



Teaching Interactive Language: The Perspectives and Approaches of EFL Teachers in High Schools and Certain Students in Particular

Obsa Kebede Wakuma

Abstract: This study aimed to investigate how high school EFL teachers and students perceived CLT and to what extent they used the principles across their entire classes in the Ethiopian high school setting. The research was carried out using a combination of techniques. Exploratory research approach was used in the study to clarify reliable participant data. 100 students and 26 English language teachers from secondary schools in the West Guji Zone participated in the study, which was carried out in a few chosen secondary schools in the zone. Purposive and random sampling approaches were applied in the sample population selection process. The observation checklist, interview, and questionnaire served as the data gathering tools. Whereas information from interviews and observations was qualitatively presented to support the quantitative data, information from questionnaires was quantitatively evaluated and interpreted in terms of percentages. Overall study results showed that a majority of teachers (80.41%) and over half of participants (62.33%) had a somewhat positive opinion of the CLT premises. The study, however, reveals a stark disparity between the way instructors and students actually use CLT in an EFL setting and how they perceive it.

Keywords: Approach, CLT, EFL, Interactive, Language.

I. INTRODUCTION

The adoption of modern education in Ethiopia can be linked to the country's introduction of English as a foreign language (Wubalem, G. & Saranji, 2019) [31]. Ethiopians have long practiced church-based education, but at the turn of the 20th century, modern education was introduced to the country and formally started in 1908 with the founding of Menelik II School in Addis Ababa (Workie, 2020) [30]. Thus, the early 20th century is considered the beginning of the history of teaching foreign languages.

Originally, native teachers taught French to students as a foreign language (Akinpelu & Yegblemenawo, 2023) [3]. Italian was taught briefly during the Italian occupation because the Italian government had tried to implement its own educational program. Afterwards, when the Italians departed the nation in 1942, British teachers took over the school and English became the primary language (Pankhurst, 1972) [18].

Nowadays, students in Ethiopian schools study English at every level, from elementary to university. Wubalem, G. & Saranji, (2019) argue that 'English' appears to be taught as a separate topic at all school levels for this reason, and it serves as a medium for other courses like chemistry, biology, and physics at all secondary and university levels, as well as at the primary level in some parts of the nation. It serves as a language for both international and some national organizations, as well as for trade, commerce, and communication on a global scale.

According to Akalu et al., (2021) [2], the current Ethiopian government has prioritized English language instruction and learning in order to guarantee that Ethiopia will participate actively in global political and economic affairs, given the significant contribution of the English language. Furthermore, there is an increased focus on qualifying and equipping English language teachers with the necessary skills to apply the concepts of communicative language instruction. As a result, many training programs, including pre-service and in-service training, seminars, and workshops, are offered across the nation. The reason for this emphasis is because communicative language teaching, or CLT, is a successful method of teaching second or foreign languages (Kim, 1999) [12].

Nonetheless, there are a number of issues with English as a foreign language instruction in Ethiopian classrooms. Zhang et al. (2006) [33] and Roy (2016) [24] argue that these issues could arise from instructors not using CLT principles correctly, from a lack of CLT training or retraining, or from misunderstandings regarding CLT. Alternatively, as many educators lament, it has the potential to do with students' poor English communication skills. In order to address the issues and offer potential solutions, it is crucial to research how EFL teachers and students view and implement CLT in the classroom.

II. STATEMENT OF THE PROBLEM

Since knowledge in the world is constantly changing and developing [34], language instruction has gone through several stages employing various techniques and methodologies [35]. Among the various approaches, CLT—whose roots are said to be in the modifications made to the British language teaching tradition starting in the late 1960s—has spread over the globe since the mid-1970s (Savignon, 1987 [26]; Xia, 2010 [32]; Anggara, 2023 [6]; Singh, 2017) [27]. A nation included under this scope is Ethiopia [36].

Globally, attention has recently been drawn to teacher preparation on CLT in the belief that classroom teachers'

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education holds the key to success (i.e., to meeting the needs of language learners for appropriate language instruction), and English teachers have been urged to embrace the CLT approach in many nations (Sasstos, 2020) [25]. It appears that educational materials are intended to be created using the CLT principle because this is also the case in Ethiopia. CLT is a known strategy that is currently a largely acknowledged norm in the sector, thus it is given the attention it deserves (Mitchell, 2002 [15]; Qi et al., 2023 [20]; Wirth et al., 2023) [29]. The idea and methodology of CLT are Western in origin, so there's a chance that they won't work well in Ethiopian situations due to things like huge class sizes and students' poor language proficiency.

Scholars have also spoken extensively on CLT and the challenges associated with its implementation, particularly in educational settings where English is a second language (Al-shaikhli, 2020; Roberts, 2009) [5]. Investigating whether these unsuitable conditions are prevalent in Ethiopian schools in accordance with the beliefs and behaviors of EFL teachers and CLT students is necessary. In an attempt to solve this issue, (Roberts, 2009) [23] identifies a number of challenges with teaching English as a foreign language in Ethiopian classrooms using CLT principles. Furthermore, a common grievance among educators is that a large number of Ethiopian students, particularly those pursuing higher education, are unable to communicate in English in "language teaching classrooms." But have these issues been resolved by now? And, if any, what are the main reasons for these issues? Certain inquiries must to be conducted in order to obtain responses to these and other relevant questions.

A few more local studies on CLT and related ideas were carried out in addition to Abune (2019) [1]. There have been further local studies on CLT and related themes for instance, (Berhane, 2015 [7]; Online & Number, 2020) [17]; (Bosha & Ukute, 2019) [8] able to be highlighted. None of the research endeavors attempted to take into account the learners' perspective, which is an important consideration, and instead concentrated on the English language teachers' perception and classroom application of communicative language teaching (CLT), as well as the attitudes and practices of teachers in this regard. Nevertheless, (Khromchenko & Shutilo, 2021) [11] claim that paying close attention to students and how they perceive the learning process is crucial to implementing educational innovations, stating that "curriculum innovations are likely to be effective only through sensitivity to the learners and their perception of the learning process along with a willingness to consult and negotiate."

Hence, it is not sufficient to draw conclusions over the application of CLT by examining merely instructors' perceptions and classroom practices based on the idea of CLT principles. This is due to the fact that learning and teaching are intertwined concepts that are two sides of the same coin for both educators and students. Effective communication is also one of the learners' objectives in their exercises and activities (Khalid & Wariyati, 2022) [10]. Thus, this study aims to explore how instructors and students perceive CLT and how CLT principles are applied in real-world EFL classrooms, with a focus on a few chosen high schools in Bule Hora Town, West Guji, Oromia.

III. OBJECTIVES OF THE STUDY

The purpose of this study is to investigate how teachers and students view CLT and how CLT concepts are implemented in actual EFL classes. Drawing from this overarching goal, the subsequent specific objectives were formulated to:

- Explore how EFL teachers and students in high school view CLT altogether.
- Assess the frequency with which they apply the CLT principles during the course of the lesson.
- Determine any possible discrepancies between the concepts of CLT and the real classroom strategies that teachers and students use.

A. Research Questions

The current investigation raises the following further research questions.

- How are CLT and its tenets perceived by high school EFL instructors and students?
- Do educators and high school students implement CLT in English as a foreign language classes?
- What elements influence the implementation of CLT in EFL classrooms by teachers and students?

IV. METHODOLOGY OF THE STUDY

A. Research Design

Exploring how teachers and students perceive and employ CLT in the classroom in an EFL context was the aim of the study. As a result, the study utilized an exploratory research approach to clarify reliable data. This is due to the exploratory research design's flexibility, which offers the chance to take into account many aspects of the study's problem (Kogan & Lee, 2014 [13]; Makri & Neely, 2021 [14]; Ponelis, 2015) [19].

B. Target Population

In Bule Hora Town, West Guji Zone, Oromia, teachers and students in grades nine and ten from a few chosen high schools—Bule Hora High School, Beriso Dukele High School, and Mekane Yesus High School—were the main sources of the data. Across the three schools, there were 26 ELT teachers in total. In this study, every teacher took part. In the years 2022/2023 GC, 100 student participants were chosen at random from grades 9.

C. Sampling Design

Every English language teacher employed by the three aforementioned schools participated in the study and completed questionnaires. However, students from these schools were equally selected at random to be questionnaire subjects because random sampling allows everyone to be a part of the sample. Out of the 100 students who were chosen to get the questionnaire, fifteen children were chosen at random and interviewed. An observation and interview were conducted with ten randomly selected instructors from each school. Scholars believe that this sample size is adequate because it is determined by the study's purpose and target population (Cohen et al., 2007) [9]; (Akyel & Ozek, 2010) [4]. Therefore, given that the population is thought

to be consistent, it also seems that the current sample size is adequate (Wiebe et al., 2023 [28]; Mogalakwe, 2006) [16].

D. Data Collection Tools

Three different types of instruments—a questionnaire, classroom observations, and interviews—were utilized to gather the data needed for this study. To strengthen the study's credibility and triangulate the data, a variety of data collection methods are being used.

E. Data Collection Procedure

The process of gathering data commenced with observations made in classrooms. After that, the study's participants—teachers and students—were given the questionnaire. The interview with the chosen participants was conducted following the completion of the classroom observation. These protocols assist in mitigating the potential risk of sensitizing participants to exhibit non-usual behaviors.

F. Method of Data Analysis

The percentage and frequency data collected from the participants via the questionnaire were used in a descriptive analysis. Inferential statistics were applied to the quantitative data. Rating scales and Yes/No categories were carefully recorded as they appeared in the actual ELT classroom in order to precisely record the data from the observation. Subsequently, the frequency distribution of the observed practices and the questionnaire responses were merged and examined.

G. Data Presentations and Discussion

This section presents, analyses, and discusses the data that were gathered. Typically, this chapter includes discussions of the data from questionnaires, presentations of the statistical results, and observations and interviews with both teachers and students.

H. Examination of Conceptual Perspectives

Table-I: Conceptual Perspective: Response Frequency, Percentage, and Mean

Scale Value			5	4	3	2	1	Total	Mean
Items	Statements	Fr & %	1*	2*	3*	4*	5*		
1	Good EFL instruction is virtually synonymous with communicative language teaching (CLT) method.	F%	726.9	1453.8	311.5	27.7	00	26100	4
2	A communicative perspective represents a very powerful view of EFL curriculum.	F%	623.1	1661.5	311.5	13.8	00	26100	4.04
3	A Communicative perspective is the most progressive instructional approach in the field of EFL.	F%	1038.8	1557.7	13.8	00	00	26100	4.34
4	The communicative approach Gives equal attention to all language skills rather than attention only to productive skills	F%	415.4	1246.2	13.8	934.6	00	26100	3.42
5	CLT help learners to take responsibility of their learning process more than teacher centered approaches.	F%	1869.2	830.8	00	00	00	26100	4.69
6*	The focus of CLT is much on the teaching of speaking, pair-work and group-work and neglects grammar teaching.	F%	13.8	415.4	13.8	1765.4	311.5	26100	3.65
7	The learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential.	F%	1973.1	519.2	00	27.7	00	26100	4.57
8*	It is difficult to teach EFL communicatively where English is only a school language.	F%	311.5	519.2	00	1453.8	415.4	26100	4.12
	Average fr. and % for favorable items	F%	10.741.2	11.745	1.35	2.38.8	00	26100	4.18
	Average fr. and % for Unfavorable items *	F%	27.7	4.517.3	0.51.9	15.559.6	3.513.5	26100	3.89
	Average f and % for All	F%	6.3524.4	8.131.2	0.93.5	8.934.2	1.756.7	26100	4.10

*= Unfavourable Statements and Their Corresponding Scale Values

Regarding the question of "synonymy of good EFL instruction with CLT," as [table I](#) above illustrates, 87.7% of teachers agree and value the CLT concept, with 26.9% of them scoring "strongly agree" and 53.8% scoring "agree." The responses for this item have a mean value of 4.0, which falls on the agree side of the scale when expressed in terms of mean. When we examine the average percentage of responses for positive (favourable) items, 41.2% of respondents strongly agree, and 45% of respondents agree. A mean score of 4.18 indicates that a significant proportion of teachers have a positive opinion or view of CLT, with a total score of 86.2%. Furthermore, 39.5% and 59.5% of the respondents, respectively, are on the "strongly disagree" and "disagree" sides for the negative (unfavourable) items 6 and 7. Overall, 73.1% (mean value: 3.89) of the participants disagreed or rejected the following statements: "the difficulty of teaching EFL communicatively" and "the focus of CLT is on speaking and neglects grammar." Based on the aforementioned information.

We can deduce that responding teachers generally have a favourable opinion of CLT that is consistent with their

conceptual knowledge of it.

As can be seen from [Table II](#) above, a sizable majority of teachers (89.6%) agree with the favourable statement about CLT's perspective on children's learning. This means that 39.6% of the instructors and (50%) of the teachers agree. Merely (5.4%) and (5%) of the educators, respectively, are in the "disagree" and "undecided" categories. This indicates that a larger percentage of respondents (89.6%) who "strongly agree" and "agree" than those who are "undecided" and "disagree" (10.4%).

In contrast, a sizable portion of respondents with (23.1%) strongly agreeing and (30.8%) agreeing to item number 8, which asks, "The communicative approach to language teaching produces fluent but inaccurate learners," indicated that (53.8%) of the teachers had a positive opinion of the statement. Items 8 and 9 in this theme group have mean values of 2.62 and 2.62, respectively. These results indicate that a significant portion of responding teachers do not fully understand the impact of CLT, despite the claims made



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I. Analysis of the Learning Perspective of Student

Table-II: Response Points for Students' Learning: Frequency, Percentage, and Mean

Scale Value			5	4	3	2	1	Total	Mean
			1*	2*	3*	4*	5*		
Items	Statements	Fr & %							
1	Students' achievement of English literacy is most productive in the context of a communicative approach.	F %	1142.3	1246.2	27.7	13.8	00	26100	4.08
2	Students' involvement is best promoted in communicative EFL classroom.	F %	1453.8	1038.5	13.8	13.8	00	26100	4.42
3	Students' social development is best promoted in a communicative EFL classroom.	F %	1350	1038.5	00	311.5	00	26100	4.27
4	Students' responsibility to learn is best promoted in a communicative EFL classroom.	F %	1038.5	1142.3	13.8	415.4	00	26100	4.04
5	Students' power to persuade is best promoted in a communicative EFL classroom.	F %	1973.1	623.1	13.8	00	00	26100	4.69
6	Students are more willing to take risk in communicative EFL classes than teacher fronted (lockstep) classes.	F %	830.8	1557.69	27.7	13.8	00	26100	4.15
7	Students become more proficient in problem solving in communicative EFL classes.	F %	1661.5	830.8	27.7	00	00	26100	4.54
8*	The communicative approach to language teaching produces fluent but inaccurate learners.	F %	623.1	830.8	415.4	623.1	27.7	26100	2.62
	Average fr. and % for favorable items	F %	1350	10339.6	1.35	1.45.4	00	26100	4.31
	Average fr. and % for Unfavorable items *	F %	623.1	830.8	415.4	623.1	27.7	26100	2.62
	Average f and % for All	F %	9.536.5	9.1535.2	2.6510.2	3.714.2	13.85	26100	4.10

*= Unfavourable Statements and Their Corresponding Scale Values

by researchers like (Thamarana, 2015; Wakuma et al., n.d.; Richards & Rodgers, 1986 [22], 2014) [21] that CLT gives equal weight to accuracy and fluency.

Overall, the aforementioned data and statements suggest that, when it comes to the concepts that students acquire in

CLT, the vast majority of teachers (with a total mean value of 4.10%) have a strong opinion of the approach, while a tiny minority have a weak opinion.

J. Instructional Perspective Analysis

Table-III: Responses for Instructional Perspective: Frequency, Percentage, and Mean

S.V			5	4	3	2	1	Total	Mean
			1*	2*	3*	4*	5*		
Items	Statements	Fr & %							
1	Cooperative learning, discussion groups, and functional activities are easier to promote in a communicative EFL classroom.	F %	1869.2	830.8	00	00	00	26100	4.69
2	The most effective way to teach subject in EFL programs is through communication.	F %	13.8	1661.5	519.2	311.5	13.8	26100	3.5
3	Communication-based classrooms are the most effective settings for handling the pre-writing, drafting, revising, and editing stages of the writing process.	F %	415.4	1038.5	415.4	726.9	13.8	26100	3.35
4	In a communicative class, mastering the English language is easier to accomplish.	F %	1973.1	726.9	00	00	00	26100	4.73
5	Communicative EFL classrooms are ideal for developing learning abilities.	F %	1038.5	1350	13.8	27.7	00	26100	4.19
6	Activities involving group work are crucial for fostering authentic student connection and giving chances for cooperative relationships to develop.	F %	2180.8	519.2	00	00	00	26100	4.81
7	Students who approach challenges collaboratively in groups are able to embrace a more hands-on curriculum. This is why it could be quite beneficial for lesson planning in the classroom.	F %	1557.7	623.1	415.4	00	13.8	26100	4.31
8*	It takes too long to plan group projects, and it eats up a lot of important instructional time..	F %	27.7	623.1	519.2	830.78	519.2	26100	3.31
9*	Students do best when a teacher spends the entire class teaching them.	F %	00	27.7	27.7	1246.15	10	26100	4.15
10*	Due to the difficulty of the teacher overseeing the pupils' work and preventing them from speaking in their mother tongue, group work activities are rarely useful.	F %	00	311.5	27.7	1557.69	623.1	26100	3.92
11*	Sometimes small group work is helpful to break up the routine, but it can never take the place of well-designed, structured instruction from a qualified teacher.	F %	13.8	726.9	415.4	830.8	623.1	26100	3.42
	Average fr. and % for goods that are favorable	F %	12.648.5	9.335.8	27.7	1.76.5	0.41.5	26100	4.23
	Mean frequency and percentage of unfavorable elements *	F %	0.83.0	4.517.3	3.212.3	10.841.5	6.826.1	26100	3.70
	Average f and % for Everybody	F %	6.725.77	6.936.53	2.610	6.2524.04	3.4513.27	26100	4.03

*= Unfavourable Statements and Their Corresponding Scale Values

The cumulative mean value, when expressed as a percentage, indicates that (48.5%) and (35.8%) of the respondents, respectively, are on the verge of the "strongly

agree" and "agree" scales for items 1 through 7, all of which are positive assertions. 84.3 %

of the total findings indicate that the respondents who said they "strongly agree" and "agree" outnumbered the respondents who said they were "undecided," "disagree," and "strongly disagree," at a total of (15.7%). As for the favourable assertions (Items 1–7), the mean score of 4.23 indicates that most teachers fall between the "agree" and "strongly agree" categories. This suggests that most teachers have a good level of comprehension of CLT when it comes to the full viewpoint.

Apart from the positive elements, 41.5% and 36.1% of the educators score "strongly disagree" and "disagree" with the negative assertions. The teachers' reaction falls between the

"disagree" and "undecided" continuum, as indicated by the mean value of 3.70 obtained from this percentage of the response. This suggests that, when compared to respondents who made positive statements, 77.6% of respondents had a positive opinion of CLT regarding the negative claims.

Nonetheless, the cumulative result mean value of 4.03 indicates that most responding teachers have a high level of understanding about implementing CLT principles in EFL classroom practices with regard to various ways and activities, even though respondents for some statements reveal their favourable view on average (less than the mean value of 4), e.g. Item no. 2, 3, 8, 10, 11.

Table-IV: Responses to the Importance of Grammar: Frequency, Percentage, and Mean

Scale Value			5	4	3	2	1	Total	Mean
			1*	2*	3*	4*	5*		
Items	Statements	Fr & %							
1	A communicative EFL class is the ideal setting for teaching grammar.	F %	27.7	623.1	415.4	934.62	519.23	26100	2.65
2*	For the purpose of evaluating language performance, grammatical correctness is the benchmark.	F %	00	415.4	27.7	1453.8	623.1	26100	3.85
3	Teaching grammar as an end in and of itself is not the proper way to teach it.	F %	1661.5	830.8	27.7	00	00	26100	4.54
4	Understanding a language's rules does not equate to being able to utilize it.	F %	1142.3	1142.3	27.7	27.7	00	26100	4.19
5*	Language proficiency is not based solely on knowledge of its rules.	F %	00	13.8	519.23	1453.8	623.1	26100	3.96
6	For the majority of pupils, learning a language is best accomplished through its application rather than through direct or explicit study.	F %	1142.3	1142.3	27.7	27.7	00	26100	4.19
7*	Students must receive direct education in grammar terms and principles in order to understand how to communicate successfully.	F %	27.7	830.8	311.5	726.9	623.1	26100	3.27
	Average fr. and % for favorable items Average fr. and % for goods that are favorable	F %	1038.5	934.6	259.6	3312.7	1.33	26100	3.89
	The mean frequency and percentage of unfavorable elements *	F %	0.72.7	4.316.5	3.312.7	11.745	623.1	26100	3.94
	Average f and % for All	F %	5.3520.58	6.6525.58	2.911.15	7.528.85	3.6514.04	26100	3.91

*= Unfavourable Statements and Their Corresponding Scale Values

Regarding the first item, which poses the question, "It is best to teach grammar in communicative EFL classes," 34.6% and 19.2% of the teachers, respectively, are on the "strongly disagree" and "disagree" teams. The statement is viewed negatively by 53.8% of the respondents overall (mean value of 2.65). This indicates a lacklustre opinion on the part of the respondents about communicative grammar instruction, which may indicate a preference for the conventional approach. Contrary to the foregoing, a sizable portion of teachers' replies (mean value 3.94) suggest that, in relation to those "negative" claims, they do hold strong opinions about the communicative nature of grammar instruction and its importance to language literacy.

Accordingly, a mean of 3.85 was obtained for the statement (Item 2) about "grammatical correctness as the most important criterion for language performance," which was indicated by 53.8% and 23.1% of the respondents, respectively.

The average mean value of the teachers' responses, when it comes to the significance and function of grammar in language instruction is 3.91. This indicates that most of the respondents (i.e., 70.6%) have a strong belief in the communicative teaching of grammar and its role in language instruction; consequently, they are aware that they may use communicative grammar instruction.

Table-V: Frequency, Percentage and Mean of Responses for Perspective on Error Correction and Assessment

Scale Value			5	4	3	2	1	Total	Mean
			1*	2*	3*	4*	5*		
Items	Statements	Fr & %							
1	In pairs or groups, students should correct each other's mistakes.	F %	1142.3	1246.2	13.8	27.7	00	26100	4.31
2*	Assessment of students' proficiency in EFL literacy by paper and pencil test is highly successful.	F %	13.8	13.8	415.4	1453.8	623.1	26100	3.88
3*	Since creating and delivering communicative tests might be challenging, teachers are unlikely to employ them.	F %	27.7	830.8	27.7	1246.2	27.7	26100	3.15
4*	Assessment that prioritizes accuracy (grammar correctness) is considered to be well-done.	F %	00	415.4	415.4	1246.2	623.1	26100	3.77
5	Assessments of students' language literacy growth should be based on their everyday classroom communicative performance, including role-playing.	F %	1246.2	1246.2	13.8	13.8	00	26100	4.35
6	Teachers' criticism should be centered on the appropriateness of students' responses rather than their linguistic form, since this will help them become proficient communicators in the foreign language.	F %	623.1	1350	311.5	415.4	00	26100	3.92
7*	Grammar mistakes made by students should all be fixed by the teacher. Learning will be imperfect if mistakes are overlooked.	F %	00	623.1	415.4	1038.5	623.1	26100	3.62
8	A lot of correcting is time-wasting because mistakes are a regular (natural) component of learning.	F %	726.9	1453.8	27.7	27.7	13.8	26100	3.92
	Average fr. and % for goods that are favorable	F %	934.6	12.849.2	1.86.9	2.38.8	0.31.2	26100	4.08
	Average fr. and % for Unfavorable items *	F %	0.83.0	4.818.5	3.513.5	1246.2	519.2	26100	3.61
	Average f and % for All	F %	4.918.85	8.432.3	2.6510.19	7.528.85	2.65 10.19	26100	3.84

*= Unfavourable Statements and Their Corresponding Scale Values

Table V above illustrates that the average mean value of all the assertions, whether favourable and negative, is higher than 3.15, which is the average mean value. This suggests that instructors who responded have strong opinions regarding error repair and assessment processes in general. Regarding the first item, "Students correct each other's errors in pairs or groups," 42.3% and 46.2% of the participants expressed agreement. This indicates that 88.5 percent of respondents strongly believe that mistakes should be communicated and corrected. Together with the positive statement, the teachers' responses to the opposing (unfavourable) remarks also demonstrate that communication is important in error correction and assessment.

Regarding Item 2, which poses the question of "effectiveness of paper and pencil test in evaluating students' achievement in EFL literacy," for example, 76.9% of respondents disagreed with the statement, with 23.1% strongly disagreeing. The problem was only agreed upon by a tiny percentage of the teachers (3.8% strongly agree and 3.8 agree). The responses provided for item no. 5 suggest that teachers believe a paper-and-pencil test is an ineffective means of assessing students' proficiency in EFL literacy and that they would prefer a communicative method based on students' daily performance (communicative classroom activities). Additionally, the response to Item No. 3, which asks teachers if they are likely to use communicative tests because they are difficult to create and administer, shows that while teachers claimed to be able to do so, 46.2% and 7.7% of respondents disagreed and strongly disagreed with the stated idea. That being said, roughly 38.5% of the participants thought they were incapable of creating and delivering communicative assessments.

Notwithstanding the fact that some respondents misinterpreted the idea of error correction and assessment

used through communicative process, overall, with a mean score of 3.84, more than half of the respondents indicated that they had a positive perception of CLT principles regarding error correction and assessment based on the eight items.

V. CONCLUSION

The study's overall conclusions showed that, despite EFL teachers' and students' moderate to high comprehension of CLT's principles, many teachers are still afraid to utilize or modify CLT as a teaching strategy because they believe it will lead to disciplinary issues with classroom procedures. A total mean score of 3.89 was obtained from the teachers' questionnaire regarding CLT perception, while a total mean score of 3.09 was obtained from the learners' questionnaire regarding CLT perception, with the majority of results (96.15%) falling between the ranges of 3 and 4.81.

Hence, concerning educators' opinions of CLT, the results showed that the overall average score for conceptual perspective was 4.1, while the scores for students' learning perspective, instructional perspective, grammar significance, error correction perspective, teachers' role perspective, and learners' role were 4.1, 4.1, and 4.03, respectively. Additionally, the results showed that, with a total mean score of 3.09, more than half (54.16%) of the results from the learners' questionnaire regarding CLT perception fell within the 3.0- 4.70 range.

Nonetheless, a small amount of the data (45.83%) has mean values less than 3, indicating that learners have modest disagreements with the propositions. While some students prefer to follow what may be referred to as the "traditional view," the overall mean score of 3.09 may

indicate students' average comprehension of the communicative approach to language instruction.

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I must verify the accuracy of the following information as the article's author.

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