In this situation, the researcher is detached or standaloof from the group activities being studied and observes behaviour from the back of a classroom or from a separate room through a screen or window (Chikoko & Mhloyi cited in

Tichapondwa, 2013). The non-participant observation provides the researcher with freedom to concentrate entirely on observation and become very sensitive to the importance of what is happening (Tichapondwa, 2103).

Makey and Gass (2005) and Cohen, Manion, and Morrison (2000) argue that non-participant observation is when teachers stand aloof from the group activities they are investigating and eschew group membership. I sat quietly at back of the classrooms recording teachers' classroom practice such as the verbal exchange between students and teachers on the observation checklist. During the lesson observations, I did not show immediate interest in what the children and teachers were doing, or talk to them. When I was talked to, I smiled politely and in case the answer was necessary I referred the child asking a question to the teacher. Most time I avoided eye contact (Cohen et al., 2000). Tichapondwa (2013) emphasizes that data collected through observation ought to be recorded as soon as possible. During the observation lessons, I recorded all the activities that took place in the classroom at the spot.

3.5.4 Data Collection Techniques

The adequacy of research methods depends on the purpose of the research study and questions being asked (Seidman, 2006). Therefore, Lewis and Ritchie (2003) confirm that certain data collection methods have been identified with qualitative research such as observation methods, in-depth interview, group-discussion, narratives and analysis of documents evidence.

In this study, the literature survey was followed by a pilot study in which both the interview questions and the observation instruments were developed and refined. Consequently, in the present study two research instruments were used namely in-depth interview and observation checklist. While the former was used to collect data in response to the first research question that aimed to unearth teachers' perceptions and attitudes toward CLT, the latter research instrument was the most suitable tool for collecting data that aim to verify when teachers' responses are consistent with their classroom practices.

3.5.4.1 In-depth interviews

The main purpose of the interview instrument was to provide the researcher with an in-depth understanding of teachers' perceptions and attitudes toward CLT, accordingly, a list of 15 questions (Appendix C) was prepared for interview. These interview questions were benchmarked against

the interview questions by Mazmuder (2011) and Coskun (2012). The interview questions cover the main features of CLT such as grammar teaching, pair and group work, fluency and accuracy, error corrections, teachers' and learners' role.

Kvale (2006) regards an interview as a meeting where a reporter obtains information from a person, as a meeting with another person to achieve a specific goal, and more generally, as a conversation with a purpose. Equally, Cohen et al., (2007) define an interview as a two-way conversation or oral questionnaire initiated by the interviewer for the specific purpose of obtaining research related information and learn about the ideas, beliefs, views, perceptions and opinions of the interviewees. In this study, I interviewed teachers to understand their perceptions of CLT based on its principles. In the interviews with teachers, the flow of our dialogue sounded like a simple conversation but I was reluctantly recording the data. The participants were voluntary to express their ideas, feelings and opinions and added additional information to certain questions.

Cohen, Manion and Morrison (2007) analyzed the function of interviews in the qualitative research and put forward that they enable participants to discuss their interpretation of the world in which they live and to express how they regard situation from their own point of view. Three weeks before the interview sessions, I telephonically conducted each participant in order to fix dates and time and organize venues for interviews at their secondary schools. Then, I reminded all the participants a day before the fixed dates and time for the interviews. At the scheduled day for the interviews, I arrived at their secondary schools one and half hour before the fixed time so that I could cordially greet their deputies and heads of the secondary schools. The deputy teachers and the participants were responsible for indicating the venues for the interviews since I had advised them in advance to organize a less disturbed place. In this study, I carried out interviews with each teacher at a time to understand their perspectives about the application of CLT in their EFL contexts.

During the interviews, if the question was not clear at first, I asked more questions until I got the answers clearer, this is called probing (Lewis & Ritchie, 2003; Berg, 2009; Tichapondwa, 2013). As a result, I produced another interview guide (Appendix B) that aimed to make interview questions clearer as compared to the first version. In order to enhance teachers to comprehend some questions, sometimes I adjusted the language level and this gave me chances to change the order of some questions (Lewis & Ritchie, 2003; Berg, 2009). By using this research method, it was

easy for me to record teachers' voices about CLT's perceptions and attitudes through interaction which is natural data unlike other research methods like questionnaire and observation (Griffiee, 2005; Blaxter, 2006).

The interviews were another way to gather large quantities of data and identify comparable situations. In order to gather accurate information, all interviews were audio-recorded with participants' approval and later transcribed by the researcher. During data analysis, it was likely to compare accurate and inaccurate answers by the use of sentences patterns.

Likewise, the interviews have their advantages as compared to other research instruments (Makey and Gass, 2000). First, interviews can allow researchers to investigate phenomena that are not directly observable, such as beliefs. The interviews were enough for the teachers to express their feelings and opinions about CLT that could not be directly observed. As a result, this helped me to clarify some answers that were initially vague, incomplete, and not specific enough. Even though I observed lessons at last, it was possible to check the genuineness of the answers of some questions when I compared them with those from the interviews.

3.5.4.2 **Observation Checklist**

The purpose of the observation instrument in this study was to collect data in order to verify to what extent are teachers' interview responses consistent with their classroom practices in their EFL context in compliance with education policy. After I had interviewed the five secondary school teachers, I began to observe lessons in the classrooms for a period of four weeks. The lesson observations were conducted in May 2017, with an average of five hours in class observations for each teacher.

Mason (1996, cited in Makey and Gass 2005) consider observation as a method of generating data which involve the researcher immersing himself / herself in a research setting, and systematically observing dimensions of that setting, interactions relationships, actions, events and so on within it. During the lessons, I observed openly the activities that were going on in the classrooms referring on the observation checklist.

In highly structured observation, which is observation checklist, the researcher often utilizes a detailed checklist or rating scale Cohen et al., (2000). In this case, in an EFL environment such as

the language classroom, a structured observation can facilitate the recording of details such as; how were the teachers conducting the lessons? What activities were being carried out in the classrooms? What was the relationship between students and teachers? This allowed me to compare classroom practices across research context in a particular manner.

Marshall (2006) contends that lesson observation entails the systematic noting and recording of events, behaviors, and objects in the social setting chosen for the study, consequently this leads to deeper understanding than interviews alone, because it provides knowledge of the context in which events occur, and may enable the researcher to see things the participants themselves are not aware of, or that they are unwilling to.

Makey and Gass (2005) and Cohen et al., (2000) concur that the observation instrument has the inherent merits as compared to other research methods. First, the observation checklist is believed to be useful since they provide the researcher with the opportunity to collect large amounts of rich data on the participant's behaviors and actions within a particular context. For instance, I recorded what the teachers practiced in their different settings and this recording included almost the statements of CLT features and principles. This helped me to discover why the teachers behaved in that way.

Second, observations take place over an extended period of time, researchers can develop more intimate and informal relationships with those they are observing, generally in more natural environments than those in which experiments and surveys are conducted. In this case, I observed five consecutive lessons that created a stress-free classroom atmosphere, friendship and confidence between me and the teachers during the data collection period rather than one lesson observation which resemble teaching skills judgment.

However, Makey and Gass (2005) and Cohen et al., (2000) argue that observation typically do not allow the researcher access to the participations' motivations for their behaviors and actions. For this reason, to circumvent this drawback I triangulated it with interviews to collect the data related to the CLT features and principles. As cautioned by research, I never resumed my observation checklists until the notes from the proceeding observations were complete.

Since I had previously done extensive reading on the CLT approach and taught for several years, an observation checklist was created to identify specific CLT behavior. In this study, an

observation checklist, extrapolated from the one used by Al-Sohban, (2013) (Appendix C) was used to elicit information on the three main categories. Each of the 21 statements that were classified into 3 categories, that are instructional activities, teachers' roles, and learners' roles were presented on a four- point scale, with four alternatives to be ticked by the observer. I completed the observation checklist, I checked the frequencies of the activities by ticking adjectives of frequency (*always-3, sometimes-2, rarely-1, and never-0*) until the all the observation checklist columns were completed.

The teachers' responses to the interview questions were validated against their observed behaviors in their classrooms. On this observation checklist, teacher are distributed under each frequency and this was used as a base to know how many teachers practices what type of activity.

3.5.5 Data analysis

Harding and Whitehead (2013) uphold that data analysis rely on whether the researcher chooses to use a set of processes that relate to a particular method or adopts a more flexible style of analysis that allows a mix and match approach to both data collection and analysis (Morse cited in Harding and Whitehead, 2013).

Data analysis consists of examining, categorising, tabulating, testing, or otherwise recombining evidence to draw empirically based conclusions (Yin as cited in Twining et al., 2017). Coffey and Atkinson (cited in Harding and Whitehead, 2013) consider analysis as primarily the imaginative work of interpretation through ordering and sorting data. This assertion follows that qualitative data analysis applies inductive reasoning which takes place after the researcher has observed specific data to develop conclusions that is, explanations and conclusions. Morse (cited in Harding and Whitehead, 2013) adds that further processes include comprehension, synthesis, theorising and reconceptualising (Harding and Whitehead, 2013).

The relevance of data collection and analysis is influenced by the theoretical stance (Harding and Whitehead, 2013). Theoretical stance informs the methodological and thus providing the contexts for the process and grounding its logic and criteria Crotty (cited in Ahmed, 2008). This study is underpinned by the interpretivism theoretical perspective for the following reasons; people actively construct their social world Blumer (cited in Ahmed, 2003), the social world is studied in its natural state without intervention of, or the manipulation by the researcher (Hamersley and

Atkinson cited in Ahmed, 2008) and individuals are unique and largely non-generalizable and that there are multiple interpretations of, and perspectives on single events and situations (Cohen et al., 2002).

For interviews, considering the nature and the objectives of the research project, I used Thematic Analysis (TA). Braun & Clarke (2006) argue that TA is a method within methods of interpretive research paradigm that is generally accepted by many leading researchers in scientific writing (Bo-yatzis, Ryan, Bernard as cited in Vaismoradi & Snelgoove, 2019). Interpretive research paradigm recognises that meaning is a human construction (Vygotsky, 1978). It is a flexible method can be used across all qualitative research strategies such as case study. Braun and Clarke (2006) argue that the importance of generating themes in qualitative data lies on the fact that it is a result of intense examination of different perspectives of participants' exposition of similarities and difference in texts and lastly generating insights. Based on Braun and Clarke (2006) framework and rationale, I followed six steps to sort out data into a final report.

- First, I familiarised myself with data through reading and re-reading the transcripts and listening of interviews. Froggatt (2001) and Lacey & Luff (2007) concur that these procedures lead researchers to note surprising things, questions, inconsistencies and contradictions. I jotted down and made notes on useful information that I deemed crucial. These transcripts were important as they provide report with verbatim account that I used in the discussion chapter (Braun & Clarke, 2006).
- The second step involves generating initial codes. The stage involved reduction of data into small chunks of meaning. Coding simplifies data. It can be done in a variety of ways. Codes may be written in the margin of the text or use different physically cut up and placed in folders, each representing a different code (Froggatt, 2001). With technological advancement, word-processors and computers using specifically designed software can also be used to facilitate the mechanics of coding. (Froggatt, 2001; Lacey & Luff, 2007).

I started to organise data in a meaningful and systematic way (Delahunt & Maguire, 2017). I produced initial codes from data by highlighting chunks with same meaning using coloured pen, for instance, *teachers' perceptions of CLT*, *teachers' attitudes of CLT*, *factors that impede CLT implementation and others*.

- The third stage aims to search for themes. The created codes are examined since they are open to other analytic possibilities through a questioning of the codes that have been identified. The coding process allows for segments of information from different parts of the data to be brought together under one category (Froggatt, 2001; Braun & Clarke, 2006; Lacey & Luff, 2007). It entails sorting the different codes into potential theme. By the end of this step, the codes had beenorganised into broad themes that seem to say something related to the research questions. The relationship between the categories can also be identified and explored. After analysing “*factors that impede CLT implementation*”, I categorised the theme and came out three main subthemes such as *students’ related challenges, teachers related challenges, and educational system related challenges*.
- The fourth stage involves reviewing themes. After the identification of the categories and themes, the data can also be examined for different types of meaning (Froggatt, 2001; Braun & Clarke, 2006). This step requires the researcher to draw upon inferential skills and undertake more explicit interpretation of the data. Froggatt (2001) suggests that the exploration of narrative within data offers a way to place findings within a situated context that links the individual experience and the wider cultural framework. Conceptual links can be derived from the data itself, published literature, known theoretical framework and memos (Froggatt, 2001; Braun & Clarke, 2006).

I reviewed, modified and developed the preliminary themes that I had identified in step 3. I grouped all the data that was relevant to each theme, for instance, *students’ related challenges*, I derivate them as “*students’ of language skills, students’ learning style and students’ culture*”. The researchers argue that the movement towards theoretical frameworks, although primarily an inductive process, will entail deductive work in the re-examination of the data, codes and categories as conceptual links are developed (Froggatt, 2001; Braun & Clarke, 2006).

- The fifth step is for refinement of the themes and the aim is to identify the essence of what each theme is about (Braun & Clarke, 2006).
- The last step is the production of the report. Quotes are another way of presenting data and are frequently used with qualitative reports and papers. Interview text quotes or field notes can be purely illustrative of a point being made or they can be substantive, that is, represent the essence of what the materials comprises (Froggatt, 2001; Braun & Clarke, 2006). I included extracts to demonstrate the prevalence of the themes.

In most cases, I quoted vivid extracts that captures the essence of the point I was demonstrating. I went beyond description of the data, and made arguments in relation to my research questions. However, researchers warn that the aspects of qualitative data analysis are not discrete stages. It is also argued that an iterative movement between the different aspects of the process in order to create a rigorous and an authoritative account (Braun & Clarke, 2006). Codes, categories and meaning can be removed and refined throughout the process, as new ideas are explored and further perspectives identified about the data (Froggatt, 2001).

After analyzing the data from the interview research instrument, I embarked on analyzing classroom observation checklist data to verify the extent teachers’ interview responses were consistent with their classroom practices. The observation checklist consists of three main categories that needed to be completed, that are learners’ role (St 1-6), instructional activities (St 7-10) and teachers’ role (St 11-21).

Initially, I observed 5 consecutive lessons for each teacher for a period of two weeks while recording the results on the observation checklist. Quite a number of lessons would ensure validity and reliability for this study. After have observed all the 5 sampled teachers in this study, I compiled the results and produced a table that summarizes all the observed lessons with teachers’ classroom practices (*see an extract of the final Observation checklist below – Table 3.3*).

Table 3.3 Observation checklist extract

No	Activity	Always	Some-times	Rare	Never	Total
01	<i>Activities emphasized on meaning</i>	3	2	1	0	5

This sample table is part of the final observation checklist extract. It indicates the attribute, concept or idea that is, “*activities emphasized on meaning*” and the number of teachers who translated it into practices in the classes while rated and distributed in the table columns’ scales (*always-3, sometimes-2, rare-1, never-0*). In all circumstances, the total number of participants is 5 in the study. The quantitative results were assessing whether teachers were translating CLT curriculum reform aspirations they had reported in the interviews’ responses. The observation checklist uncovered whether the participants translated CLT curriculum reform principles into practice. The

in-depth interviews' responses results were compared with the observation checklist results. In other words, the results of the quantitative approach are used to confirm or refute the qualitative results in the discussion section.

The relevance of data collection and analysis is influenced by the theoretical stance (Harding and Whitehead, 2013). The qualitative approach used in this study is underpinned by both the interpretivism theoretical perspectives. Relying on interpretivism reveals that people actively construct their social world (Blumer cited in Ahmed, 2003). The social world is studied in its natural state without intervention of or the manipulation by the researcher (Hamersley and Atkinson cited in Ahmed, 2008). There are multiple interpretations of, and perspectives on a single event and situation (Cohen et al., 2002). All the beforehand described data collection and analysis steps in both qualitative and quantitative approaches lead to the credibility of the present study.

3.6 Trustworthiness

The good practices of scientific studies consider validity, credibility and objectivity as criteria that are used to evaluate the quality of the research in the conventional positivist research paradigm. It is argued that as an interpretive method, qualitative data analysis differs from the positivist tradition in its fundamental assumptions, research purposes and inferences processes, thus making the conventional criteria for judging its research results (Bradley, 1993). Lincoln and Guba (1985), Makey and Gass (2005) proposed four criteria for evaluating interpretive research work, that are; credibility, transferability, dependability and conformability. The following sections discuss how these terms became relevant in this study.

3.6.1 Triangulation

This study used the multiple measure instruments that is, triangulation to establish validity and reduce uncertainty of interpretation (Kurebwa, 2012). Triangulation is defined as “*the use of two or more methods in data collection*”(Manion and Cohen cited in Kurebwa 2012, p. 127). The use of multiple methods or triangulation refers to

“an attempt to secure an in-depth understanding of the phenomena in question... it adds rigor, breath, complexity, richness and depth to an inquiry”(Denzin and Lincoln cited in Kurebwa, 2012, p. 128).

Kurebwa (2012) congratulates that triangulation has raised an important methodological issue in naturalistic and qualitative approaches to evaluation in order to control bias and establish valid propositions because traditional scientific techniques are incompatible with alternate epistemology Matheson (as cited in Kurebwa, 2012). However, Denzin (1966) elaborates more on the two types of triangulation that are *data* and *methodological* triangulation that were used in this study.

The former is *data* triangulation that refers simply to using several data sources, the obvious example being the inclusion of more than one individual case as a source of data which is called multiple case-studies. In the context of this study, five secondary school English teachers were sampled in order to carry out this study. This helped me to hear different voices with different and similar meanings.

The latter is the *methodological* triangulation Denzin (1966; Thurmond, 2001; Perone and Turcker, 2003; Yeasmin and Rahman, 2012). It refers to the use of multiple methods in the examination of a social phenomenon. The rationale behind this strategy is that the flaws of one method are often the strength of another. Accordingly, to fulfill the objectives of this study, I employed the interview and the observation checklist. Since observation checklist did not allow me to access to the participants' motivation for their practices and actions, this was minimized by the use of interviews as a research method in this study.

In addition, Smith and Kleine (1986) contend that triangulation results in different images of understanding and helped me to deepen my understanding about the research problem (Olsen, 2004). Several studies Thurmond (2001) and Yeasmin and Rahman (2012) concluded that triangulated techniques are helpful for cross-checking and used to provide confirmation and completeness, which brings balance between two or more different types of research instruments that concurrent to credibility and transferability.

3.6.2 **Credibility**

Qualitative researchers can be based on the assumptions of multiple constructed realities, it may be more important for qualitative researchers to demonstrate that their findings are credible to their research population (Gass and Makey, 2005; Guba and Lincoln, 1981). Qualitative is viewed as the adequate representation of the constructions of the social world under study (Bradley, 1993). Noticeably, Lincoln and Guba (1985) recommend a set of activities that would help to improve

the credibility of the research results such as triangulation, persistent observation and prolonged engagement in the field.

Fraenkel and Waller (as cited in Gas and Makey, 2005) suggest that persistent observation or continuation of the data collection over a long period of time as a prerequisite to enhance credibility. This is important because this ensures that the participants have become used to the researcher and are behaving naturally. In this study, I observed each teacher five consecutive lessons within a period of two weeks. The first week I observed two teachers and the second week I did so for three teachers considering geographical location the secondary schools.

Again, Makey and Gass (2005) suggest that collecting data in as many contexts and situations as possible to make certain that the picture provided in the research is a full and complete as it can be. In this study, I collected data from three secondary schools, that is, one government urban secondary school, one government rural secondary school and one private secondary school. These settings offer great differences for the researcher and required me to analyze and interpret them as accurate as possible.

3.6.3 **Transferability**

In qualitative research, the research context is considered as integral. Even though qualitative research findings are believed to be rarely directly transferrable from one context to another, Makey and Gass (2005) argue that the extent to which findings may be transferred depends on the similarity of the context. Furthermore, they put forward that what is important for determining similarity of context is the method of reporting which is known as thick description. It refers to the process of using multiple perspectives to explain the insights gleaned from a study, and considering the actors' interpretations of their actions and the speakers' interpretations of their speech. In this study, I reported the findings with sufficient details, for instance, I gave particular description, that is, representative examples from the data which is also called quotations. I also gave a general description which is information about the patterns in the data. At this stage, I grouped themes from the interviews in order to evaluate whether they had perceived CLT as an effective approach or not and had positive attitudes toward CLT. Lastly, I gave an interpretive commentary which is explaining the phenomena that is studied and I interpreted the meanings of the findings and compared them with the previous research findings.

3.7 Ethical Considerations

Vongxay (2013) argues that social researchers acknowledge that ethical issues are vital for doing any research project since research done on human offers all sorts of benefits and burden to all sort of people. Bryman (2008) subscribes that,ethical issues cannot be ignored as they relate to the integrity of a piece of research and of the disciplines that are involved. The main focus of ethical issues is to ensure that people taking part in the research are protected from any possible harm including physical, emotional, mental and financial during the research process.

As in any research study (Ritchie & Lewis, 2003), an informed consent from the sample members must be obtained by the researcher after have received the Ethical Approval from the Departmental of Ethics Review Committee from the University before any research study commences. This implies that I had to provide interviewees with information about the purpose of the study, who the research team is, how the data will be used, and what participation will require of them, the subjects likely to be covered, how much time is required and so on. At this stage, teachers had consented to take part in an interview and to the researcher using the data in the way described. Permission to participate should still be sought from the interviewee themselves.

Two weeks earlier to data collection procedures, I sent a participant informed consent form (Appendix D) to the participants to make them fully aware of the nature of the study and its purpose as well as the participants' rights. They were informed that they would participate in the research voluntarily and were assured that any information offered to me would remain confidential and would be used only for the purpose of this study.

According to Vongxay (2013) several researchers suggest five common principles of the ethics the researcher should take into account when doing any research namely; do no harm, all participants need to be voluntary, preserve the anonymity, avoid deceitfulness, and analyze and report data authentically. All these five main principles were listed in the participant consent form that I handed to the English teachers.

Two weeks after the individual meeting with the participants, I asked them to participate in the interview. Each interview lasted between twenty to forty-five minutes, and was recorded and transcribed. When the transcription was complete, the original cassettes were erased. When any direct quotes were used in the final report, pseudonyms were assigned and small changes were made so

that it would be impossible for anybody to be identified as an individual. Moreover, the transcriptions were kept under lock and key, and I had access to the actual names of participants.

3.8 Chapter Summary

This chapter discussed primarily in detail the research design and methodology. It also elaborated the research population, sampling procedures, pilot testing and data collection methods. The discussion include data analysis and interpretation methods, pilots studies, research trustworthiness and ethical considerations.

The next chapter focuses on data analysis and interpretations of the findings.

CHAPTER FOUR: DISCUSSION AND INTERPRETATIONS OF THE FINDINGS -IMPLEMENTATION OF CLT CURRICULUM REFORM IN CHIBUTO DISTRICT

4.1 Introduction

The current study is situated in an EFL context and employed a qualitative approach in order to investigate teachers' perceptions of and attitudes toward CLT. It also examined to what extent teachers' perceptions and attitudes toward CLT are consistent with their classroom practices. Thereafter, this chapter presents the outcomes of the data gathered through interview and classroom observation research instruments as described in detail in Chapter 3 in order to address the research study questions. These results are sorted out through my point of views bearing in mind the perceptions of the participants in the study.

The section begins by discussing teachers' interview results. The following sub-sections outline the discussion that correlates the results of the interviews against classroom observation findings in light of the main aim of the study. The data was gathered from the five sampled participants who are identified by names: Bento, Alberto, Carlos, Elizeu and Fulane in order to preserve their anonymity. Elizeu is the oldest participant with 44 years and Carlos is the youngest aged 36. On the other hand, Carlos is the most experience participant with 12 years and Alberto is the least experienced with 3 years teaching. Among them, Bento is a headmaster at rural secondary school while Carlos, Elizeu, Fulane and Alberto are heads of English departments at urban and rural secondary schools respectively. In order to present the facts as clearly as possible the data have been presented in verbatim in the case of the interview instrument. The data gathered by the classroom observation has been presented in the form of tables.

Therefore, the most salient points from the interviews are described and quoted for the sake of lucidity. These points clarify teachers' perceptions and attitudes towards CLT and to what extent teachers' perceptions and attitudes toward CLT are consistent with their classroom practices. For that reason, in order to understand the rationales influencing teachers' beliefs and classroom practices, this study was proposed. Such an understanding of the relationship between beliefs and classroom practices informed the discussion of this dissertation.

4.2 Teachers' positive perceptions of CLT

The first question aims to investigate teachers' perceptions of CLT by answering the following question; "What are your perceptions of CLT?" Eggen & Kauchak's (cited in Nakisan, 2016) theories consider perceptions as the process by which people attach meaning to experiences. In other words, perceptions are measured by considering what people think about a certain object and then later attach its significance based on their experiences. Four of the five participants provided different views on the perceptions of CLT. During the interview Elizeu reveals that CLT has to do with interactive process which facilitates students to have chance to use the language. He voices that,

"first, it emphasizes an interactive lesson. Second, teachers give chances to students to practice the language in the classroom"

Similarly, Alberto says,

"CLT is an approach to language teaching in which interaction is emphasized"

Fulane focuses on the main function of language teaching and learning based on recent theories of language and communication. He echoes that,

"I think CLT is a good way of teaching language because it has to do with activities the bring students into communication"

The participants define the CLT approach from different points of views by focusing on three key words; *interaction, communication and practice* which highlights the complexity of CLT definition. The word *communication* is at the core of this definition and later is reinforced by *practice* and *interaction*.

In this statement *interaction* is the key word that represents the way how CLT works. Interaction is the way in which interlocutors use a language (Richards and Schmidt, 2002). It involves two or more students working together on the same task solving a problem through meaning negotiation. The activities that involve interaction are given priority than whole and individual activities. Interaction leads students to achieve high levels of communicative competence through communication.

The participant also includes *communication* as the key word in defining CLT. Communication is the process of exchange of ideas or information between two or more interlocutors. This process complements the main objective of the interaction in the classroom. The view is led by Howatt

(1984) who states that, language is not independent in itself but part of a theory of human communication. Nevertheless, it is evident that knowledge of the forms of language is insufficient in order to fulfill the communication purpose (Larsen-Freeman & Anderson, 2011). This view is in agreement with Larsen-Freeman and Anderson (2011) who assert that with CLT, the goal is to enable students to communicate in the target language.

Another word that is intriguing in this definition is *practice*. Despite the fact that practices and drills have been considered as a behaviorist view that L2 learning requires formation of new habits in language production (Westbrook et al., 2013), researchers have discovered the merits of practices in language teaching and learning contexts. Richards and Schmidt (2002) concur that in language learning each skill requires practice in order to establish fluency rather than accuracy.

This assertion reinforces the use of communicative activities that involve students in interactions while they are communicating with each other or among themselves. The participants' views are confirmed by Richards & Rogers (2006) who argue that CLT starts with a theory of language as communication; as a result, the main goal of language teaching is to develop communicative competence (Hymes, 1970). Besides, the participants' views are in agreement with Larsen-Freeman (2000) who states that in CLT almost everything is done with communicative intent.

Elizeu also adds that,

“the main aim of this method is to enable students to use the language that they are learning unlike the Grammar Translation Method which aims to enable learners know words in isolation”

As well, the respondents evoke the phrase *“enable students to use the language that they are learning”* that reflects the main principles of CLT curriculum reform. From this quote; one can easily note that the participant compares the effect of CLT and the traditional teaching methods. The participant elucidates the use of language when students learning the TL contrasting the learning of words in isolation. He is convicted that students use the language plentifully when completing communicative activities such as games, role-plays, and problem-solving tasks. They share and exchange information in communicative activities. Larsen-Freeman and Anderson (2011) argue that truly communicative activities have three features that are *information-gap, choice and feedback*.

Researchers concur that *information-gap* is when one person in an exchange knows something that the other person does not know. *Choice* entails the right to choose what to say and how to say. During *feedback* a speaker can evaluate whether has achieved the purpose or not by the information

he / she receives (Harmer, 2002). If the listener does not have an opportunity to provide the speaker with feedback, then the exchange is not really communicative. Feedback is crucial as it the last stage that determines the continuation of the act or repetition of the message.

In the same vein, Larsen-Freeman (2000) characterizes the CLT as a method which makes students use the target language a great deal through practicing and communicating meaningfully in different contexts and in different roles. Similarly, Austin (cited in Knapp & Antos, 2009) based on speech acts theory argues that language has many functions than the descriptive one. Austin disputes that with language people expect something to be done with language. Austin observes that the talk rests not so much on their truth but more on the appropriacy of speech acts in a given time and place interacting with others. According to Westbrook et al., (2013) student-centered is characterized with pleasure, interest and playful as central to children learning. Learning is enhanced with more engaged and dynamic interactions in classrooms where students are given more space for learning to collaborate and contribute to classes in terms of conversation and feedback.

These results resemble Luz da Reis' (2015) study findings that revealed teachers showed a particular interest in this CLT approach because they felt that it is more useful and very helpful for students, it is considered an approach which provides opportunities for students to communicate and interact with their colleagues and teachers.

The first question aims to determine teachers' perceptions of CLT by interrogating teachers through interviews. The participants reveal three keys words that are interaction, communication, practice and the use of language. There is evidence from the interview that demonstrates the participants hold positive perceptions of CLT. Nevertheless, it is important to discern the attitudes of secondary school English teachers since the expression of positive or negative feelings towards a language approach may reflect impression of linguistic simplicity or difficult (Richards & Schmidt, 2002).

4.3 Teachers' positive attitudes toward CLT

The second question is "What are teachers' attitudes toward CLT?" The question is set to determine teachers' attitudes toward CLT. Teachers' beliefs are defined as theories and assumptions about teaching and learning that teachers build over time and bring them to the classrooms (Hung, 2015). Accordingly, Richardson (cited in Yook, 2010) is of the view that teacher' beliefs are important concepts in understanding teachers' thoughts, perceptions, behaviors, and attitudes that

influence teaching theories and practices. The overall responses to this question confirm that three of the five participants seem to hold same attitudes toward CLT.

Fulane states that,

“I have positive attitudes and personally I think it’s one of the best approaches”

Fulane reveals that there is not any other teaching approach that is better than CLT. In his statement, it is one of the best approaches in language teaching even though the participant did not give the reasons. The participants have the word “*approach*” in their minds. An approach in language teaching are the principles underlying a particular set of teaching practices (Richards & Schmidt, 2002). Discerning the definition of approach, it is evident that the participants rely on teaching methodologies they studied to teach English language in the classroom. Arguably, this participant bases his argument on teacher education program where he studied CLT theoretical knowledge and the traditional teaching methods. At the same time, Alberto declares that,

“I have positive attitudes towards CLT in that I allow students to feel part of the lesson”

The participant describes CLT as an approach which considers students as part of the lesson focus. The focus on *students* is one of the features that differs the present curriculum reform from the one that has phased out. Student is a crucial figure under the principles of the present curriculum reform. The success of the lesson depends on the achievement of the students rather than teachers exhibiting their knowledge through teacher-led instruction. Official documents such as Ministry of Education and Culture, INDE (2007) indicates that student-centered learning places the student at the center of the teaching-learning process, acting as an active agent in the search for knowledge while the teacher acts as a facilitator, monitor, guide and so on. When conducting the lessons, the teachers should focus on students’ needs and maximize students’ learning styles. The view enhances teachers to assist students to participate actively in the class.

Carlos acknowledges that,

“.....my view is trying to apply this approach with my learners taking into account the real situation in Mozambique”

The participant affirms that CLT advocates advice teachers to consider students’ real-life situation so that it becomes easy for students to integrate what they learn at school with what they do in

real-life situations. In other words, the participants are aware that it is easy to teach language when contextualizing it since the language structures and forms have different functions in different contexts. The participants have provided their perspectives about the CLT which depicts teachers' theories of language teaching and language. To a great extent, teachers' attitudes contribute positively or negatively on their readiness to implement CLT as a curriculum reform.

With a similar view, Ndulila and Msuya (2017) investigated EFL teachers' attitudes towards CLT approach. The study aimed to explore teachers' attitudes towards the practices and to establish the extent to which teachers preferred language teaching and learning activities comply with the CLT. The study revealed that the majority of the teachers held positive attitudes and perceptions toward CLT.

Regarding the second question that is set to determine teachers' attitudes toward CLT, the study indicates that teachers hold positive attitudes toward CLT therefore, this provides educational authorities in Mozambique with a starting point to relate teachers' attitudes to the present curriculum reform.

Yet, the third question interrogates the consistency between teachers' perceptions and attitudes toward CLT and their classroom practices. The next section compares teachers' expressed beliefs in the interviews and teachers' classroom practices as observed in the classroom observations.

4.4 Consistency between CLT theory and classroom practices

The third question, "To what extent are teachers' perceptions and attitudes toward CLT consistency with teachers' classroom practices?" The interview research instrument collected teachers' perceptions and attitudes toward CLT curriculum reform and the observation collected information about teachers' classrooms practices. The discussion attempts to give a picture about teachers' beliefs about language teaching in the CLT curriculum reform and their classroom practices. In order to discuss and interpret this data, I divided the data into three main themes that are instructional activities, teachers' roles and learners' roles. On each theme, I start to narrate the results of the observation checklist according to the tables in Chapter 4 (see **Tables 4.4; 4.5; 4.6**) after that I relate them to the teachers' professed beliefs in the interviews while taking into account literature review in Chapter 2 (see 2.1). Finally, I assess whether the two research instruments are consistent or not.

4.4.1 Instructional activities

The instructional activities table consists of five statements which attempt to verify whether the teachers provided students with activities that foster communicative skills as prescribed in the curriculum reform. The income of the teachers is very low. There are very few teaching resources such as student textbooks and others at secondary schools to sustain the new principles and practices that are laid down in the curriculum reform.

Table 4.4 assesses how teachers used the instructional activities in the classroom. Three of the five teachers sometimes practiced activities that focus on contents, while one of the five teachers sometimes conducted activities that emphasized meaning in the classrooms and four of the five teachers rarely emphasized meaning.

Table 4.4 Instructional Activities

No	Activity	3	2	1	0	Total
1	Classroom activities maximize communication opportunities e.g. role-play, drama, dialogue, problem solving	-	1	1	3	5
2	Activities emphasized on meaning	-	1	4	-	5
3	Activities emphasized on both fluency and accuracy	-	-	1	4	5
4	Activities are more student-centered	-	1	1	3	5
5	Activities focus on contents	-	3	2	-	5

Key (Always=3), (Sometimes=2), (Rarely=1), (Never=0)

Likewise, one of the five teachers sometimes and rarely conducted activities that maximized communication and pupil centered activities. Finally, two of the five teachers rarely practiced activities that emphasized both fluency and accuracy. With an exception of one of the five teachers emphasized meaning activities and his classroom practices focused on communicative activities.

Furthermore, most of the teachers just read the texts, answered the questions and at the end of the lesson asked if students had doubts or questions about what they had read. Even though this curriculum reform is based on recent theory of constructivism by Piaget (1978), their teaching practices seem to incline towards traditional teaching methods that is based on the behaviorism learning theory which emphasizes practices such lecturing, demonstration, rote learning, memorization, choral repetition and imitation as key processes in language development (Brown, 2000). The

traditional teaching methods are criticized for inadequate explanation of the acquisition of more complex grammatical structures (Ellis, 1996).

The table indicates the participants are not following the requirements of the current curriculum reform since most of them rarely focused on the activities that foster communicative skills. These results are echoed by Papajani (2015) who concurs that educational curriculum reform frequently requires teachers to change their behaviors and practices. The teachers are unable to carry out practices that are communicative activities in nature that would foster and furnish students with communicative skills. This would mark a difference between the present CLT curriculums reform with the previous one. In this circumstance, it is important to consider teachers experience as it may influence their classroom practices. Following this view, Phipps and Borg's (2009) study concludes that teachers' beliefs which are grounded in their teaching experience exert the most influence on their practices. This suggests after a long run teaching, teachers' beliefs that originate from teacher experience become more powerful than those that originate from the teacher education programs. Though during the interview Bent reports that,

"I emphasize both (fluency and accuracy) of them because the two are extremely relevant in developing communicative skills and amplify the world vision of the students, they also complement to each other".

The participant is the headmaster of the rural secondary school demonstrates that he knows the principles and features of CLT curriculum reform. He argues that *fluency and accuracy* go hand in hand for students to be competent therefore they should be equipped with both elements. Whilst fluency is the ability to produce the language natural during meaningful interactions when students negotiate meaning using communicative strategies and correcting misunderstanding, accuracy activities aim to produce correct linguistic utterances in social interactions (Coskun, 2011). In other words, when students lack one component, they portray language deficiency to express them meaningfully which implies lack of communicative competence. Hymes (1969, 1972) denotes communicative competence as the learner's abilities to interact with other speakers through meaning negotiation within a particular social context (Brown, 2000). Therefore, Coskun (2011) concurs that fluency and accuracy are complementary principles underlying communicative competence techniques.

Nevertheless, the low income of the teachers obliges teachers to teach at two or three schools to supplement their income. They are busy the whole day. To cope with the tight timetables, they try their best to save time by emphasizing accuracy than fluency activities that includes non-communicative activities such as drill, sentences manipulations, memorizations and they are easy to plan, administer and to mark. This teaching approach reflects behaviorism theory of learning (Thorndike, Skinner, Pavlov cited in Westbrook et al., 2013).

In pursuit of the view, Parvaresh (2017) argues that it is the institutional culture that requires teachers to interpret the institutional ideologies. The MoE requires teachers to have high pass rate by the end of the year, as a result, the teachers spend more time focusing on accuracy than fluency activities in order to prepare their students for the final year exam. The final year exam assesses grammatical competence and ignores other aspects of communicative competence. In these circumstances, the participants prioritize the objectives of the institutions which is teaching isolated grammatical structures so that their students can pass the final year exam rather than implementing CLT curriculum reform. Therefore, the objectives of the institution / MoE influence what teachers should emphasize in the classroom.

Referring to the third question that assesses the consistency between teachers' beliefs and classroom practices, however, one of the five teachers emphasized meaning activities with his classroom practices focusing on communicative activities shows that there is insufficient evidence to prove the implementation CLT curriculum reform in the classrooms. In this context, teachers' classroom practices also contribute to the inconsistency of the two research instruments results.

4.4.2 Teacher's roles

This second table also assesses the consistency between teachers' perceptions and attitudes toward CLT and their classroom practices. The table consists of eleven statements that gauge whether teachers fulfill their roles in the class when implementing the CLT curriculum reform. The classes are equipped with desks that sit two students per desk. There are 30 to 35 double-desks in each class that do not permit teachers to organize students to work in group or pair works during the lessons.

Table 4.5 Teacher's role

No	Activity	3	2	1	0	Total
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6	teacher acts as a negotiator	-	1	4	-	5
7	teacher facilitates and monitors classroom activities	-	2	3	-	5
8	teacher dominates classroom activities	-	3	2	-	5
9	teacher organizes learner to discuss in pair work	-	-	-	5	5
10	teacher organizes learners to discuss in small groups	-	-	-	5	5
11	teacher lectures lessons	-	3	1	1	5
12	teacher tolerates of learners' errors	-	2	1	2	5
13	teacher encourages learners to correct each other's errors	-	-	3	2	5
14	teachers use choral repetitions and drills	-	-	-	5	5
15	teacher-fronted use grammar explanations	-	3	-	2	5
16	teacher engages class in sentence manipulation exercises	-	3	2	-	5

Key (Always=3), (Sometimes=2), (Rarely=1), (Never=0).

As depicted in **Table 4.5**, three of the five teachers always lectured the lessons, four of the five rarely acted as negotiators while three of the five teachers sometimes facilitated classroom activities, and all the teachers assigned students to work individually rather than in group or pair works. All the participants share in common a willingness to become facilitators and monitors in the classrooms. Carlos says that,

“..the teacher guides the students,.....: teacher input the theme to the learners, prompter; as soon as possible helps/ assists them, controller; to control the activities being done by the students, assessor; assessing the learners work”

The participant voices that teachers should be monitors and facilitators in the classroom. They have to guide students, provide input by prompting and assist students through controlling the activities they carry out. The teacher has to assess the activities so that they can provide constructive feedback to students. This is crucial for students monitor their progress and achievement. The teachers are considered as both organizers of resources and sources themselves. They have to organize the class in group and pair works in order to maximize the learning opportunities, the teaching and learning resources and to provide assistance to students when they are stranded to carry out activities.

Besides, teachers should guide activities that students must carry out in the classroom. The students need guidance so that they can achieve what is laid out in the curriculum reform. The fact that the teachers are able to describe teachers' roles as prescribed in curriculum reform indicates that they

are aware of the principles of CLT. Their answers confirm Breen and Candlin (1980) who describe a teacher as a facilitator; this means helping participants to become engaged in the communicative process through taking part in the various activities in the classroom. Therefore, the views would implicitly lead them to implement a student-centered approach in the classrooms. Walsh (2007) and Shatumbu (2019) argue that another key principle endorsed by the CLT curriculum reform is a shift in the teachers' roles in the classroom as they become learning facilitators.

The discussion provides enough evidence that teachers' beliefs are influenced by the interaction within the nested social contexts within which the beliefs and practices are situated (Rahimi and Naderi, 2014). The participants are eager to fulfill their roles as stipulated in the curriculum reform but the classroom environment does not permit since they are unable to move around and monitor the classes. Even though in the above discussion views are in line with the current curriculum reform, they seem to contradict the views about language learning and teaching in EFL contexts. In EFL contexts, a teacher is regarded as a sole provider of knowledge and experience in terms of the target language and its culture (Jin et al., 2005). The teachers are obliged to take a front position and exercise control duties as stipulated in traditional teaching methods due to students' culture. In this study, all the participants never organized students to work in pairs or groups, despite the fact that the desks are double spaced. Grammar teaching is another CLT feature that one can use to gauge if teachers fulfill their roles or not.

4.4.2.1 Grammar teaching

Concerning the role of grammar teaching as the statement that reflects the CLT feature and in **Table 4.5**, the question required teachers to answer, "What do you think about grammar teaching in CLT and how would you teach it?" The observation instrument indicates that three of the five teachers sometimes use teacher-fronted grammar explanations and engage the classes in sentence manipulations. While two of the five teachers' lessons are similar in engaging students in sentence manipulation exercises, one teacher did not. Equally, two of the five teachers always used teacher-fronted grammar explanations.

In the interviews, the teachers reveal two different views about grammar teaching in CLT. Some teachers profess beliefs that are consistent with implicit grammar teaching principles as Carlos says,

“I think it is important because the students must internalize the rules in order to write and speak. An effective way to teach grammar is to bring a certain text or story and later on to let them know the grammar structure”

To learn a language without learning its grammar would be equated with chicken walking without its bones (Rivers cited in Arnold, 1991). Since the inception of CLT, its advocates never rejected grammar teaching in language teaching but they argue teachers should teach it communicatively (Ellis, 1996). The fact that is raised here is concerned with how to teach grammar depending on recent theories of language learning that emphasizes the use of TL when students are learning it. In the past, grammar teaching has been done in a manner that fall short to benefit students. According to Carlos’ view, teaching grammar structure should be contextualized and argues that this guarantees students to use grammatical structures in real-life situations. The idea is that teachers should teach language while relating it to the real-life contexts. This teaching principle attempts to avoid at all costs the teaching of grammar in isolation. Teaching grammar in isolation has proved to be ineffective in imparting students with communicative competence. The fact is that the participant attempts to teach grammar communicatively at the urban secondary school with reasonable teaching resources seems to have great impact on this view. This is congruent with Howatt (1984; Thornbury, 1999; Littlewood, 2014; Sarab et al., 2016) who believe that students take care of grammar learning when teachers are teaching language communicatively. They theorize that grammar is unconsciously acquired during the performance of communicative situations.

Elizeu exposes the view that he explicitly teaches grammar,

“First, I provide the structure. Second, I give the example. Third, I ask students to make several sentences on their own based on the provided structures”

In this circumstance, teachers and students do need to be exposed to the grammatical structure as the focal point during the lesson. The teacher plans the lesson considering the function of grammatical structure function. The teacher explains the grammatical structure and drills it repeatedly so that students can avoid committing errors that are thought as bad habits in behaviorism theory of learning (Westbrook et al., 2013). The consolidating language exercises promote rote learning. The exercises consist of a series of filling in the gaps, drills, and memorization. It is surprising that even Elizeu who works together with Carlos at the same secondary with reasonable teaching resources opts for explicit grammar teaching instead of implicit grammar teaching. This may reveal less linguistically proficient in the part of the teachers. The STEP project suggests that proficiency

in language is linked to classroom practices. STEP project confirms these results as it compared less linguistically proficient teachers and more linguistically proficient teachers and found that the two groups had distinctly different teaching styles reflecting their levels of confidence with the English language (STEP baseline study, 1998). Teaching grammar explicitly is also debated and evident in different articles (Howatt, 1984; Thornbury, 1999; Littlewood, 2014; Sarab et al., 2016). They advocate that in order to enhance the learner's use of language in a communicative situation, it is necessary first to learn the grammatical rules and then apply them in the communicative situations.

In the context of this study, teaching grammar explicitly is motivated by the MoE that still rates secondary schools and teachers' performance on the basis of their final year exam results. Consequently, in most cases teachers in EFL contexts teach students to pass the final exams than being able to communicate in real life situations. This point of view is confirmed by (Stern cited in Si, 2019 & STEP baseline study, 1998). Si (2019) elucidates that the significant difference between ESL and EFL contexts includes the purpose of learning English. In this case, the students are interested in getting certificates without communicative competence.

Similarly, studies by Anto, Coenders and Voog (2012; Maryslessor, Barasa, and Omulando, 2014) concluded that English teachers emphasized the pressure for formal examinations. This made the teacher concentrate on training and drilling the learners on how to pass the exams at the expense of communicative competence.

To that end, Utami (2016) put forward that teacher' beliefs and practices significantly differ depending on a school's socio-economic status, class size, and grades they teach. The author elucidates that if a teacher believes that L1 can be better learned by students investing more time in teaching grammar, the teacher provides a greater amount of time to grammar teaching. In this context, the participants who believe that language is best learnt by learning its rules first, will explicitly teach grammar structures, while the participants who believe that language is best learnt by using it for communicating will implicitly teach grammar structures. The views mirror the weak and strong versions of the CLT approach. These features are envisaged in the CLT curriculum reform that advocates the use of both versions. The versions encourage teachers to use interactive activities that are described as activities that allow students to communicate meaningfully in the target language (Sanchez cited in Nyamayedenga, 2020).

Merging the results of the two research instruments, it is evident that among the participants either teaches grammar implicitly or explicitly which proves that teachers' views are in line with the current curriculum reform (INDE/MINED, 2007). Error correction in language teaching and learning is another crucial because it determines teachers' behavior in the class.

4.4.2.2 Error correction

Error correction is the statement in **Table 4.5**, this question required teachers to give reasons why they think error correction is important and how they would do it in their classes. In this study, three of the five teachers rarely encouraged students to correct each other's errors, two of the five teachers sometimes tolerated students' errors and none of the teachers used choral repetition and drills. In the interviews, the teachers' professed beliefs that are aligned with error correction principles in the curriculum reform. Carlos reveals that:

“to correct errors, it is often done during the feedback session, let students do the exercises freely and uninterruptedly”.

This extract reveals the importance of setting free students to interact in a class without frequent interruptions. This avoids them to lose control of what they are doing at that moment. The present curriculum reform is designed with many communicative activities that involve interactions which provide students with more time to produce a lot of language output. Therefore, teachers should correct errors at the end of the lessons to give students time to practice the learnt language.

When students carry out exercises in the classes, teachers have to fulfill their roles as prescribed in the present curriculum reform that include guides, co-participants, and facilitators. By carrying out these roles, teachers lessen their duties as controllers and knowledge providers which permit students to participate actively in the classroom. The participants believe that practicing too much error correction in CLT classrooms discourages students in practicing the use of target language (Coskun, 2011). Larsen-Freeman (1996) supports this view arguing that students may have limited linguistic knowledge and may still be good communicators when errors are tolerated. The participants make it known that the teachers use different techniques to correct errors that includes those that increases students' talking time when they carrying out tasks. Alberto argues that,

“when students are involved in a certain task such as role play, presentation and assignment I list them on the board for instance during reading task. On the essay if I noticed the misspelling I do correct”

This participant also raises the point that error correction depends on the type of task the teachers assign students. That is to say, during role plays, presentations, assignment and reading tasks teachers can take note of errors and deal with them at the end of the lessons. With composition or essay marking it would be impossible to interrupt students so the errors are dealt with them when correcting the tasks. The view is that there are certain tasks that interrupt students during their interactions, error corrections should be deferred until the students have done and completed their tasks. Error correction takes place during the feedback stage where there will be no frequent interaction interruptions. Elizeu and Fulane agree that both students and teachers can correct errors. They express themselves respectively as follows,

“in a reading, a student may make errors while the teachers take note of then corrects latter. Sometimes, I just repeat what is correct, not to repeat the students’ errors. Most of the times Iand ask the whole class to pronounce the same word using the correct form”

“....., I think both teachers and students can correct errors as long as they use friendly and appropriate manners to do that”

Elizeu declares that he takes note of all errors during reading lessons so that they are corrected at the end of the lesson. His view is also similar to the other participants. He adds that sometimes he repeats what is correct rather than repeating students’ error. The participants repeat what is correct than students’ errors to assure that students are not de-motivated. In other words, the teacher reformulates what is correct instead of repeating students’ errors as a technique that keeps the motivation of students high. For example, when students are doing skimming or scanning activities, the teacher can take note of errors during the process of reading and carrying out exercises and correct them later. Elizeu expresses that he leads the whole class to pronounce the word that they will have mispronounced when reading using the correct form. This ensures that every student knows how to pronounce intelligibly the words.

Elizeu emphasizes that both teachers and students can correct errors in the classroom. The fact students can also correct errors may surprise individuals who are not language teachers. The premise is that students can also become tutors in the class in order to reduce teacher talking time in the classes. This also gives students confidence to participate actively in the classes. Yet, he warns the action should be done in a friendly and appropriate manner. Error correction should avoid situations that embarrass other students. It should also show that learning language is not done by

competition among students but it is a process of helping each other. As a result, the participants argue teachers and students should be polite and humble when treating errors.

The above discussion reveals that different teachers correct error of all the four language skills that are, speaking, writing, listening and reading. Therefore, assessing error correction on language skills has positive results on the language proficiency and achievement of students. The participants argue they defer error correction on activities that prioritizes communicative activities which is positive. The CLT advocates attach more importance to communication than linguistic competence. Equally, Savignon (2001) describes CLT as an innovative way of teaching English as a second language or foreign language as it deals with the interactive nature of communication.

According to the answers of the participants in this section, they are aware of the importance of error correction, when they should do and how to do it. However, in their study the teachers rarely tolerated and encouraged students to correct errors in the classes. Group and pair work is also another feature that CLT emphasizes in the language learning and teaching environment.

4.4.2.3 Group and pair work

With reference to group and pair-work as the statement in **Table 4.5**, the teachers are supposed to answer the following questions; “Do you use pair or group works in the classrooms? In which circumstances do you use them? With regard to the use of group and pair work, none of the teachers organized learners to work in pair or group work. They use activities that involve whole class such as choral repetitions and drills. Finally, three of five teachers sometimes use teacher-fronted grammar explanations. For instance, Alberto reports that,

“I may choose either of them (pair or group work) as long as it suits the designed activity”

Alberto who teaches at the rural secondary school reveals he is flexible to use both either pair or group work in the classroom depending on the designed activity. The view is advocated by the social-constructivists who prioritize collaboration among students so that they can use cultural and social tools to learn language (Vygotsky, 1978). For example, role plays oblige teachers to involve two or more students to work together so that they can present tasks. This means the type of activity that teachers design determines whether the teacher can use pair or group works.

Elizeu voices that,

“In my lesson, pair or group work are mostly used on the second stage of my lesson”

Generally, the lesson is divided into three stages. Presentation is the first stage of the lesson. Practice and production are the second and third stages consecutively (Richards & Schmidt, 2000; Harmer, 2002). The interviewee reports that pair and group work are mostly used on the practice stage of the lesson. At this stage new items are practiced repeatedly by controlled practice to less controlled activities (Richards & Schmidt, 2000). Nevertheless, students can also practice the new language individually if the teacher deems it suitable. Bento states that,

“in group work method we apply what we want students to discuss; an issue that may provoke many and different points of view”

Bento believes that,

“the pair work is used when we want two students to help each other to deal with certain content, e.g. is about to reorganize the paragraphs of a text”

In general, pair and group works provide students with more opportunities to produce output as compared to teacher-led instruction that involves whole class activities. When students work in pair and group works they have plenty of time to interact freely in the classroom. The outcome is that there is a lot of output among them. Mekhlafi and Ramani (2011) confirm that one of the useful techniques of the CLT is the use of pair and group works activities in the classroom.

Bento who is the head of the rural secondary school also reveals that he uses pair and group works when he wants student to collaborate in order to solve the tasks. This view seems to contradict the results of the STEP project baseline study that concluded there is no evidence of pair and group work use in the classrooms (STEP project, 1998). His teaching experience may contribute on how to express this view on language teaching. He has been teaching Portuguese at primary schools for several years. The view is also supported by Thompson (2013) who put forward that when students are working in groups, the learners can produce a greater amount of output as compared to teacher-centered activities. The participants in the study are aware of the importance of pair or group works and when to use them but unfortunately, they never provided evidence of pair and group work use to justify what they reported in the interviews. The CLT curriculum reform describes the roles of learners according to the recent theories of language learning.

4.4.3 Learner's roles

On the topic of learners' roles as one of the features of the CLT, the question required teachers to describe learners' roles in the CLT curriculum reform. The following table assesses the consistency between teacher's perceptions and attitudes toward CLT and their classroom practices. The table consists of five statements that assess the fulfillment of learner's roles in the class when they are implementing the curriculum reform.

Table 4.6 Learner's role

No	Activity	3	2	1	0	Total
17	the learners listen to the teachers' explanation	3	1	1	-	5
18	the learners participate in group / pair work	-	-	-	5	5
19	the learners take notes	3	-	2	-	5
20	the learners ask questions to teacher	-	-	-	5	5
21	the learners do individual work	5	-	-	-	5

Key (always=3), (sometimes=2), (rarely=1), (never=0)

As depicted in **Table 4.6**, three of the five teachers always assigned students to listen to teachers' explanations and three of the five teachers always led students to take notes. None of the teachers organized students to work in groups or pairs and all of them always led learners to work individually. None of the teachers gave students chance to ask question them about their doubts.

Conversely, Carlos contradicts teachers' exposed beliefs in the interviews. He suggests that students should be,

“information seeker, perform activities guided by the teachers”

When students individually seek information, they can do so in order to complete their assignments. This enhances students to take the responsibility of managing their learning. In turn, it compels them to use various learning strategies that are very important for lifelong learning. Every activity is completed with the objective of language learning. Teachers are supposed to provide students with activities that require them to interact and students take active roles rather than providing correct answers. Students should construct knowledge using cultural and social tools (Vygotsky, 1978). This learning and teaching strategy increases students' motivation, consequently, the learning outcomes of the students is believed to be higher than passive learners. Elizeu reveals that student should be provided with more talking time as they say;

“the teacher less talks and monitors the student’s discussion”

It was also interesting to hear that teachers should give students more time to interact in the classroom. The view contradicts the traditional teaching methods that is teacher-centered and prioritizes student-centered approach (Westbrook. et al, 2013). Students become active agents interacting in groups and pairs as teachers lessen their dominant roles such as controller and knower to mention just a few. Richards and Rogers (2001) argue that the CLT teacher acts as a facilitator, an independent participant, a researcher and needs analyst, counselor, and group process manager. Mangubhai et al., (cited in BAL, 2006) argues that while students are actively involved in participation through interpretation, expression and negotiation of meaning the teacher facilitates the communicative process among all the students in the classroom, and between the students and the different types of activities and texts. Such occasions impart students with strategic competence (Canale & Swain, 1980, 1983). Strategic competence helps students to compensate for breakdown in communication due to limiting conditions in actual communication or to insufficient competence in one or more of the other areas of communicative competence but also enhances the effectiveness of communication (Canale cited in Alexio, 2003). Carlos teaches both at private and the urban secondary school, while Elizeu teaches at the urban secondary school so it is reasonable for their beliefs to be similar as they all teach together at urban secondary school and head English departments for day and night shifts.

The third question examines the consistency between teachers’ theory and classroom practices. Reconciling the expressed views by the teachers in the interviews and their teaching classroom practices, there is no evidence that reflects the consistency between teachers’ theory and their classroom practices. On the other hand, Hancock and Gallard; Lederman; Lederman and Zeilder; Mellado (cited in Savasci-Acikali, 2009) concur that teachers’ beliefs do not necessarily influence classroom practices because of several factors.

4.4.4 The views of teachers on CLT curriculum reform implementation

Related to the third question, “to what extent are teachers’ perceptions and attitudes toward CLT consistent with teachers’ classroom practices? The responses of the participants indicate teachers have different views on the CLT curriculum reform implementation. While two participants believe that CLT is being implemented properly, the other three participants argue it is too early to witness its implementation in secondary schools. Elizeu agrees that,

“It is being implemented properly; they can enable students to use the language they are learning”

The participants have different views on how CLT is being implemented. Among them, Elizeu agrees that CLT is being properly implemented while other participants responded without certainty. According to their views, they believe that teachers are conducting effective lessons as students are able to use English language. Bento disagrees with the above statement expressing that,

“In a very little scale, most teachers continue to use traditional”

The participant points out that traditional teaching method is still dominant in the classes and confident that it is possible to implement CLT curriculum reform if teachers change their attitudes towards it. Pedagogically, to change attitudes would mean teachers to consider the benefits of traditional teaching methods as compared to the latest CLT curriculum reform. Kennedy (cited in Mulat, 2003); Orafi and Borg (2009) posit that an attitudinal change is an essential and inevitable part of any pedagogical innovation. They are well informed about the challenges that hamper them to implement CLT in the classrooms. The participant heads at the rural secondary school seems to reveal the reality about language learning situations on the ground at his secondary school. Arguably, the headmaster of the secondary school and the head of English departments raise these complaints to appeal for a change. Alberto is unsatisfied with the implementation of CLT and exposes that,

“students are rarely exposed to CLT.”

The participants dispute on the implementation of CLT curriculum reform. He argues that teachers do not always expose students to CLT. The participant probably shows that teacher sometimes rely on traditional teaching methods and communicative approach. In other words, he is able to identify the teaching methods teachers use is not CLT. The behavior of students may also influence to teachers to choose a certain teaching method in a certain social context. His argument may be based on the context where he teaches because in rural areas students aim to have certificates in their hands than being able to communicate in different settings. Drame (n.d) study revealed that the teachers did not resist applying CLT in the classes; however, the teachers knew that the CLT approach would not prepare their students to pass traditional grammar exams that were dominant. Bento also alleges that,

“CLT will only be possible and effective if teachers change their attitudes towards the teaching-learning process”

The teachers need to change their attitudes towards theories of language learning and teaching. This also entails teachers to change their classroom practices. Teachers have to abandon the traditional teaching methods and embrace the recent learning theories that emphasize student-centered approach that underpins the CLT. Teachers should give students more time to speak in the classroom. Crookes et al., (1994) also points out studies results as another source for an intention to change due to awareness of new and supposedly better teaching practices. This lends support to Al-Magid (2006) studied Zimbabwean teachers' attitudes on the effective implementation of the CLT approach. The study concluded that teachers' attitudes are only one component of that process and must be considered in relation to other variables such as individual factors that contribute to its effective implementation. Al-Magid infers that if the CLT was to be effectively implemented in Zimbabwe, then teachers' attitudes toward CLT have to be improved.

Some teachers believe that CLT is being implemented while others argue for the participants to change their attitudes toward the teaching and learning process. Therefore, teachers' change in attitudes toward teaching and learning process is a worrying concern. The above discussion suggest that nobody knows what exactly is taking place on the implementation of the CLT curriculum reform at secondary schools ten years after its proclamation.

This discussion completes the third question which concludes that the participants' views and their classroom practices are inconsistent. The participants are aware of CLT's definition, features and its advantages. As well, they have also proved to hold positive perceptions of and positive attitudes towards CLT curriculum reform.

Still on teachers' beliefs and classroom practices, contextual factors have a great impact on the consistency between teachers' beliefs and classroom practices. Therefore, this study also probes to understand the challenges that obstruct teachers to implement the current curriculum reform. The following section discusses the challenges according to their categories following the results of the project.

4.4.5 Challenges that teachers face to implement CLT

As the fourth question; “What challenges do you face when implementing CLT in your classrooms?” The interviewed teachers were required to mention the challenges that obstruct them to

implement CLT in the classrooms. The participants indicate that the challenges emanate from teachers, students and educational system to implement CLT in the classrooms. During the discussions, I use the tables to summarize the sub-themes under each category in order to give a reader a general idea of what comes next.

4.4.5.1 Teachers' related challenges

Throughout the interviews, data analysis indicates that teachers hold CLT misconceptions which include learner's role, fluency and accuracy and over emphasizing written skills at the expense of oral skills. They also indicate lack of CLT training. All of these factors obstruct the implementation of CLT curriculum reform see **Table 4.7** below.

Table 4.7 Teacher-related challenges

N°	Source	Types of challenges	
01	Teachers	-Misconceptions	-The role of learners
			-Fluency and accuracy
			-Productive skills
		-Lack of CLT training	

4.4.5.1.1 The role of learner

Teachers and students' roles are crucial when considering CLT as a language learning and teaching approach. After all, the differences between teachers' and learners' roles has given some teachers hard time to distinct them. The teachers reveal some CLT misconceptions as they confuse teachers' roles with those of learners. Alberto states that students are,

“organizers and monitors”

The participant attributes students' roles that should be carried out by the teachers in the classes. Students should take active roles as compared to the teachers in order to construct knowledge in the class. This situation has a negative impact on students' achievement and teachers' class management. This may leave teachers with no roles to play when taking into account teachers' misconceptions. Teachers have to organize the students to carry out tasks individually, in pair and

group works. They have to monitor all the activities that students do in the classes so that all students progress at the same pace.

After all, CLT regards students as active agents and teachers as monitors and facilitators of the learning and teaching process (Brown, 2000). That is to say; students should have more time to interact either in pair and group works doing exercises in the class than teacher talking time. According to Breen and Candlin (1980) attribute teacher two main roles. First, they describe the teacher as facilitators, helping participants to become engaged in the communicative process through involvement in the various activities in the classroom. That means teachers should organize and monitor students to work either in group or pair works so that they can collaborate, negotiate and carry out activities. Teachers and students' roles' are some of the CLT features that have motivated the researchers few decades to embark on the CLT approach.

When teachers confuse the roles with that of their students, this may cause serious problems during the lessons and may result in students' misbehavior. Students and teachers may end up carrying out roles that are not preconceived in the learner-centered approach. They can also end up merging the traditional teaching methods and the communicative approach. With the same view, Fullan (2010) concurs that teachers are often asked to implement a curriculum reform without being given a clear explanation of how to put it into practice. This lends support to Mareva and Mapako (2012) who investigated teachers' conceptions of CLT. The researchers' unearthed that the implementation of CLT is controversial as the teachers think that CLT implies that teachers abdicate their roles since the approach is learner-centered. The fact that teachers are unable to distinguish between their roles and those for their students has led to obstruction in the implementation of the CLT curriculum reform.

In the context of this study, all the participants trained as English teachers. The discussion highlights that teachers have challenges to distinguish students and teachers' roles which mean they are unclear about the features of the communicative approach and the traditional teaching methods.

4.4.5.1.2 Fluency and accuracy misconceptions

The equilibrium of fluency and accuracy in a language class has a great impact in foreign language learning and teaching. The findings indicate the participants have different views on how to teach

fluency and accuracy since some of them believe it is impossible to teach fluency due to different contextual factors. Carlos states that,

“I do emphasize the accuracy because fluency involves many aspects such as culture, the language exposure, one’s accent, mother tongue etc.”

The participant alleges that various factors such as culture, language exposure and accents impede them to teach fluency. Even though the participant is the most experienced in this sample, the extract indicates that he is unaware of the fluency notion. To elucidate the paradox, Harmer (1991) associates accuracy with non-communicative activities and fluency with communicative activities respectively. The premise is that when teachers emphasize accuracy activities in the classroom, students carry out non-communicative activities. On the contrary, when teachers stress fluency activities, they will be providing students with communicative activities. While the former aims to impart students with linguistic competence, the latter targets to equip students with communicative competence (Harmer, 1991). In that sense, Harmer falsifies that culture, language exposure, one’s accent and mother tongue do not obstruct teachers from teaching fluency. For instance, Coskun (2011) contends that fluency and accuracy are complementary principles. When teachers fail to balance them, this may result in students lacking spoken and written communicative abilities.

Regarding CLT principles, fluency has to take more time than accuracy to keep students meaningfully engaged in language use which means providing students with more time to do communicative activities than non-communicative activities in the classroom (Coskun, 2011). Brown (2000) concurs that CLT gives emphasis on communicative competence instead of structural competence. In most circumstances, teachers fail to strike a balance between fluency and accuracy during the lessons due to lack of theoretical and practical knowledge and contextual factors. Fluency and accuracy confuse teachers to take a balanced approach when planning the lessons. In this case, the participants seem to devote more time on accuracy than fluency.

4.4.5.1.3 Productive skills misconceptions

The advocates of CLT emphasize four language skills in order to equip students with communicative competence (Harmer, 2001). The four skills are categorized into two main groups that are productive and receptive skills. In this study, the participants have a vague meaning of productive skills. Fulane reports that,

“the main aim of teaching a language is to enable students to communicate orally rather than in written form.”

In this extract, the interviewee emphasizes oral skills and down-plays written skills according to his statement. Literature reveals that written and oral skills are productive skills while reading and listening skills are receptive skills. When students write or speak, they aim to convey a message in order to fulfill a communicative purpose (Harmer, 2000). Besides, when students listen or read in order to encode the message either in oral or written form.

To fulfill the communication purpose, students should either use written or oral skills. In written form, students can communicate using a letter of complaint, filling forms and application letter. In oral form, it can be an interview; conference or meeting, however, students should fluently express themselves so that they can be understood. They achieve aims by selecting a variety of language structures from their schemata and use them. When students are able to receive and send messages to other students, it means they are able to communicate, which is the main target of the CLT (Harmer, 1991).

On the other hand, when students are unable to send and receive the message from the other students, it signals communication breakdown. In this circumstance, it is impossible to fulfill the communicative purpose. Other means to compensate communication breakdown is called for. That is to say, the importance of strategic competence is needed here (Hymes, 1967; Canale and Swan, 1980, 1983). Hymes (1967; Canale and Swan, 1980, 1983) view strategic competence as needed to compensate for communication breakdown due to limiting conditions in actual communication and enhances the effectiveness of communication.

Unfortunately, the participants are unaware that these two skills fall under one category. Therefore, the fact that teachers provide students with more oral activities at the expense of written skills does not hold water. Such ignorance of written skills may lead to incomplete communicative competence in the part of students such as sending and receiving written or oral messages. The participants in this study prioritize oral skills which differ from other studies that devote more time to written skills. The teachers swear they are preparing students for final exams which are normally based on traditional grammar-based format. Probably, this is due to lack of CLT training.

4.4.5.1.4 Lack of CLT retraining

The quality of teacher education is usually revealed when it coincides with the implementation of the curriculum reform. Lack of training has a negative impact not only when teachers implement curriculum reforms but also on language teaching and learning processes. Inadequate CLT training is one of the challenges that teachers face when implementing curriculum reform. Bento reports that there are no chances for in-service training,

“retraining and workshops opportunities are scare”

The participants reveal that the seminars for in-service training are very few which is unusual to hear from them. In this study, the situation of the two government secondary schools requires more attention. The urban government secondary school is situated in the peripheral of the town while the rural secondary school is 15 km away. The teachers at the urban government secondary school have more chances to participate in seminars because there are many non-governmental organizations (NGOs) that have partnerships with secondary school and sponsors short teaching retraining courses. The teachers from the rural government secondary school are legible to complain as they are far away from the cooperating agents.

However, some teachers have participated in some seminars while others make it known that they have never had that chance to participate in seminars. Fulane clarifies that

“I wish I had such opportunities”

It is bewildering to hear that most teachers in this project lament that they have never had any chance for CLT retraining. It is a big concern for the government to know how the teachers are implementing the curriculum reform as they have never been retrained. The government should take the responsibility to train teachers in order to update teachers' teaching skills so that they adopt curriculum reform in different contexts. This will also help them to come into grips with the curriculum reform principles and take responsibility of nurturing it. This extract reveals the negligence of the educational authorities to monitor the project.

Scholars argue that the nature of curriculum reform can have a crucial impact on the acceptability and implementation process (Fullan 2001 & Rudduck, 1986). Mulat (2003; Orafi and Borg, 2009) argue that since a change in materials or methods do not simply operate at surface level, but it

represents an increase in teachers' understanding and knowledge. The curriculum reform envisages recent learning and teaching theories (Vygotsky, 1978) such as the social constructivist theory which is different from the traditional teaching methods that is based on behaviorism.

The fact that the teachers mourned for CLT retraining probably implies they recognize the discrepancy between CLT theory and classroom practices. The situation obliges teachers to find other sources of their teaching beliefs and based their teaching practices. After all, teachers' professed beliefs are significant as they base their actual classroom practices on their personal experiences. Phillips and Borg (2009) conclude that teachers' beliefs which are grounded in their teaching experience exert most influence on their practices.

Apparently, some teachers have had a chance for retraining while others have never had, specifically, Fulane and Bento. This scenario leaves teachers apprehensive to implement the CLT curriculum reform depending on their initiatives. Apprehensive refers to a worry about something one is doing for future consequences. Apprehensive sometimes induces teachers to do what they can't explain or resist to curriculum reform and revert to traditional teaching methods. They may react against CLT curriculum reform as it is not assimilated in their schemata and well trained on how to adopt it. Similarly, Papajani (2015) warns that lack of clarity and diffusion of goals can cause great anxiety and frustration to those who try to implement it. Besides, teacher sreport that,

“if you write for the school directorate you are given the opportunity, you have to write first”

The participants suggest that it is necessary to write to the district directorate if the teacher wants to go for CLT retraining. Nevertheless, this approach is obscure because it is the responsibility of educational authorities to upgrade teachers' teaching skills through teacher professional development plan. They should provide teachers with training on regular basis to guarantee the implementation of curriculum reform. In that sense, Almalki (2013) concludes that introducing a curriculum reform is not enough for a change to occur and will not bridge the gap but the success requires change in teachers' beliefs and practices. The view was expressed by the teacher who got a scholarship from the district directorate to study at university might motivate him to put forward this suggestion.

Even trained teachers when involved in a curriculum reform, there is a need to modify their beliefs and practices as it entails new principles and practices. Nakisan (2016) confirms that teachers' perception of language teaching and learning principles to apply in the class is absolutely dependent on the fact that they have been trained on it and are familiar with it. That is to say, teacher education is not enough to guarantee the implementation of curriculum reform without retraining. Based on interviewees' responses, the government failed to take full responsibility to secure the implementation of the curriculum reform.

Overall, even though most teachers have participated in-service training sessions but their fragile teacher education leaves the participants ill-prepared to put the CLT curriculum reform into practice in the classroom as recommended by the MoE.

4.4.5.2 Student-related challenges

The second category of the fourth question "What challenges do you face when implementing CLT in your classrooms?" The current study indicates that students also obstruct the adoption of the CLT curriculum reform. They lack language skills, have different cultures and learning styles, see **Table 4.8** below.

Table 4.8 Student-related challenges

N°	Source	Types of challenges
02	Students	-Lack of language skills
		-Culture
		-Learning styles

4.4.5.2.1 Students' lack of language skills

In Mozambique English language is introduced at primary school in the 6th grade. From the first grade, Portuguese is the medium of instruction which is the official language as well. In this study, the participants report students' lack of language skills as one of the prevalent challenges to implement curriculum reform in the classrooms. Alberto reports that,

"students may have different useful ideas but they just cannot bring them out"

The respondents reveal dissatisfaction with students' lack of language skills. The students are unable to participate actively in the class. It also means that they cannot express themselves according to the teachers' expectations. Probably the participant tried to apply student-centered approach in the class and may be some students were unable to cope up with this approach due to different language levels. The participant teaches and heads English department at the rural secondary school. Consequently, students could not express themselves communicatively without knowledge of different verb tenses and forms. Alberto also laments that,

“they lack the knowledge of regular and irregular verbs.....”

Students are unable to distinguish different forms of verbs which are very crucial when they start learning English language. With this language deficiency, students are restricted to take part in the interactions. Thereafter, this principle is mostly inclined with traditional teaching methods. It contradicts the principles of curriculum reform which advocates for a student-centered approach. With the lack of communicative competence (Canale & Swain, 1980, 1983), students won't be to communicate and collaborate successfully. Communicative competence entails the knowledge and skills required to express accurately and understand the literal meaning of utterances (Alexio, 2003). This has impact on the teaching styles of the teachers. Anto, Coenders & Voog (2012; Maryslessor, Barasa, and Omulando, 2014) studies reveal that the teachers lacked motivation to teach in a communicative way due to students' poor language background and proficiency. In the context of this study, students' lack of knowledge does not provide teachers with conducive conditions to implement the CLT curriculum reform.

4.4.5.2.2 Students' culture

Language and culture go hand in hand. When students learn a target language, they also learn its culture as well. The participants also indicated that students' culture constrained them to implement the curriculum reform. Elizeu reports that,

“students are not given space to express their feelings, thoughts etc., at home, as a result, at school they exclude themselves.”

The interviewees believe the behavior of the parents influence these manners because they exclude students when making decisions on family matters in the communities. However, this behavior of students appears to originate from two sources.

First, students seem to bring passive learning styles from their homes where they are prohibited from airing their views with parents due to traditional and cultural reasons. In EFL contexts like Mozambique students are scared to counteract their teachers who they believe to be knowledge providers that reduce their participation in CLT lessons. According to Jack and Schmidt (2002) culture is the set of practices, codes and values that mark a particular nation or group (p.138). Vongxay (2013) argues that social interaction is one of the pre-requisites for learning a new language. The activities that teachers use in the class influence students' motivation to learn the target language. The teachers need to know that students in EFL contexts lack CLT cultural interaction and they should gradually introduce interaction in their contexts.

Second, the teachers might have accommodated students in a teacher-centered approach in the previous grades. In this circumstance, a teacher is the sole authority figure in the classroom. The teacher delivers the content in bits and pieces graded from the curriculum under teachers' instruction and little or no attention is given to students' choice or interaction (Westbrook et al., 2013). As a result, students continue to depend on passive learning styles at secondary schools. The students consider the CLT curriculum reform as a cumbersome method as it requires them to take active roles. Being active is a primary pre-requisite for students to participate in a learner-centered approach lesson. Westbrook et al., (2013) argue that around student-centered pedagogy teachers share their students' language and culture, and they accept a more demonstrative and less authoritative role.

The respondents also associated students' passiveness with their norms at home and society, which obliges young ones not to contradict the older ones. This culture radically differs from the Western culture which prioritizes interaction as a means of knowledge construction. The view is confirmed by Mawere (2012) who revealed that students in public secondary schools in Mozambique struggled with learning speaking skills. In the present study, cultural interaction challenges students from participating actively in the class. The interviewee reveals that students are unprepared to participate actively in the class. They are relaxed and ready to take passive roles. This behavior contradicts the recommendations of the present CLT curriculum reform.

4.4.5.2.3 Students' learning style

Students use different learning styles to learn the target language. For example, some students may prefer explanations for grammatical rules to learn a language; others may not need grammatical

rules explanations (Jack and Schmidt, 2002). The participants express their discomfort with the learning styles of the students in the classrooms. Bento expresses that,

“students do not speak; making errors is not a problem, but the students are shy to use the language.....”

Bento laments the fact that students may know the answer of the question, they are not keen to answer. He points out that students do not speak in the classroom because they are afraid to commit errors. Students think that committing errors is a big concern in the class. To reduce the impact of committing errors, teachers should inform students that no-one is penalized for committing errors during the lessons; instead, students who frequently participate during the lessons should be given more credits at the end of the term. This ensures students to learn English confidently through trial and error. This view is in line with researchers who concur that errors are natural in language learning (Coskun, 2011).

Alternatively, teachers should also consider students' different learning styles or strategies in the class. Learning strategies operate directly on incoming information in ways that enhance learning (Jack and Schmidt, 2002). When teachers are teaching grammatical structures, for example, some students may prefer explanations for grammatical rules; others may not need them. The teachers allege that students are shy to use the language. The students who are used to teacher-centered approach are not prepared to participate actively in the class. Drame (n.d) questioned the relevance of CLT in Senegal. The study revealed students' low motivation resulting from the low status of English within the curricula that was given importance.

Vygotsky's (1978) social constructivism illustrates the importance of interaction between social and practical elements in learning through activity speech and practical activities. It also highlights the prominence of students constructing meaning through activity at an interpersonal level and interaction with others using speech and cultural to the meaning of the interpersonal worlds and share with others. Teachers have to play more demonstrative roles and less authoritative roles by engaging students in group and pair works. All these features are reflected in the current CLT curriculum reform.

In this context, student lack language skills obscured the implementation of curriculum reform. Similarly, the education system also imposes challenges that lead teachers to struggle to implement CLT curriculum reform.

4.4.5.3 The impact of the education system

The third category of the fourth question; “What challenges do you face when implementing CLT in your classrooms?” is related to educational system. The interview data analysis yielded that there are three education system-related challenges that restrain teachers to implement CLT. These are crowded classes, traditional-grammar based exam and lack of teaching resources, see **Table 4.9**

Table 4.9 Education-system-related challenges

N°	Source	Types of challenges
03	Education system	-Crowded classes
		-The influence of national exam
		-Lack of teaching resources

4.4.5.3.1 Crowded classes

The number of students in one class has a huge impact on the type and quality of instruction that teachers provide to students. As depicted in **Table 3.1**, the average class has 43 students at private secondary school and 55 students at the government secondary schools. The interviewees recognized large classes as a constraint. Carlos voices that,

“the classroom conditions such as large classes”

The interviewee considers large classes as an obstacle when adopting the curriculum reform. The participant who raises the point teaches both at government secondary school and private secondary school. The reason is that he knows the number of students in each class at both secondary schools. The public secondary school has more students than private secondary school. In fact, in order to manage large classes, teachers need adequate teacher education and good management skills. Some experienced and inexperienced teachers have the tendency of paying more attention to students who are self-motivated and intelligent. These students always determine the pace of the teacher during the lesson. Sometimes teachers are satisfied that they are effectively teaching which is unrealistic. They usually ignore and leave weak students behind who need teachers’ assistance. By the end of the term or year, teachers are frustrated because the achievement of students always deviate and blame large classes as a challenge.

Recently, researchers have taken giant strides to minimize the problems that relates to large classes. Large classes don't only impose burden to the teachers when they are well handled but they have merits for both students and teachers. First, crowded classes have mixed ability students and brilliant students can become tutors among them during the lessons. As a result, this reduces pressure for the teacher. Pica (1994) concurs that when a class is a large one or not, group work has always been considered as compensatory practice in order to provide learners with more speaking turns than that can be possible during teacher-led instruction. So, teachers can use pairs or group work to alleviate him from managing individual students.

Second, when students are tutors among themselves, they produce a lot of output among themselves through interaction. They do not hesitate to talk to each other and participate actively in the activities. They collaborate among them, as a results, they will be involved in a student-centered environment that usually provides better results as compared to teacher-centered instruction. However, researchers argue there is a danger of students using their L1. The use of mother tongue in the classroom is inevitable during group and pair works in class. The use of native language is cautioned by Larsen-Freeman and Anderson (2011) who argue that judicious use of the students' native language is permitted in CLT. Likewise, Li (2004) admits that students share native language and temptation to facilitate or initiate a conversation with the use of native language at times is indispensable. In brief, a class with few students is likely to be less complex to instruct than one with many students, while large classes are more complex and requires teachers to use expertise knowledge to manage them. In this study, the number of students in one class challenges teachers to conduct the lessons.

4.4.5.3.2 The influence of the national exam

Curriculum reform does not only affect the teaching approaches but it also affects the assessment procedures. Teachers should use teaching approaches that reflect the way they assess their students. In the interviews, it became evident that the participants know the relationship between teaching practices and assessment procedures as Carlos states that,

“.....the written multiple choice test is not only the way of measuring the learners' entire performance”

From this statement, the participants know that there are many ways of assessing students in order to measure their language performance. In this study, they alert the educational authorities that

even though they were applying the traditional teaching methods for the past years, they are aware the present CLT curriculum reform requires them to use a wide range of assessment procedures that provide them with evidence of student learning progress that later enhances them improve their teaching practices. Heaton (1990) supports the view that assessment procedures help teachers to improve their instruction in the classroom.

Similarly, the current CLT curriculum reform prioritizes the assessment of the four language skills and all of them should be given the same weight unlike the traditional grammar based that focus on vocabulary and grammar. The curriculum reform states that it emphasizes formative assessment, which gives scope for the inclusion of informal assessment also known as classroom assessment. It stipulates that

“assessment is an important part in the teaching and learning process and it cannot be disassociated from the activities, procedures, methods and learning materials used in the classroom” (INDE /MINED, 2010, p. 51).

Effective assessment procedures must go hand in hand with the teaching techniques that support students learning. This assists students to close the gap between their current level and the desired goals. Teachers should achieve the laid-out objectives in the curriculum reform official documents. When there is disparity between teaching and assessment processes the results might be undesirable. The respondents assign multiple choice questions as a challenge that impedes teachers to implement CLT.

Furthermore, the participants implicitly indicate the incongruence between teaching and assessment procedures. They are unsatisfied with the traditional grammar-based format that is still used by the MoE at secondary schools. It still focuses on grammatical structures and vocabulary while ignoring listening and oral skills. Heaton (1990) warns that an excessive use of multiple-choice tests of grammar may hinder students' progress rather than help it. The MoE contradicts the principle of communicative competence which means knowing how to use language appropriately in a given speech community Hymes (1970, 1972). It is interesting to note that the participants who teaches in the urban secondary school seems to be motivated to use different assessment strategies that reflect how language is used in real life situations. The other participants from rural secondary schools did not mention this fact which means that they are not aware of this disparity between teaching and assessment procedures.

As well, the assessment procedures implicitly influence teachers and students' behavior in the classroom as the final national examination are still traditional grammar-based. The exam mainly assesses students' vocabulary, grammatical knowledge and reading comprehension and ignores listening and speaking skills. The teachers give more importance to grammar and vocabulary for their students to pass the final year and university entrance examinations. With such an orientation, students prefer teachers who direct them to do what they are assessed in the final year examination. This view is advocated by Anto, Coenders and Voog (2012) and Maryslessor, Barasa, and Omulando's (2014) studies that revealed that the teachers emphasized the pressure for formal examinations this made the teacher concentrate on training and drilling the learners on how to pass the exams at the expense of communicative competence, consequently, teachers considered CLT as a waste of time. The importance of communicative activities is given less credit. This disproves the curriculum reform as it establishes that teachers are strongly recommended to include and use formative assessment to cater for the qualitative aspect (INDE /MINED, 2010). This view is similar with Li (2004) who observes that students in EFL contexts usually learn English either because it is a social requirement or they need to pass a certain university entrance examination or certain examinations.

4.4.5.3.3 Lack of teaching resources

The MoE has insufficient funds to supply the secondary schools with teaching and learning resources. The success of a student-centered approach depends on the availability of teaching and learning resources. In the interview, Carlos laments;

“lack of teachers’ and students materials such as books, resources center, and laboratory to practice the language etc.”.

The extract confirms that the teachers are interested in reading methodological books or reading teaching materials and other teaching and learning resources. Laboratories are not available at secondary schools. They also lack teaching guides which teachers should consult when they are planning lessons. When teachers want to consult, they solely depend on students' textbook which don't provide teachers with appropriate teaching methods.

Doubtless, the fact that the interviewee heads English departments at private and secondary schools may motivate him to utter these words since he knows the real situation of the secondary

schools. With laboratories, teachers can teach English using a variety of communicative activities that includes four language skills that can stimulate students' interest. These include role-plays, debates, discussions, drama and so on. The results of this study contradict with those of Mareva and Mapako (2012) who investigated teachers' conceptions of CLT in Zimbabwe. The study revealed that teachers lamented the boredom and monotony associated with the routine of employing games in every lesson.

Besides, an equipped resource center with methodological books, content books, dictionaries and other materials becomes important for in-service teacher professional development. Teachers would consult, revise and base their teaching and learning principles on the published literature. A resource center may contain auditory or visual teaching aids necessary for language teaching such as memory cards and videos. There could be modern technology equipment such as TVs that would assist students to watch live stream programs. This equipment is vital because teachers can contextualize the language during the lessons by using videos and recorders. What is intriguing is that teachers do not spend any effort to provide pictures or drawings which may help teaching vocabulary and grammar that leads to the use of L1. This concurs with Drame, n.d; Anto et al.,(2012; Maryslessor et al., 2012) studies. The study concludes that there was a lack of resources and unequipped classrooms and a lack of support from the administration.

Even though some participants work at the secondary schools with medium library which have few teaching resources such as cassette players, teachers' guides are not available. The prescribed guides for teaching English in these secondary schools are not provided to students. This situation is similar to Almalki's (2014) study which concluded that lack of teaching resources was indicated as a challenge to implement the curriculum reform. The teachers end up planning the lessons depending on their initiatives without considering the crucial aspects indicated in the curriculum reform. The participants' views are supported by Clement (2014) who argues that mandated curriculum innovations are usually introduced at schools at a rapid pace and teachers are responsible for the problems that arise thereafter. This appeal probably shows that teachers were interested in using communicative activities such as games and theatre as they are mourning for laboratories and resource centers. Such a situation where teachers only use chalk and board to teach English is considered as one of the challenges of ELT in the Mozambique secondary schools under study.

In sum, the teachers are ill-equipped with theoretical and practical teaching skills and the students are deeply-rooted in cultural habits that limit them to participate actively in the class as laid out in

the present CLT curriculum reform. The secondary schools understudy has large classes with insufficient teaching resources which make it difficult to implement the curriculum reform.

4.4.6 Guidelines for teacher training on CLT

The fifth and the last question probe teachers to suggest guidelines that would improve teacher training on CLT. This question is important because it motivates teachers to reflect on CLT theory and practices. Four of the five participants express the following extracts; Bento suggests teachers to,

“create real-life situation in the classroom which will inspire students to use the language”

Even though the participants work in rural secondary school context, they are keen to contribute to ELT teaching in general. The participants believe that involving students in activities that resembles real-life situations aid students to learn English easily. The view is that language learning and teaching should be contextualized. Teachers can organize students to do activities such as role-plays, debates, turn taking activities and so on. They believe that this will inspire them to use English. When students carry out activities which require them to describe the events, place, or people language contextualization enhances them to learn language. Students will recognize the importance of establishing the relationship between what is taught and what they do in real life situations. They also establish the target language and the circumstances when to use it. Larsen-Freeman and Anderson (2011) argue that, students need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions such as refusing, requesting, apologizing. They must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors. Fulane advises teachers to,

“select topics which are familiar with students as well as preparing them before the activities that is providing them with enough vocabulary”

The participants advise teachers to select the topics that are familiar to students when they are teaching. Teachers have to select topics which students know. This prevents students to learn new contents and language at the same time. The idea is that students should use the target language to describe what they know. During the lesson, the teacher can pre-teach vocabulary and expressions that are frequently used on those topics. This would counteract what teachers have previous lamented by indicating that students lack vocabulary or they have isolated vocabulary in isolation.

Vocabulary becomes necessary as soon as students start to complete tasks such as gap filling, re-organizing paragraphs, puzzles, to mention but a few. Also, pre-teaching vocabulary safe guards students to misuse vocabulary that are related to the topic. Cook (cited in Rahman, 2015) proposes that CLT bases language teaching on the functions that the L2 had for the students and on the meaning, they want to express, leading to teaching exercises that made the students communicate with each other in various ways. Elizeu also make it known that,

“teachers should give the students a lot of activities to practice all the language four skills”

Furthermore, motivation boosts the emotional and psychological features of students. When the class use language to solve the problems during their lessons it is possible to teach four language skills. The use of different tasks also caters for teachers to teach all the four language skills. Teachers can assign students to write or debate different current issues such as Covid19. At times, teacher can read the text while students are doing listening activity that will require students to fill missing information or note taking. The activities require students to listen and write the necessary information. The teacher can also set activities that require them to debate so that they provide different views on how to prevent Covid19. The whole process aims to balance the four language skills. This will enhance them to acquire communicative competence. Carlos also reveals the importance of teaching resources in the class,

“I think the English teachers should promote English club to boost the speaking tasks”.

“They should provide materials such as visual aids, videos”

The participants also mourn for English clubs to be carried out in a room with equipped with teaching and learning materials. When teachers use visual aids, they can assign students to do activities such as describing, comparing and finding the difference. These activities improve students' listening and speaking skills respectively. Equally, using videos teachers can play songs and chants and then assign their students to make notes, recite and repeat them. The fact that teachers mourned for teaching resources make sense as all the secondary schools in the district have insufficient funds to buy learning and teaching resources.

In other words, the participants are aware of the effective ways of teaching English. They recognize that they have to establish theory and practice using real-life situations examples. They also voice that teachers need to select topics that are familiar to students, motivate students and promote English clubs. They indicate the need for teaching resources in the classes since they improve

understanding of students. It is surprising that even though the participants have shown reasonable knowledge of CLT and provided useful guidelines their classroom practices contradicts their interview views. So it is reasonable to consider the view that teachers' beliefs may or may not always be reflected in what teachers do in the classrooms (Phillips and Borg, 2009). Teachers' classroom practices may be direct or indirectly influenced by language teaching theories that are their beliefs. Furthermore, the teachers have experience in language teaching so it is vital to give them chance to express their views on what they believe should improve teacher training on CLT. In this study, for instance, the participants demonstrate that teachers are aware of the CLT principles that should guide teachers' practical and theoretical knowledge.

4.5 Conclusion

The main purpose of this chapter is to analyze, interpret and discuss data collected through interviews and classroom observations. Each of the research question contained in Chapter 1 (see 1.5) was intended to address teachers' perceptions and attitudes toward CLT in Mozambique secondary schools with special reference to Chibuto District. The themes discussed in the previous paragraphs of this chapter are influenced by the review of the related literature in Chapter 2.

This study provides an understanding of the relationship between the teachers' beliefs and classroom practices. It also sheds light on the inconsistency between teachers' beliefs and classroom practices. These results are in agreement with Bingimlas and Hanrahan (2010) who admit that not all researchers agree that teachers' beliefs offer greater insights into practices.

This study also suggests that studying how teachers behave in the class is not enough but it's important to understand how beliefs and practices relate to each other. Farrell and Benis (2013) uphold that teaching is now viewed as a cognitive rather than a behavioral activity. It is teachers' thinking that influences their classroom practices.

Therefore, this study extends our current understanding of the relationship between teachers' beliefs about foreign language teaching and their actual classroom practices with regard to CLT

curriculum reform. Abdi and Asadi (2015) contend that teachers' beliefs play a crucial role on how teachers interpret new information about learning and teaching and how that information is translated into the classroom practices. It also provides evidence for the importance of considering teachers' beliefs about the foreign language teaching and the challenges that impede their intentions in the classroom practices.

Comparing teachers' professed beliefs and the observed classroom practices, data analysis shows a number of inconsistencies within teachers' beliefs and classroom practices regarding the CLT curriculum reform. This study reveals that although the teachers' professed beliefs seem to be aligned with CLT principles, on the contrary, they demonstrate more traditional classroom practices during their lessons. These results contradict Borg, Breen, Farrell and Lim (cited Farrell and Benis, 2013; Pajares, 1992) who argue that beliefs have shown to influence the instructional judgments and decisions made in classroom. The participants' reliance on the teacher-centered approach may have been influenced by the challenges as stated by their experience and training, teachers, education system and cultural contexts. These results also disagree with the literature in this study.

Lack of teacher retraining seemsto be one of the main reasons for the inconsistency between teachers' professed beliefs and actual classroom practices. The teachers are unable to implement their beliefs into classroom practice because of inadequate practical knowledge needed (Savasci-Acikali, 2009). In this respect, the paucity experience with the principles of CLT curriculum reform indicates the need to have a broad preparation for all the teachers who intent to implement CLT curriculum innovation.

The participants are unable to attach learners' roles in their practices as they claimed. The principle of learner-centeredness could not be fully implemented due to the teachers' concern about examination and other contextual factors such as large classes and students' diverse language proficiency. Furthermore, the participants have been inadequately trained to implement the CLT curriculum reform in the classroom. Instead, these participants have been superficially introduced to the CLT curriculum reform which they find attractive. In contrast, they did not fully assimilate it and fail to understand its importance in the teaching and learning processes. Bingimlas and Hanrahan (2010) argues that to understand teachers' thoughts, it is essential to understand their beliefs and experiences including their professional context where they socialize, teach and learn.

4.6 Chapter Summary

This chapter provided analysis and interpretation of the survey data that explored teachers' perceptions and attitudes toward CLT. The discussed results pertain to the lessons observation and teacher interview data which seek to answer the research questions formulated in the study. The survey data was analysed and interpreted to gain insights on how teachers implement CLT curriculum reform in the classes.

The next chapter wraps up the dissertation.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND IMPLICATIONS

5.1 Introduction

This study set out to investigate the teachers' perception and attitudes toward CLT. It also aims to examine to what extent are teachers' perceptions and attitudes consistent with their classroom practices in Mozambican secondary schools with reference to Chibuto District. To achieve its objectives, the study has addressed five objectives and its respective research questions in Chapter 1 in paragraphs 1.5 and 1.6 as follows:

Objectives

- to determine teachers' perceptions towards CLT;
- to determine teachers' attitudes towards CLT;
- to compare teachers' perceptions and attitudes with their classroom practices;
- to find out challenges which impede teachers to implement CLT in secondary schools;
- to develop guidelines for teacher training on CLT.

Research questions

- what are teachers' perceptions of CLT?

- what are teachers' attitudes toward CLT?
- to what extent are teachers' attitudes and perceptions toward CLT consistent with their classroom practices?
- what challenges do teachers face in implementing CLT in Mozambican secondary schools?
- what guidelines should be developed for teacher training on CLT?

In Chapter 4, an attempt is made to analyze and discuss the data obtained from the interviews and the classroom observations. Relevant information from teachers, head of departments and headmaster were cited to provide defensible and scientifically valid and reliable arguments. Following the review of the related literature in Chapter 2 and the empirical findings reported in Chapter 4, teachers hold positive perceptions and attitudes toward CLT; however, their theoretical pedagogical beliefs are inconsistent with their classroom practices due to contextual factors. More specifically, the results provide some explanations for what is going on in English classes, why teachers do what they do and the reason why the planned CLT curriculum reform is not successfully implemented. This concluding chapter consists of four sections. Section 5.2 summarizes the findings. Section 5.3 concludes the study. Section 5.4 depicts practical pedagogical implications and 5.5 makes recommendations for future research.

5.2 Summary of the findings

This section presents and discusses results from the qualitative analysis and interpretation of data on teachers' perceptions and attitudes toward CLT in the secondary schools. The theme that came out was that teachers hold positive perceptions and attitudes toward CLT, nonetheless their attitudes are inconsistent with their classroom practices. As indicated in the sub themes, there are various reasons that caused inconsistency between the theories of the teachers and the classroom practices. The paragraphs that follow give a summary of the findings of the empirical study discussed in Chapter 4 as outlined in 4.1 and contrasted with literature findings in Chapter 2 (see 2.1).

5.2.1 Teachers' positive perceptions

The study reveals that the participants are aware of CLT because they used different words to define it. They affirm that language is learnt through interactions among students and teachers (Richards & Schmidt, 2002). They also emphasized that the use of language is to communicate. The participants implicitly believe that communicative activities are essential to achieve communication (Larsen- Freeman & Anderson, 2011).

Similarly, the participants express that CLT provides students with more opportunities to practice the language because the lessons focus on students (Westbrook et al., 2013). When teachers focus their attention on the students, they engage them in interactions and monitor the learning process. They perceive that CLT enable students to use the language, consequently, they theoretically discard traditional teaching methods (Luz de Reis, 2015) (see 2.9).

The views of the participants are in agreement with the guidelines envisaged in the current curriculum reform. The use of interaction and communication are aligned with the principles of a student-centered approach (Westbrook et al., 2013). Student-centeredness is one the key components that underlie the principles of CLT (INDE/MINED, 2010) (see 1.2).

In view of teachers, perceptions are measured by considering what teachers think about a certain object or phenomenon and later attach its significance based on their experience, yet experience strongly influence perceptions (Phipps and Borg, 2009). In this study, teachers have been trained at universities about language teaching approaches and they are able to distinguish and approve the approach which they believe can enhance their students with communicative competence. The participants believe that CLT is the exact approach to teach English language at secondary schools.

5.2.2 Teachers' positive attitudes

The participants pointed out that CLT is the best approach to use when teaching English. The participants are able to select the approach which they accept to equip students with communicative competence (Richards and Schmidt, 2002). They reject traditional teaching methods that aim to impart students with grammatical competence that was removed in the current reform. The participants argue that CLT focuses on student and inspires them to adhere to CLT (INDE/MINED, 2009). This implies that teachers have to consider learners' needs and learning styles.

The participants also advocate taking into account the real situation in students' contexts. This helps students to notice how language is used in real-life situations (Larsen- Freeman, 2000). Language forms have different functions depending on the contexts, the relationship of the participants, time and other aspects (Hymes, 1976). Once the students are able to use language forms in different situations, they will be ready to communicate.

The participants' views depict the teaching theories visualized in the current curriculum reform. The beliefs are indispensable concepts in understanding teachers' thoughts, perceptions and

behavior since they influence their teaching theories and practices (Richardson cited in Yook, 2010). Literature indicates that the implementation of curriculum reform has also been linked to teachers' attitudes in different ways. Teachers' positive attitudes toward CLT influence their practices because they are responsible for applying and translating CLT in the classroom (Nakisan, 2016) (see 2.8).

Similarly, Mulat (2003) asserts that teachers who hold positive attitudes towards curriculum reform are more likely to implement it than those who hold negative attitudes towards it. In this study, the teachers hold positive attitudes toward CLT which means that it is a step ahead for implementing curriculum reform. It follows that MoE requires an additional effort to effectively implement CLT curriculum reform. This is in agreement with Kennedy (1987 as cited in Mulat) who states that teachers' attitudes are also an indispensable part of curriculum reforms. The teaching and learning theories of the participants are concurrent with the guidelines that are proposed in the current CLT curriculum reform (see 1.1).

5.2.3 Consistency between teachers' beliefs and classroom practices

5.2.3.1 Instructional activities

Relying on the quantitative approach using observation checklist, results indicate an inconsistency between the two research instruments. Taking into account the instruction activities, the lessons are characterized by teacher-led instruction since the majority of the teachers rarely emphasized activities that focus on meaning, communication and on both fluency and accuracy activities (Thorndike, Skinner, Pavlov cited in Westbrook et al., 2013). An exceptional case is the only one teacher who emphasized meaning and communicative activities when he was conducting lessons.

The answers from the interviews are at odds with the participants' classroom practices. The participants expressed that they stress fluency and accuracy because they are complementary elements (Coskun, 2011). Fluency is connected with communicative activities and accuracy is associated with non-communicative activities (Harmer, 2000; Coskun, 2011). The participants believe that these two elements are taught together because they strengthen students' communicative competence (Hymes, 1976). In this study, the participants' workload seems to negatively contribute, since they work at two secondary schools, therefore they tend to focus on accuracy activities that are easy to plan and mark. In addition, teachers' experience has an impact on changing the classroom

practices from the old curriculum to the current curriculum reform (Phillips & Borg, 2009). They may incline to traditional teaching methods while they are thinking that they are applying the curriculum reform (Mareva & Mapako, 2012).

5.2.3.2 Teachers' roles

The majority of the lessons are characterized by rote learning activities that privileges facts, memorization and imitations which create very few occasions that enable students to negotiate meaning, and at times they facilitated classroom activities and finally led students to frequently work individually.

During the interviews, the participants describe the role of teachers such as guide, prompter, assistant, controller and assessor (Richards and Schmidt, 2001; Breen and Candlin, 1980). The roles belong to teachers according to the recent theories of language teaching and learning. When teachers fulfill these roles while conducting lessons, they are likely to achieve the desired goals (Thompson cited in BAL, 2006). This also marks a departure from traditional teaching methods to recent curriculum reform. In the midst of this process, none of the roles was witnessed as laid out in the curriculum reform.

Yet, the disparity between the results of the research instruments is due to the way how the desks are arranged in the classroom. They are double-desks and difficult to move in order to form groups. They can enable teachers to conduct pair works with students.

Regarding grammar teaching, the majority used teacher-fronted grammar explanations and engaged students in sentence manipulation. This approach reflects students as passive agents in the class while teachers take dominant roles.

In the interview, all the participants argued that teaching grammar is important for students to communicate effectively (Thornbury, 1999; Howatt, 1984). It was also clear that the participants are aware of the weak and the strong versions. Some participants state that they implicitly teach grammar. This view implies teaching grammar in a communicative manner. The other participants expressed that they explicitly teach grammar. This means that they would explain the grammatical rules before students start to attempt to use it in tasks (Thornbury, 1999 ; Howatt, 1984). Professional-academic context has an impact on the teachers' choices (Burns, 1992; Parvaresh, 2017). In

this study, teachers with weak communicative abilities have always pointed out explicit teaching grammar and vice versa.

With reference to error corrections, the observed lessons are typified with irregular moments when students corrected each other's error. The minority number of the participants occasionally tolerated errors. The participants never used choral repetitions and drills.

In the extracts, the participants are responsive that they should avoid interrupting students when they are carrying out activities. The view is that distraction contributes less when students are involved in the learning process. Therefore, the participants propose that error correction should take place at the end of the lesson. With this view in mind, arguably, the participants are consciously that committing errors is part of language learning (Coskun, 2011) (see 2.2.1.4).

The participants are also able to distinguish different tasks with their corresponding error correction techniques. This refers to tasks such as written assignments that require sudden error corrections because it doesn't interrupt students. With reading tasks, teachers can take note of errors and correct them at the feedback stage. The views also reveal that the participants are aware to deal with the four language skills error corrections. However, they appeal that students or teachers should correct errors in a friendly and appropriate manner.

As to group and pair work, the participants never used groups and pair work in their classes. The majority of the participants from time to time used teacher-fronted grammar explanations. During the interviews, the participants confirmed to use either group or pair work depending on the type of the designed activity. While one participant argued that he emphasized group and pair work at the production stage. The stage involves students practicing language structures in a controlled manner.

Similarly, the participants expressed that pair and group works are essential when students discuss a certain topic so that they can collaborate and exchange ideas (Pica, 1994). When students work together, they collaborate and increase input and output which are the key components in communicative teaching (Mekhlafi & Ramani, 2011) (see 2.4).

5.2.3.3 Learner's roles

The lessons were characterized by frequent teachers' explanations. Students took notes during the whole lessons and the participants regularly assigned students to work individually. They never provided students with much time to ask questions and their doubts.

The participants are well versed with learners' roles as they described that students are information seekers. They also added that they are guides in the classroom (Maley cited in Abdulkader, 2016). The fact that teachers should guide students in the class is supported by the view that teachers should talk less and provide students with more talking time (Parvaresh, 2017). In these circumstances they become monitors so that they oversee what is taking place and how students carry out the tasks (see 2.4.1.6).

5.2.4 Teachers' challenges to implement CLT

It surfaced from the study that there are obstacles that obstruct teachers to implement CLT curriculum reform. The participants revealed that challenges emanate from three main sources that are teachers, students and the education system.

The teachers hold misconceptions related to learners' roles, fluency and accuracy, oral and written form (Mareva & Mapako, 2012). The participants confused teachers' roles and learners' roles. With fluency and accuracy, they argued that it was difficult to teach fluency as it requires various aspects such as mother tongue, accent and others. The other obstacle is teachers' lack of CLT in-service training. Even though a few of the participants indicated that they had participated in the workshops, the majority had never taken part in a CLT retraining seminars (see 2.7.2 and 4.4.5.2).

The students lack language skills, have different cultures and different learning styles. The participants revealed that the students have useful ideas but they failed to express themselves because they lacked verb tenses and irregular verbs (Anto, Coenders and Voog, 2012; Maryslessor, Barasa and Omulando, 2014). However, the curriculum reform requires students to be equipped with communicative skills. The teachers should try their best to keep their students on track and to cope up with the requirements of the CLT that is communication. The teachers also attempt to balance their instruction by emphasizing accuracy than fluency due to students, language diverse levels. This corresponds with Howatt (1984) and Littlewood's (2013) *weak* CLT version. It suggests that

learners learn a language by first learning structures of the language structures explicitly before they use them in communicative activities such as role play, pair work and so on (Littlewood, 2013).

The participants revealed that students' passive participation in dialogues or interaction in the classroom is caused by their parents who exclude their children when they are discussing social and cultural issues in the communities. The culture has entrenched in students' minds and they cannot easily abandon it at school where they should take active part (Ellis and Rao cited in Li, 2004).

The study indicates that the students are probably used to taking passive roles than interacting in the classroom. Students' home culture is likely to have influenced their learning styles in the previous grades and they are accustomed to teacher-led instruction.

Lastly, the education system is evidently fraught with problems such as large classes, lack of teaching materials, and traditional grammar-based exam (Drame, n.d; Anto, Coenders & Voog, 2014). The participants indicate that the number of students in one class has an impact on teaching process. A class with few students is believed to be easy to manage than one with many students. However, a class with many students has merits if properly handled. It has mixed abilities which reduce pressure from the teacher when students are tutoring each other (see 2.7.2).

The participants are aware that the teaching and the assessment procedures should go hand in hand. They lament that the current curriculum reform envisages communicative competence but the final year exams assessment procedures still depend on the traditional grammar based exam. Furthermore, the MoE still rate schools and teachers' performance depending on the final results of the final exam results. The assessment procedure is common at secondary schools and university entrance exams. This has brought discouragement on students to learn to acquire communicate competence and teachers to teach in communicative way. In other words, teachers teach to test which is characterized by rote learning (Brown, 2000).

The participants mourned for teaching resources such as the guide of the teachers, the books of students, laboratory and other teaching materials (Drame, n.d; Anto, Coenders & Voog, 2014). The fact that the participants like to employ games in their lessons is encouraging. They also mourned for an equipped resource-center; their view is on social media, and YouTube which

makes it easy to contextualize the language. Students would play and listen to the videos and later perform their role-plays or recite them (see 2.7.2).

5.2.5 The views of the teachers on CLT curriculum reform implementation

Taking into account teachers' views on the theory and practices of the current curriculum reform and the context, there is a dispute on its implementation. While some participants are convinced that the curriculum reform is being implemented in the classroom, others are against this view. The antagonistics argue that the teachers continue using traditional teaching methods and the CLT curriculum reform was rare in the classes (Mothudi, 2015; Incecay & Incecay, 2009). Furthermore, they added that the participants should change their attitudes towards language teaching and learning processes.

However, it is important to value this debate as the participants air the views which they assume are crucial in the implementation of the curriculum reform. This is due to the fact that some participants sporadically attempted to fulfill the principles of the curriculum reform in the classroom. In this study, it is not easy to determine whether the participants advocated for a mixture of communicative approach and traditional teaching methods or traditional teaching methods (Mothudi, 2015; Incecay & Incecay, 2009). The study did not find evidence that demonstrates a vivid implementation of the CLT curriculum reform (see 2.9.2).

5.2.6 Guidelines to ELT teachers and teacher trainers

The participants suggest that teachers should create real-life situation in the classroom that will enhance students to associate the language use and the context that is when and where with whom the language is used. This also motivates students to learn the language and use it inside and outside the classroom.

They also argue that the teachers have to select topics which are familiar to students. This inspires students to participate actively as they discuss issues they know. The provision of vocabulary has also been indicated as crucial issue. Vocabulary equips students with words and phrases which they need to complete and perform activities in the class.

The participants also suggest teachers should assign students with lots of activities that include the four language skills (Gora & Vatzas cited in Rahimi & Naderi, 2014). Their view is to attempt to

balance all the four skills so that students can be equipped with communicative skills rather than focusing on reading and writing skills.

They also proposed that teachers should promote English clubs to boost students' speaking skills. This can be achieved using visual aids and videos. Students can describe and compare play songs and chants. After all they can make notes, recite, and repeat them.

5.3 Conclusion

This research reveals the participants are aware of the CLT since they define it with different words. They perceive that language is learnt through a series of activities that include practices and interactions (Sanchez cited in Nyamayedenga, 2020). These processes lead students to communicate among them and teachers inside and outside the classrooms (Sarab et al., 2016). These activities are guided and monitored by teachers. They argue it focuses on students' needs as they should learn language in situations that resembles real-life situations.

In their views, the participants perceive that language enables people to communicate with other interlocutors using different language forms. Knapp and Antos (2009) argue that successful communication depends on a shared understanding of the validity of the truth claims implicit in what is being said. They implicitly indicate the inclination towards student-centered approach. The curriculum reform is based on student-centered and is one of the teaching and learning methodologies stipulated in the official documents (Ministry of Education and Culture, INDE, 2007).

Teachers' beliefs are assumptions about language teaching and learning teachers build over time and use them to guide their actions in the classrooms (Hung, 2015). The participants are depicting their theories about language teaching in their contexts which they use to adopt to implement curriculum reform in the class. Teachers' beliefs help us to understand teachers' thoughts, perceptions and behavior, consequently, influence teaching theories and practices (Johnson & Kagan, 1992; Pajares, 1992; Borg, 2006). The views show that the participants are able and ready to practice CLT curriculum reform in their classrooms. The participants' views are concurrently similar with those stipulated in the curriculum reform that probably motivates them to hold positive attitudes toward CLT. Nyamayedenga & Jager (2020) concluded that the way teachers implement CLT is informed by the methodological and pedagogical beliefs that they hold. The teachers acknowledged the importance of pair and group work, which are tenets the principles of CLT (Pica, 1994).

Besides, teachers' perceptions are gauged by taking into account what people think about a certain object or concept and later attach its significance based on their experience, at the same time, experience strongly influences perceptions (Adeduwira & Tayo, 2016), in this case CLT curriculum reform. Nikian's (2014) study revealed that Iranian EFL teachers had a very good understanding of CLT and held positive attitudes towards CLT. They were all satisfied with implementing CLT because from their perspectives it activates learners' needs and interests. The participants hold teaching qualifications and have teaching experiences, this might enhance them to distinguish effective and ineffective teaching approaches. Taking into account teachers' perceptions of CLT and their attitudes toward CLT, the participants hold positive perceptions and attitudes toward it (Watanasin, n.d; Nikian, 2014; Luz da Reis, 2015).

The results of the interviews are encouraging because the participants demonstrate reasonable theoretical knowledge of CLT. They are able to describe CLT features which are fluency and accuracy, group and pair work, error correction, teacher and learners' role and grammar teaching and relate them on how to apply in the classroom for the benefit of students adopting student-centered approach (Brown, 2000; Richards and Rogers, 2001; Richards & Rogers, 2006; Larsen- Freeman, 2000).

Furthermore, they also provide some guidelines which they think can improve English language teaching in Mozambican contexts. They suggest that the teachers should select topics that are familiar to students and provide them with vocabulary. This view is supported when teachers use the activities that involve all the four language skills (Harmer, 2000). English clubs are also encouraged to boost students' communicative skills. This gives the MoE confidence as the participants are well versed with theoretical CLT curriculum reform principles (Rajabi & Godazhdar, 2016).

Nevertheless, the participants exhibited very few occasions that would characterize CLT curriculum reform in their classrooms. That is to say, an insignificant number of the participants tried their best to expose CLT curriculum reform in their lessons but in some occasions; it was difficult to discern whether they followed the CLT curriculum reform or merged with the traditional teaching methods. The results are echoed in Incecay and Incecay's (2009) study. It concludes that teachers use CLT and also considered students' background that motivated them to apply traditional methods in the classrooms. The study reported that students benefited from the CLT if communicative and non-communicative approaches such as memorizing exercises and

drills were combined in English classroom.

The presents tate of affairs has left the participants confused. While some participants believed the current CLT curriculum reform is being implemented properly, others argue that the participants are still relying on traditional teaching method to conduct their lessons. They appeal them to change attitudes toward the recent theories of language teaching and learning process. Papajani (2015) supports the view who concurs,

‘that educational curriculum reform frequently requires teachers to change their behaviors and practices. Research evidence indicates that teachers’ understanding and acceptance of the new curriculum reform are likely to impact on its implementation’.

The students and the educational system also imposed challenges to implement CLT curriculum reform. Nyamayedenga & Jager (2020) also reveal that teacher’s pedagogical beliefs sometimes differ from the way in which they implement CLT. Equally, Savasci-Acikali concurs that teacher education, teacher background, school administrators and other factors such as the need to cover curriculum and preparing students on exams are some of the possible factors that may influence teacher’s classroom practices as well as teachers’ beliefs about teaching and learning. In this study, contextual factors have imposed a negative effect on the implementation of the CLT curriculum reform. This situation has been aggravated by the fact that when the MoE intended to adopt the curriculum reform, it did that nationwide rather than in phases. Researchers such as Papajani (2015; Fullan, 2010; Clement, 2104) have warned that,

“that implementing curriculum reform on a small scale reduces the risk of its failure as compared to large scale adoption without testing and experimenting. It is advisable to try a curriculum reform in one or two schools before making decisions to implement it more widely.

Savasci-Acikali (2009) sustains the point of view arguingthat studies investigating the relationships between teachers’ beliefs and classroom practices should consider the context in which teacher work in order to understand the relationship. Consequently, this study upholds that it is not enough for teachers to hold positive perceptions and attitudes toward CLT in order to bridge the gap, but it is important to consider contextual factors as well.

In the same vein, several studies which indicate that the relationship between teachers’ beliefs and practices is controversial and has a complex nature (Bingimlas and Hanrahan, 2010). Some researchers consider teachers as the implementers of any curriculum reform at school and classroom

while others consider them as major obstacles to change due to their traditional teaching beliefs (Savasci-Acikali, 2009).

Even though the participants are uncertain about the implementation of CLT the curriculum reform in the classrooms, the empirical evidence from this study confirm that there is insufficient information to confirm its implementation. For instance, the curriculum reform envisages formative assessment rather than summative per se (INDE/MINED, 2007). Nonetheless, the final exam still insists on assessing grammar and vocabulary ignoring other skills that students need to acquire communicative competence (Li, 2004). The participants have also shown their dissatisfaction with the present examination format. Instead, there is a large gap between teachers' beliefs and classroom practices. The results support the literature review (Coskun, 2011; Metto and Makewa's, 2014; Ndulila and Msuya, 2017). Consequently, the present study has thrown up several pedagogical implications for in-services teachers, teacher development programs, curriculum developers and educational policy makers.

5.4 Pedagogical recommendations for this study

The study focuses on practicing teachers' perspectives of what they think, believe, and do (Borg, 2003) in classrooms with a focus on CLT curriculum reform implementation. It extends teachers' beliefs discourse by comparing the relationship between teachers' beliefs and classroom practices that is still vague (Savasci-Acikali, 2009).

Therefore, it provides pedagogical implications mainly for teacher education, curriculum development and educational reformers. It is argued that even though this study focused on in-service teachers and implications relate to in-service, they can transcend to pre-service teacher education. The discrepancies found in this study between teachers' beliefs and their classroom practices provide implications for policy makers in the Mozambican context so that teachers can reconcile learning language theories and practices.

5.4.1 Implication for teacher education or development

The current study reveals that the teachers are attempting to implement CLT curriculum reform with ill-practical skills. This section presents the following potential implications for the MoE in Mozambique in particular for teacher education in ELT in general.

First, considering that teacher' beliefs influence their classroom practices; teacher educators should educate teachers to convert their implicit beliefs into explicit ones. This will enable teachers to constantly reflect on their classroom practices and this can be an effective way to increase teachers' awareness of their beliefs underpinning their practices. This helps teachers to be flexible in adapting their beliefs and classroom practices and to improve teachers' autonomy in adapting the teaching context as they face challenges to implement CLT curriculum reform.

Second, the results of this study reveal that teachers' beliefs reflected CLT curriculum reform principles but their beliefs and classroom practices are inconsistent. Therefore, education program designers in Mozambique should make use of the results of this study to inform teacher training program about CLT curriculum reform and plan to equip teachers with the necessary skills to enable them to provide school-based professional development in schools. The prospective teachers should have opportunities to watch other teachers implementing CLT curriculum reform during training practicum as well as to provide immediate support and assistance to teachers about its implementation in classrooms.

Third, the descriptions of teachers' beliefs and actual classroom practices that emerge in the data analysis can be used for teachers' reflections. Teacher educators can include these descriptions in in-service and pre-service teacher education or development curriculum so that teacher educators and their trainees examine the meanings in the examples of teacher actual classroom practices episodes and quotes from teachers' own analysis of their work. The training tasks should be designed in order to help teachers to discuss the factors and motives that underpin the actual implementation of CLT curriculum reform. They would also reflect on them as a preparation to enable those prospective teachers to manage their own CLT practices and explore the cognitive bases of their work. Teachers should be prepared to handle changes in the curriculum reform.

5.4.2 Implication for policy making and curriculum planning

Even though the main objective of this study is to focus on teachers' sensitivity about CLT, it also provides recommendations for policy makers and curriculum developers. The findings indicate that the challenges in introducing and adopting CLT curriculum reform need to be seriously considered. Studies that explore factors that facilitate the implementation of curriculum reform should be carried out before its implementation. The introduction of curriculum reform does not mean

that curriculum planners have to reject all teachers' existing beliefs but these should be modified so that they are incorporated into local contexts.

The findings show that English teachers' beliefs about language teaching are generally consistent with CLT curriculum reform principles. Nevertheless, teachers' classroom practices are inconsistent with their beliefs. In some circumstances, the teachers merged the TTM and CLT approach. The traditional grammar-based exam format also contributes to this disparity. Therefore, the policy makers should prioritize the reformulation of final exam contents so that they are aligned with the aims of CLT curriculum reform. It should include listening comprehension and speaking skills rather than grammar and written work skills per se.

The findings of this study may be useful in revision of the curriculum reform in future. Generally, the teachers' beliefs do not correspond with the views underpinning the CLT curriculum reform, and the reasons for this disparity need to be addressed. Furthermore, the findings alert policy makers of the problems and challenges that CLT curriculum reform posed for teachers. This can lead to better understanding of the secondary English curriculum reform and the impact of the current curriculum reform on the EFL learning and teaching.

Policy makers need to recognize teachers' own beliefs as they play an important mediating role in the implementation of CLT curriculum reform. To guarantee the successful implementation of English reform in the classroom, educational policy makers have to consider teachers' beliefs as an integral part of their knowledge base otherwise ignoring teachers long held beliefs about English teaching and curriculum will hinder the integrating of curriculum reform ideas and practices.

The policy makers hold the key to allocate financial resource so that CLT curriculum reform could be adopted effectively. In order to guarantee successful CLT curriculum reform implementation to re-open the resource centers then it is imperative to furnish them with teaching materials so that teachers have a place to consult and learn to teach during their meetings.

5.5 Future research

This research study suggests several fruitful areas for further investigation. First, teachers' beliefs and their role in Mozambican education have been relatively unexplored and would be useful to examine with larger samples and in other contexts within Mozambique, for which this study's methodology and tools may offer a starting point. It would look also at other beliefs that teachers

hold that may influence their classroom practices that were not covered in this study such as beliefs relating to motivation.

Second, as I have previously mentioned that conducting a research on teachers' beliefs about English teaching and learning of one geographical setting may not be representative of the overall EFL secondary classrooms in Mozambique, therefore it is suggested that further studies comparing the differences and similarities between the teachers from different regions in Mozambican context.

Third, the study mainly focused on English teachers as the implementers of CLT curriculum reform; however, it is recommended that further research studies should interview students in order to gain students' perceptions of CLT. This could provide constructive insights into the teaching and learning process in EFL classroom contexts in Mozambique.

Fourth, this study focused on in-service teachers' beliefs and practices of EFL teaching and learning, therefore, it is suggested that research studies that traces teachers' experiences throughout the entire pre-service teacher-education program would certainly provide a more comprehensive understanding of how they learn to conceptualize language teaching and put these concepts into practice in the classrooms.

Finally, the results are encouraging including teacher educators, curriculum planners and policy makers. There is a need to carry out a study that focuses on their beliefs about language learning and teaching. This would make them aware of preparing conducive conditions and retraining teachers before launching any curriculum reform in schools.

5.6 Chapter Summary

This section provided the summary of the current study that explored teachers' perceptions and attitudes towards CLT. The discussion focused on the summary of the findings, conclusion, implications for teacher education, policy making and curriculum planning and concludes with the recommendations for further research.

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APPENDICES

Appendix A – Personal Information

Please complete the following questions as appropriate. Your name will only be used to prepare the follow-up interview.

1. Name: _____

2. Date: (M/D/Y) ____/____/____

3. What is your age?

21- 29 30 – 39 40 -49

50 -59 over 60

4. What is your educational qualification?

Teacher Training Certificate BA

Honours B.A M. A Ph. D

5. How many years of EFL teaching experience do you have at secondary school in Mozambique?

1- 4 5-9 10-14

15- 19 over 20

6. How many class hours per week are you required teaching English at your secondary school?

8-9 10 11 -12

13 -14 over 15

7. How many students on average are there in your class?

21- 29 30 -39 40- 49

() 50 -59

() over 60

Appendix B - Interview Questions

The interview is composed of open-ended questions addressing the use of Communicative Language Teaching (CLT) in English as Foreign Language (EFL) contexts. Other questions may be added based on informants' answers to the questionnaire. It was made clear to all participants that they do not have to answer any questions that they prefer not to answer.

What are your perceptions of Communicative Language Teaching?

How would you describe the roles of the teacher in the classroom?

What are the roles of the student in the classroom?

How important do you think to teach grammar to students is in CLT?

How do you teach grammar structures?

Do you think error correction is important in CLT?

Who should correct students' errors in the classroom and when?

Which one do you think English teachers should emphasize in class: fluency or accuracy in CLT classes? Why?

Do you use pair or group work in the classrooms?

When do you use each of them?

What are your attitudes towards CLT?

Do you feel students in Mozambique benefit from CLT?

What challenges do you face when implementing CLT in your classroom?

What guidelines would you suggest in order to improve ELT in Mozambique at secondary schools in future?

Would you like to make any comments about CLT in general?

Thank you very much for your help.

Appendix C – Observation-checklist

No	Statements	Always	Sometimes	Rarely	Never
	Instructional Activities				
	Classroom activities maximize communication opportunities – e.g. role – play, dram, dialogue, problem solving				
	Activities are emphasize on meaning				
	Activities are emphasize both fluency and accuracy				
	Activities are more pupil centered				
	activities focus on contents				
	Teacher’s Role				
	teachers acts as a negotiator				
	teacher facilitates and monitors classroom activities				
	teacher organize learner to discuss in pair work				
	teacher organize learners to discuss in small groups				
	teachers lectures				
	teachers tolerate of learners’ errors				
	teacher encourages learners to correct each other’s errors				
	teachers use choral repetitions and drills				
	teacher-fronted use grammar explanations				
	teacher engage class in sentence manipulation exercises				
	Learner’s Role				
	learners listen to the teachers’ explanation				
	learners participate in group / pair work				

	learner take notes				
	learner ask questions to teacher				
	learner do individual work				
	Learners participate in the activities				

Appendix D - Consent Form

TOPIC: EFL TEACHERS' PERCEPTIONS OF AND ATTITUDES TOWARD COMMUNICATIVE LANGUAGE TEACHING IN MOZAMBICAN SECONDARY SCHOOLS.

I,.....hereby agree to participate in a study titled “EFL TEACHERS' PERCEPTIONS OF AND ATTITUDES TOWARD COMMUNICATIVE LANGUAGE TEACHING IN MOZAMBICAN SECONDARY SCHOOLS. I hereby acknowledge that I am participating in this research voluntarily, and am aware that I may withdraw from the research at any time. I agree that the results be recorded on condition that anonymity and confidentiality will be maintained.

I understand that agreeing to take part means that I am willing to:

Participate in the activities.

Allow the interview to be recorded.

Make myself available for further interviews should that be required, and

Be informed about the research results.

I understand that the information provided by me shall remain confidential:

My participation is voluntary,

I can choose not to participate in part or all of the study, and

I can withdraw at any stage without being penalized or disadvantaged in any way.

Name of participant

Signature

Date

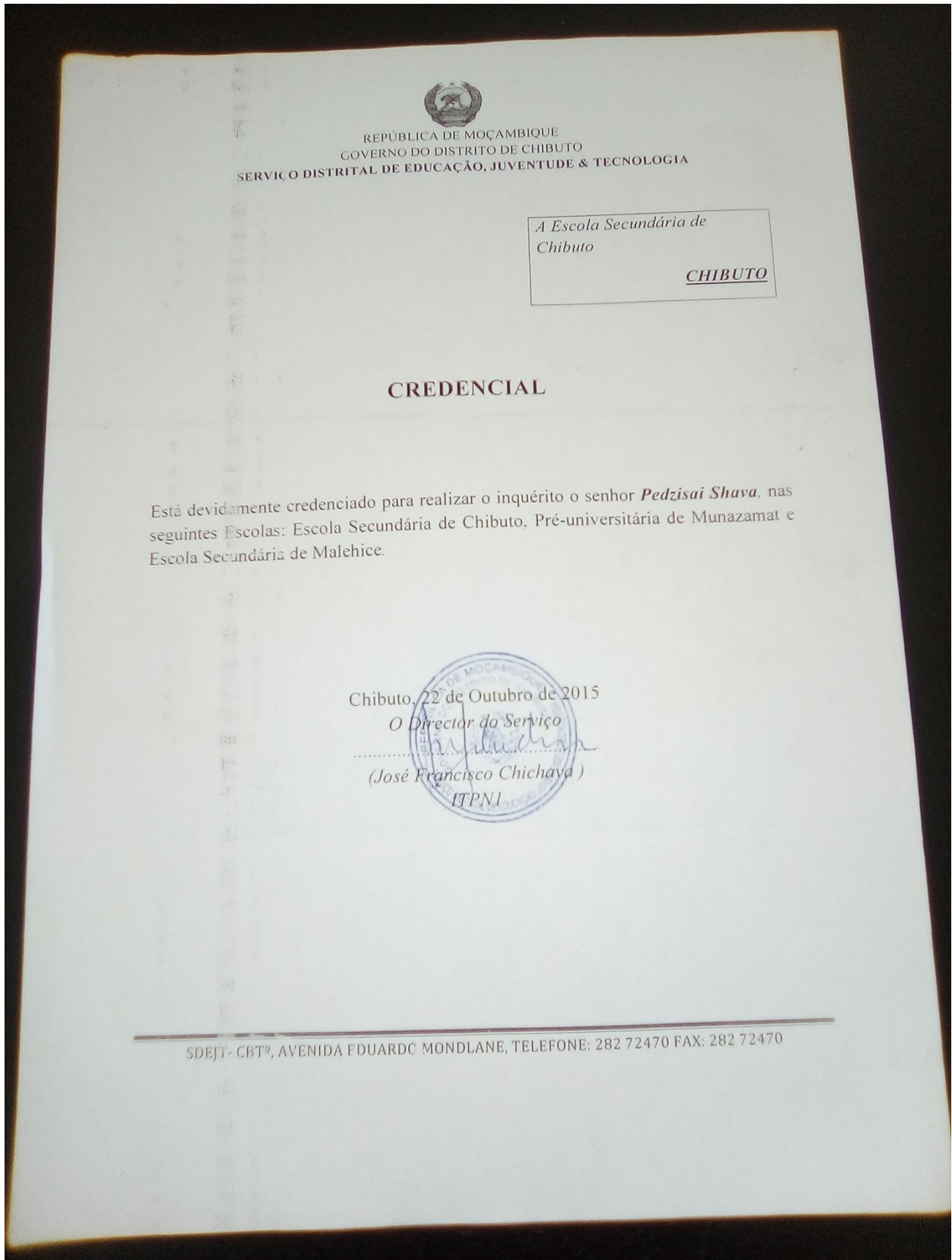
Name of researcher

Student number

Signature

Date

AppendixE - Permission Letter from District –Chibuto



|

Appendix F - DERC Clearance - DEPARTMENTAL ETHICS REVIEW COMMITTEE

UNISA university of south africa

DEPARTMENTAL ETHICS REVIEW COMMITTEE

Date 18/03/2015

Ref #:	18-03-2015
Name of applicant:	Shava. P
Student #:	3575722-1
Staff #:	n/a

Dear Sir

Re: Decision - Ethics Approval

Name: Pedzisal Shava

Title: Mr

Address: _____

E-mail address of supervisor: Dr Blandina Makina
Phone number: 012-429-6503

E-mail address of co-supervisor: Ms Nomsa Zindela
Phone number: 012-429-6208

Proposal: EFL TEACHERS' PERCEPTIONS AND ATTITUDES TOWARD COMMUNICATIVE LANGUAGE TEACHING IN MOZAMBICAN SECONDARY SCHOOLS

Qualification: MA

Thank you for the application for research ethics clearance by the DEPARTMENTAL ETHICS REVIEW COMMITTEE for the above mentioned research. Final approval is granted for the duration of the thesis writing period.

For full approval:	The application was reviewed in compliance with the Unisa Policy on Research Ethics by the DERC on 12/03/2015
For expedited review:	n/a

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the DEPARTMENTAL ETHICS REVIEW COMMITTEE via the supervisor and co-supervisor. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.
- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

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PO Box 392 UNISA, 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

DEPARTMENTAL ETHICS REVIEW COMMITTEE

Date 18/03/2015

Dear Sir

Re: Decision - Ethics Approval

Name: Pedzisa Shava

Title: Mr

Address: _____

Ref #: 18-03-2015
Name of applicant: Shava, P
Student #: 3575722-1
Staff #: n/a

E-mail address of supervisor: Dr Blandina Makina
Phone number: 012-429-6503
E-mail address of co-supervisor: Ms Nomsa Zindela
Phone number: 012-429-6208

Proposal: EFL TEACHERS' PERCEPTIONS AND ATTITUDES TOWARD
COMMUNICATIVE LANGUAGE TEACHING IN MOZAMBICAN
SECONDARY SCHOOLS

Qualification: MA

Thank you for the application for research ethics clearance by the DEPARTMENTAL ETHICS REVIEW COMMITTEE for the above mentioned research. Final approval is granted for the duration of the thesis writing period.

For full approval: The application was reviewed in compliance with the Unisa Policy on Research Ethics by the DEREC on 12/03/2015


For expedited review: n/a

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the DEPARTMENTAL ETHICS REVIEW COMMITTEE via the supervisor and co-supervisor. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.
- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Note: The reference number [top right corner of this communiqué] should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the [add unit/sub unit name] RERC.

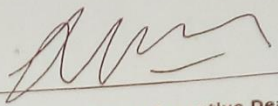
Kind regards,



Prof B Spencer: Chair
DERC
Department of English Studies
084-548-5463

18/3/2015

Date:



Prof. R Moeketsi: Executive Dean
College of Human Sciences
Unisa
012 429 6825

19/03/2015

Date:

*Please check whether
CERC approval is needed.*



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