

Activities and Practices to Promote CLT: English Language Teaching and Learning at Wollo University

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Abstract. The main purpose of this study was to investigate activities and practices that promote communicative language teaching (CLT) and learning English as a foreign language (EFL) by the first- and second-year students at Wollo University (WU). Descriptive concurrent research design, followed by a mixed-methods research approach, was utilized. The total population of the study was 70. A census non-random sampling technique was used to recruit students, while a convenience sampling technique was employed to choose teachers. Classroom observation, a questionnaire, and semi-structured interviews were implemented. To check the validity and reliability of the procedures, a pilot study was conducted; the Cronbach alpha value of which is 0.89. A combination of both a quantitative (frequency and percentage) and qualitative data analysis technique, including thematic analysis methods, was employed. Data from closed-ended items were processed in SPSS, while data from the open-ended and semi-structured interviews were analyzed qualitatively and combined with quantitative data and data from classroom observation. The results of this study showed that participating in pair work, role playing, presentation, individual work, listening to English music, sharing information in English, and reporting are among the activities to facilitate CLT. Both teachers and students frequently practice the activities in various ways. Finally, it was recommended that adapting training for teachers, promoting clubs for both teachers and students, creating awareness, increasing students' interest in CLT, and applying the suggested activities as well as their own may promote CLT in English language teaching.

Keywords: activities; practice; promote; communicative language teaching; English

1. Introduction

Students and EFL teachers can apply their language skills in various situations such as in a restaurant, at the workplace, and at trading centers, schools, and hospitals. Mebratu (2011) claims the ELT teaching approach needs to be adapted from time to time by incorporating advanced research findings owing to the linguistic diversity, the needs of students, and the purpose and goals of English

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language in a global context. Thus, the class teachers have several methodological options from which to choose and practice the activities. They can choose approaches according to curricula, syllabi, needs, their own preferences, the school setting, the theories of each approach, and society's needs and customs, or their culture in general. Not only choosing an appropriate approach but also practicing the activities is necessary in English language teaching and learning process. Adopting an approach without practical activities cannot succeed. Language teaching experts have been challenged while creating various approaches over time, despite adopting various teaching and learning approaches. Nevertheless, the CLT is the one currently being applied in the teaching and learning process in various countries of the world, including Ethiopia. In this approach, activities must be created to develop and improve English language skills that are stipulated in the curriculum. Hence, EFL teachers and students need to practice the activities in the communicative approach to be competent in the necessary English language skills (Asraf et al., 2019; Triyogo & Hamdan, 2024) as it helps to boost their confidence and fluency using the English language.

According to Littlewood (1981), CLT is mostly characterized by its systematic attention to functional as well as structural aspects of language, and by merging these into a communicative approach. Furthermore, Bai (2024), Cao (2023), and Lu et al. (2024) emphasize the specific features of CLT. These include its focus on communicative competence and student-centered learning and use authentic material integrating all language skills for holistic language development. For that reason, CLT is an approach in which today's teaching and learning process is being applied in the designated curriculum in Ethiopia (Lakew, 2025). It advocates that students' errors are considered to be ways of learning. To this end, teachers and learners are expected to practice different activities while using CLT in the English classroom. Richards (2006) indicates that CLT began a movement away from traditional lesson formats where the focus was on the mastery of different items of grammar and practice through controlled or mechanical activities. In other words, activities in CLT were derived from moving away from controlled activities to more meaningful practical activities. Even though controlled activities are provided in CLT, students and teachers are required to practice those activities in a practical, meaningful way. In general, the teachers' overall purpose is to prepare learners for later communicative activity by providing them with the necessary linguistic forms and the necessary links between forms and meaning. Learners, on the other hand, need to practice the activities that were created by curriculum designers and language teachers to promote CLT. In order to determine the activities and practices that promote CLT, first- and second-year English major students and EFL teachers at the Dessie campus in WU in Dessie campus were the main focus in this study.

CLT originated in the United Kingdom and has since been adopted in various other regions globally. Now, it is the main emphasis of the teaching and learning approach in Ethiopia. Before adopting this approach, there were other approaches developed in different periods in Ethiopia. In line with this, the Ethiopian National Agency (ENA) (2001) reports the current approach of teaching languages in Ethiopia is CLT, a learner-centered approach. Research by Kang and

Shen (n.d.) reveals that there are numerous challenges, such as insufficient use of information gap activities, lack of meaning-focused communication, and inadequate authentic materials limiting the practicing of CLT. In the case of WU, both English language teachers and students are also applying CLT in the EFL classroom; however, there are hurdles hindering their proper practice. In addition, the research demonstrated that partial implementation due to examination pressure, large class sizes, and parental emphasis on rote learning are among some examples of impediments facing the implementers of CLT (Solangi et al., 2025). Despite this, there are indications that practicing the appropriate activities recommended by the CLT approach is promising. Furthermore, teachers and students have been observed not to understand clear-cut activities and practices in teaching and learning EFL. This is supported by the results of many researchers (Alsayed, 2018; Kariyawasam, 2016; Tawfiq, 2020). EFL teachers and learners have to apply these activities and practices to be competent in language skills. Nevertheless, the research studies conducted by Abebe (2024) and Teshome et al. (2024) reveal that Ethiopian learners are not well competent in communication skills in English in comparison with other international students. This is perhaps because most of them have low levels of knowledge and skills in English due to cultural and contextual factors (Adugna & Zegeye, 2011). Finally, no empirical studies related to this topic have been carried out at WU. Therefore, to bridge this critical issue, this study aimed to assess various activities and practices that the EFL teachers and students are carrying out in employing CLT at WU. The research findings offer valuable insights into the EFL education curriculum while providing essential guidance for teachers and students in implementing appropriate activities that promote CLT.

1.1. Objective of the Study

The overall aim of this study was investigating activities and practices that promote CLT in teaching and learning EFL by EFL teachers and first- and second-year English students at WU.

1.2. Research Questions

Based on the objective above, the research questions were set as follows:

1. What are the activities that EFL teachers practice when using CLT in an EFL classroom?
2. Do the activities that EFL teachers practice promote CLT in the teaching-learning of the English language?
3. How do teachers practice activities in EFL classrooms to promote CLT in EFL teaching-learning?
4. What activities do first- and second-year English language students practice in learning EFL through CLT?

2. Review of Related Literature

2.1. Historical Background of CLT

Richards (2006) emphasizes that strong English communication skills enhance teaching and learning through effective approaches, particularly CLT. It helps achieve goals in English in EFL teaching, proving more effective than earlier

methods such as grammar-translation, the direct method, and the audio-lingual method. It facilitates quick and accurate communication in diverse contexts (Daskalovska & Ivanovska, 2012; Huang, 1998; Цуркан, 2020). Historically, CLT dates back to the early 20th century and remains relevant in Ethiopia and elsewhere for EFL instruction. As Oakey and Hunston (2010) note, CLT gained traction in the 1970s as a revolutionary shift in language teaching, driven by dissatisfaction with previous methods. It is a widely accepted model in ELT, recognized as effective by many linguists and educators. Li (1998) highlights that since its emergence in the early 1970s, CLT has evolved and broadened its application across various educational contexts. Originating from changes in situational language teaching and Hymes' (1972) communicative competence model, CLT was further developed by Canal and Swain (1980) along with contributions from British linguists such as Halliday (1970) and Widdowson (1972).

2.2. The Core Assumptions of CLT

Richards (2006) believes that the contemporary approach to English language teaching can facilitate second or foreign language learning skills when learners are engaged in interactive and meaningful communication. Here, the students who are engaged in various activities to improve their language skills can seamlessly communicate with each other wherever they find themselves. In relation to this, there are the following six benefits that Richards (2006) identified to clarify what this communicative teaching approach can offer:

1. Second or foreign language can be enhanced through students' learning in interactional ways.
2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning.
3. Students' process content can produce purposeful and interesting communication.
4. Contents can produce purposeful, interesting, and engaging communication.
5. Communication is a holistic process.
6. Language learning is facilitated both by activities as well as by inductive and language analysis and reflection.

2.3. Methodological Principles of CLT

Language is authentic communication. This means learners have to use the language in a real-life context in which they determine the intention of the sender of the message. Richards (2006) summarizes the principles of CLT as follows:

- It makes real communication the focus of language learning.
- It provides opportunities for learners to experiment and try out what they know.
- It teaches learners to be tolerant of each other's errors.
- It provides opportunities for learners to develop both accuracy and fluency.
- It links productive and receptive skills; and
- It enables students to infer or discover grammar rules by themselves.

2.4. Classroom Activities in Communicative Language Teaching

Richards (2006) examines the influence of language teaching activities focused on accuracy versus fluency. He divides these into two categories: fluency-centered and accuracy-centered activities. Nunan (1989) defines communication activities as situations that engage learners in the target language with a focus on meaning rather than form. Ellis and Shintani (2013) describe task-based language teaching as encouraging meaningful communication through tasks, thereby enhancing learners' communicative competence. Negotiation of meaning helps learners concentrate on conveying ideas without stressing over accuracy. The Free Encyclopedia categorizes classroom activities into five types: role playing, interviews, identifying objects, YouTube, and news reporting. These can enhance CLT when used effectively (Shahi, 2022). For example, interviews, done in pairs, aim to develop interpersonal skills in the target language (Brandl, 2007). Students often feel more comfortable speaking in pairs than in front of the class (Mitchell, 1988; Rivera et al., 2025). Students' naming items is based on teacher instructions, while news reporting allows students to act as journalists and present news in the target language. In general, Littlewood (1981) classifies the types of communicative activities into two major categories, namely functional communicative activities and social interaction activities.

2.5. Activities in Teaching and Learning English Language Skills in CLT

In a communicative classroom, interaction plays an important role. This is supported by many researchers. According to Foster (1998) and Masrizal (2014), negotiating meanings occurs because of the need to come to a shared common knowledge by asking questions, checking and asking for clarification or additional explanation until the message has been communicated effectively.

2.6. Teachers' and Learners' Practices in CLT Classroom

The most significant feature of CLT is to improve communication and interaction among students in class (Allwright, 1984). Thus, learners practice activities in learning through CLT.

2.7. Role and Importance of English in Ethiopia

When walking in Addis Ababa, various Ethiopian languages can be heard, along with foreign languages such as English, French, and Hindi. English is particularly prevalent, as the city has been a hub for African diplomacy since the time of King Haile Selassie. English is essential for access to government and non-government institutions, including schools, businesses, and banks. Researchers agree on the necessity of studying English today, as it serves as the medium for the Internet and academic courses, while offering opportunities for further education, both locally and abroad (Gurmessa, 2015; Woldemariam & Lanza, 2025).

2.8. Reasons for the Promotion of CLT

The reason that the current curriculum stipulates that educators should use CLT is to achieve the objectives of learning. When someone wants to study English, they need to consider that it is time consuming as learning English requires a great deal of practice. This can be supported by the proverb "Studying English language skills seems similar to riding a bicycle." Indeed, CLT combines many activities to help pupils master English skills. Therefore, it is believed that CLT can be

promoted when both teachers and learners practice the designed activities properly. Subsequently, it is expected that students will master the language on their own (Zhang & Lu, 2023).

3. Research Methodology

3.1. Research Design

The purpose of this research was to investigate activities and practices that stimulate CLT in teaching and learning EFL at WU. According to Kotahry (2004), a research design comprises arranging the collecting and analyzing of data in an appropriate manner. Hence, this study employed concurrent mixed-methods research design. This approach is used to collect and analyze data by combining both quantitative and qualitative research methods in a study to understand a research problem (Creswell & Clark, 2011 in Creswell, 2014). In short, this study employed a mixed-methods research approach followed by a concurrent research design.

3.2. Population of the Study

First- and second-year English students and EFL teachers at Dessie Campus in WU were the target population of the study. There were 23 undergraduate regular first- year English students enrolled in teaching and learning at WU. Of these, 17 were males and six were females. In addition, there were 30 second-year English students at WU. Of these, 16 were males and 14 were females. In total, there were (N = 53) undergraduate regular first- and second-year English students. The TEFL teachers numbered 17; 14 of these were males and three were females.

3.3. Sample and Sampling Techniques

A census non-random sampling technique was used for students owing to their limited numbers, while a convenience sampling method was applied for teachers as they are involved in extensive teaching, community service, and research activities at the university. Although in such technique there is no assurance that every element will have the same chance of being included in a sample, it is possible to avoid sampling bias (Kothari, 2004). Therefore, all 53 students participated in the research to collect comprehensive and accurate data on the issue. Furthermore, 12 EFL teachers also took part in the study.

3.4. Data Collection Instruments

A questionnaire, interview and classroom observation were used as research instruments in this study according to Dawson's (2007) suggestion on the relevance of using a combination of different methods to reduce the weaknesses that may occur in each method. Therefore, a questionnaire was the main data gathering tool in this research whereas observation was applied as the secondary tool. Semi-structured interviews were used for cross-checking the data from both the questionnaire and observation.

3.5. Classroom Observations

Classroom observation was carried out to determine whether the teachers and the students use practical activities in CLT when they are teaching and learning EFL. Structured and non-participant observations were also conducted. These

activities were taken into account when observing the classes by means of check lists. Check lists for both students and EFL teachers were adapted from Wendmagegn (2015) with some modifications. In order to avoid possible personal partiality, the observation was conducted by the researcher himself and his colleague. It was conducted among first- and second-year English undergraduate students and EFL teachers at WU. Each class was observed twice, it being the second data gathering tool. Therefore, four sessions of classroom observation were conducted.

3.6. Questionnaire

A Likert scale questionnaire was administered for first- and second-year English students and EFL teachers at WU. The Likert scale is defined by Larson-Hall (2009) as a scale often used in questionnaires that ask participants to rate a proposition using a range of numbers. Taking the research questions, objectives, and target participants into account, a questionnaire which consisted of two parts was developed by integrating insights from the relevant literature reviewed in this study. The first part related to the activities to promote CLT by students and teachers. The second focused on their practices of the activities. The questionnaire comprised 43 items, both open-ended and closed-ended. A total of 27 were distributed to students and 16 to EFL teachers. The subjects also gave their responses by rating scales on the frequency of practicing the activities. The rating points for each agreement and disagreement were on a scale of 5 (Strongly agree), 4 (Agree), 3 (Undecided), 2 (Disagree), and 1 (Strongly disagree). Likewise, rating scales were given for frequency items i.e., 5 (Always), 4 (Usually), 3 (Sometimes), 2 (Rarely), and 1 (Never).

3.7. Interview

The purpose of the interview was to triangulate the information gathered by observation and the questionnaire. Hence, over two days eight semi-structured interviews were conducted with four students from two classes who had been selected purposefully. The interviews with the respondents were carried out face-to-face. Teachers who have been teaching EFL at WU were also interviewed. They were provided with seven semi-structured interview questions in English. The responses captured in the audio recordings were then transcribed.

3.8. Data Collection Procedures

The necessary data were gathered through the following procedures. First of all, the researcher made use of a review of the literature in order to design data tools. The trustworthiness of the instruments was established. For instance, a prospective PhD student reviewed and offered feedback on the draft items of the interview and classroom observation instruments. Additionally, the internal consistency of the questionnaire was assessed through a pilot study, yielding Cronbach's alpha coefficient of 0.89, indicating that the questionnaire was reliable for practical use. Next, the observation took place over two days in each class, resulting in four observation sessions that were deemed adequate for collecting sufficient data. This was conducted prior to distributing the questionnaire to prevent any artificial responses. Subsequently, the questionnaire was administered to English language students and EFL teachers. A concurrent transformative data collection procedure was thus followed.

3.9. Methods of Data Analysis and Interpretations

The data were analyzed and interpreted using the combination of both quantitative and qualitative methods. The quantitative data were analyzed using descriptive statistics, specifically frequency and percentage, through the manipulation of tables and graphs displaying these frequencies and percentages. Afterwards, qualitative data were analyzed using the thematic analysis technique, which involved familiarizing the data, generating initial codes, searching for themes, reviewing, and naming the themes. The findings were interpreted using descriptive language, combined with closed-ended data. For triangulation, data from classroom observations were thematically analyzed and interpreted through word description, cross-referencing and integrating insights with interview and open-ended data.

4. Results and Discussion

4.1. Activities to Promote CLT

Table 1a: Summary of Students' Responses Related to Activities

No	Items	Responses in frequency and percentage										N	%
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		
1.	Listening during lectures is an important activity to develop English language skills.	23	43.6	12	22.6	7	13.2	7	13.2	4	7.5	53	100
2.	Taking notes is a necessary activity to enhance CLT in learning listening, reading, and writing English language skills.	23	43.6	17	32.1	6	11.3	6	11.3	1	1.9	53	100
3.	Translation of the target language to my first language is an activity to develop my English language communicatively.	16	30.2	17	32.1	7	13.2	9	17.0	4	7.5	53	100

Note: 5= Strongly agree, 4 =Agree, 3=Undecided, 2 =Disagree, 1 = Strongly disagree

Item 1 in Table 1(a) was designed to determine students' agreement on the activity of listening during lectures in the classroom for developing English language skills in a communicative way. As displayed above, 23 (43.6%) respondents strongly agreed. A total of 12 (22.6%) agreed, seven (13.2%) of the students were undecided, while seven (13.2%), and four (7.5%) disagreed and strongly disagreed, respectively. Regarding the open-ended questionnaires, the students

listed various activities such as listening to instructor's lecturing, listening to presentations, and watching English films.

Item 2 related to the information about an activity such as taking notes while the instructor is teaching to enhance CLT and develop English language skills, for instance, listening, speaking, reading, writing, pronunciation, and grammar. Regarding this, 23 (43.4%) strongly agreed, 17 (32.1%) agreed, six (11.3%) were undecided, six (11.3%) disagreed and one (1.9%) participant disagreed strongly. Therefore, taking notes while the instructor is teaching English is regarded as a helpful activity to develop CLT.

With reference to item 3 in the above Table 1(a), 16 (30.2%) of the respondents in this study strongly agreed, 17 (32.1%) agreed, seven were (13.2%) undecided, nine (17.0%) disagreed, and four (7.5%) strongly disagreed. This shows that translation of the target language to first language is a helpful activity to advance English language skills through a communicative approach. This resonates with the research results (Imran et al., 2024) explaining that employing a translation of the target language into students' primary language would enhance their retention and understanding skills.

Table 1b: Summary of Students' Responses Regarding Activities to Develop CLT

No	Items	Responses in Frequency and Percentage										N	%
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		
4.	Having dialogues in the classroom after the EFL teacher has introduced the activity.	21	39.6	17	32.1	7	13.2	4	7.5	4	7.5	53	100
5.	Answering teacher's questions on previous lessons is an important activity in learning English communicatively.	17	32.1	14	26.4	10	18.9	6	11.3	6	11.3	53	100
6.	Listening to foreign pronunciation in an audio recording is an essential activity to enhance language skills.	22	41.5	12	22.6	9	17.4	5	9.4	5	9.4	53	100
7.	Reviewing classmates' homework and classwork is a crucial activity.	19	37.9	20	37.7	6	13.3	3	5.7	5	9.4	53	100

Item 4 in Table 1(b) above focused on the use of dialogues in the classroom, following the EFL teacher's introduction of examples, and how these can assist in learning English language skills in a communicative way. For this item, 21 students (39.6%) strongly agreed, 17 (32.1%) agreed, seven (13.2%) were undecided, while four (7.5%) disagreed, and another four (7.5%) strongly disagreed. This indicates that the majority of students expressed agreement.

Overall, having students create dialogues based on their teacher's examples is an effective activity to enhance CLT in learning English language skills.

In terms of item 5 in Table 1(b) above, the statement "Answering the teacher's questions about previous lessons is an activity that develops CLT in learning English as a foreign language" was presented to the students. Pertaining to this, the above table showed that 17 (32.1%) strongly agreed, 14 (26.4%) agreed, 10 (18.9%) were undecided, six (11.3%) disagreed, and six (11.3%) strongly disagreed. This is to be interpreted as questioning and answering being a pertinent activity to promote CLT in teaching and learning English as a foreign language.

In Table 1(b), item 6 indicated that listening to foreign pronunciation in audio recordings is essential to enhance CLT in listening skills. Based on the respondents' reaction to this item, 22 (41.5%) and 12 (22.6%) of the respondents said that they strongly agreed and agreed, respectively. However, nine (17.4%) of the respondents could not decide as to their agreement or disagreement. In addition, five respondents (9.4%) indicated that they disagreed, while another five (9.4%) strongly disagreed. Therefore, according to students' responses, listening to the pronunciation of native speakers of English is a worthwhile activity to facilitate CLT in teaching and learning English as a foreign language. Item 7 in the above table, "Reviewing classmates' homework and class work" was designed for the students. A total of 19 (37.9%) and 20 (37.7%) of the respondents answered that they strongly agreed, and agreed, respectively, whereas six (13.3%) were undecided. Three (5.7%) and five (9.4%) disagreed and strongly disagreed, respectively. Thus, it is possible to say that reviewing classmates' work amongst each other and making comments might be an activity that enhances CLT in teaching and learning English (Asmawati, 2005).

Table 1c: Summary of Students' Responses Relating to Activities to develop CLT

N o	Items	Responses in Frequency and Percentage										N	%
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		
8.	Riddles (puzzles), games, map-reading, peer-interviews are suitable activities.	13	24.5	19	35.8	10	18.9	3	5.7	8	15.1	53	100
9.	Conducting analysis is a pertinent activity to develop communicative English language skills.	8	15.1	16	30.2	1+5	28.3	10	18.9	4	7.5	53	100

10.	Identifying well-known objects is a worthwhile activity.	1 5	28. 3	1 5	28. 3	10	18. 9	8	15. 1	5	9.4	5 3	10 0
11.	News reporting as a journalist without reading the script or telling a funny story is an essential activity in the English classroom.	1 2	22. 6	1 3	24. 5	11	20. 8	1 2	22. 6	5	9.4	5 3	10 0

Note: 5 =Strongly agree, 4 = Agree, 3= Undecided, 2= Disagree, 1= Strongly disagree

Item 8 in Table 1(c) assessed whether students viewed certain activities as beneficial. Of the participants, 13 (24.5%) strongly agreed and 19 (35.8%) agreed, while 10 (18.9%) were undecided. Three (15.1%) and eight (5.7%) disagreed or strongly disagreed, respectively about whether activities such as riddles, games, and peer interviews help develop language skills through a communicative approach. This aligns with Zhu (2012), who supports using games to engage students in class.

Item 9 focused on analyzing written and oral issues. According to Table 1(c), eight (15.1%) strongly agreed and 16 (30.2%) agreed, while 15 (28.3%) were undecided. On the other hand, 10 (18.9%) and four (7.5%) disagreed or strongly disagreed, respectively. This suggests that conducting analyses can enhance English skills, as interviews revealed students like analyzing texts such as poems and novels. Regarding identifying an object, 13 (24.5%) strongly agreed and 18 (34%) agreed, while nine (17%) were undecided. Ten (18.9%) and three (5.7%) disagreed or strongly disagreed, respectively as noted in interviews.

For news reporting without a script, 12 (22.6%) strongly agreed and 13 (24.5%) agreed. Eleven (20.8%) were undecided, while 12 (22.6%) disagreed and five (9.4%) believed it is not a strong activity in CLT. Open-ended responses similarly suggested preparing reports, conversations, stories, and letters as effective communicative approaches for learning English.

Table 1d: Students' Responses Relating to Activities to Stimulate CLT

No	Items	Responses in Frequency and Percentage										N	%
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		

12.	Identifying missing information or features is an advantageous activity in communicative EFL classroom.	11	20.8	14	26.4	10	18.9	12	22.6	6	11.3	53	100
13.	Role playing, invention and debates are vital activities in CLT that lead to fluent communicators in real-life situations.	20	37.7	12	22.6	10	18.9	8	15.1	3	5.7	53	100

Note: 5= Strongly agree, 4=Agree, 3= Undecided, 2= Disagree, 1=Strongly disagree

Item 12 in Table 1(d) aimed at determining whether the students agree or disagree on whether identifying missing information or features is an advantageous activity in the EFL classroom. Of the students, 11 (20.8%) strongly agreed, while 14 (26.4%) agreed. Additionally, 10 (18.9%) were undecided. In contrast, 12 (22.6%) disagreed, and six (11.3%) strongly disagreed. Therefore, it can be concluded that searching for missing information is a worthwhile activity in CLT. This is supported by the findings of Littlewood (1981) and Mora (2013). In Table 1(d), the items “Role playing, invention and debates” are indicated as vital activities in CLT that help students to become fluent communicators in their real-life situations. A total of 20 (37.7%) of the respondents strongly agreed and 12 (22.6%) agreed. Ten (18.9%) of the participants were undecided. However, eight (15.1%) of the respondents disagreed, and three (5.7%) strongly disagreed.

4.2. Practices to Promote CLT

Table 2a: Students’ Responses Regarding Their Practical Activities in CLT

N o	Items	Responses in Frequency and Percentage										N	%
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		
1.	We take notes while the EFL teacher is lecturing.	11	20.8	14	26.4	10	18.9	12	22.6	6	11.3	53	100
2.	We use games such as card games, jumbled sentences, and stories in the EFL classroom.	20	37.7	12	22.6	10	18.9	8	15.1	3	5.7	53	100

3.	We translate English into our first language in the communicative English class.	8	14.8	18	29.6	15	27.8	6	11.1	8	14.8	5	10
4.	We memorize written texts and dialogues in English.	10	18.5	8	14.8	17	31.5	15	27.8	3	5.6	5	10
5.	We create dialogues on our own and practice them	11	20.8	11	20.8	17	32.1	9	17.0	5	9.4	5	10

Note: 5 = Always, 4 = Usually, 3 = Sometimes, 2 = Rarely, 1 = Never

Item 1 in Table 2(a) assessed how much students practice note-taking during EFL lectures. The results showed that while all students take notes, their frequency varies: 11 (20.4%) always take notes, 19 (35.2%) usually do, 14 (25.9%) sometimes engage in notetaking, and nine (16.7%) rarely do. Item 2 focussed on the use of games such as card games and storytelling in the EFL classroom. Only one (1.9%) of the students always engage in these activities, three (5.6%) usually do, 16 (29.6%) sometimes use games, and 19 (35.2%) rarely participate. Additionally, 14 (25.9%) never use games to enhance their language skills, indicating a low level of engagement. However, scholars such as Larsen-Freeman (1986) suggest that such games are beneficial in a communicative classroom. Item 3 investigated students' practices regarding translating English into their first language. The findings showed that eight (14.8%) always translate, 18 (29.6%) usually do, 15 (27.8%) sometimes translate, six (11.1%) rarely participate, and eight (14.8%) never practice it. It is believed that translation is useful for understanding complex concepts and enhancing reading and writing skills.

Item 4 dealt with memorization practices regarding written texts and dialogues. Results indicated that 10 (18.5%) always engage in memorizing, eight (14.8%) usually practice it, 17 (31.5%) sometimes do, 15 (27.8%) rarely engage, and three (5.6%) never practice this activity. Interview data also suggested that students participate in creating and rehearsing dialogues based on specific conditions. In summary, students reported varying levels of involvement in creating and practicing dialogues, with 11 (20.8%) stating they "always" do so and another 11 (20.8%) indicating "usually." Overall, most students engage in preparing dialogues, suggesting that practicing in different settings can enhance CLT (Savignon, 2007).

Table 2b: Summary of Students' Responses on Practices

N o.	Items	Responses										N	%
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		
6.	We practice the previous lessons	10	18.9	18	33.3	15	27.8	8	14.8	1	1.9	53	100

	through asking and answering questions in English.												
7.	In the EFL class, we review each other's work by exchanging materials.	8	14.8	15	27.8	14	25.9	12	22.2	4	7.4	53	100
8.	We do presentations in front of our classmates.	14	25.9	13	24.1	15	27.8	8	14.8	3	5.6	53	100
9.	We listen to music and audio and watch videos in English.	6	11.3	13	24.1	21	38.9	10	18.9	3	5.6	53	100
10.	We work on riddles, map-reading, and peer-interviews.	6	11.3	10	18.9	25	46.3	6	11.1	6	11.1	53	100
11.	We relate awesome, funny or entertaining incidents to the English class.	8	14.8	4	7.4	19	35.2	19	35.2	3	5.6	53	100

Note: A= Always, U= Usually, S= Sometimes, R= Rarely, N= Never

Item 6 in Table 2(b) examined how often students practice asking and answering questions about previous lessons. Results showed that 10 (18.9%) always engage in this activity, 18 (33.3%) usually do, 15 (27.8%) sometimes participate, and eight (14.8%) rarely engage. Only one (1.9%) never tries to participate. According to Mahmud et al. (2023), this practice helps students retain lessons and develop communication skills.

In Table 2(b), item 7 was aimed at considering the students' practice of exchanging materials with their friends' materials and reviewing it. Of the total members, eight (14.8%) always do this. Furthermore, 15 (27.8%) engage in this practice while 14 (25.9%) of the respondents sometimes use this activity in English language class. Twelve (22.2%) of the learners replied that they rarely work on such activities. The remaining four (7.4%) of the students are never involved in the practice of exchanging their materials and making comments which revolve around strengths as well as weaknesses.

Item 10 in Table 2(a) addresses the extent to which students practice grammatical rules independently, without the support of EFL teachers. Among the respondents, eight (14.8%) consistently practice grammar learning without significant assistance from teachers. Furthermore, 12 (22.2%) students are usually active in this activity, and 14 (25.9%) sometimes engage in self-directed learning of grammatical concepts. Additionally, 11 (20.4%) respondents rarely spend time on such practices, while eight (14.8%) never participate in this activity. Overall, it

can be concluded that most students independently practice grammatical rules. Consequently, it is believed that this practice may enhance CLT in the context of teaching and learning English as a foreign language, as CLT aims to develop competence across all language skills.

Item 8 in Table 2(b) aimed to gather information on the extent to which students practice presentations in front of the class. Among the respondents, 14 (25.9%) always practice their presentations, while 13 (24.1%) usually engage in this activity. Additionally, 15 (27.8%) sometimes work on their presentations, and eight (14.8%) rarely participate. Furthermore, three (5.6%) students never take part in this activity. This indicates that the majority of students actively practice presentations in front of their classmates. Similar responses were noted in the semi-structured interviews with students. Based on these findings, it can be concluded that presenting topics related to the course or teacher's subject, as well as discussing experiences in various contexts may help students become effective communicators. Thus, practicing presentations in the classroom likely supports the communicative approach.

In Table 2(b), item 9 was created to assess the extent of student engagement in practical activities. According to this item, six (11.1%) students always listen to music through English video and audio channels. Furthermore, 13 (24.1%) respondents usually participate in this activity, and 21 (38.9%) indicated that they sometimes engage in it. Additionally, 10 (18.9%) students rarely listen to English music in videos and audios, while three (5.6%) never participate in this activity. Similar findings emerged from the open-ended and interview questions, indicating that students commonly listen to music in video and audio formats, as well as watching English films to enhance their English language skills.

The 10th item in Table 2(b) focused on activities such as working on riddles, map reading, and peer interviews. In this regard, six (11.1%) students reported that they always engage in these activities, while 10 (18.9%) indicated that they usually work on these to become fluent communicators. Additionally, 25 (46.3%) participants said they sometimes practice map reading and peer interviews. On the other hand, six (11.1%) respondents rarely engage in these activities, while another six (11.1%) never participate at all. Overall, it appears that most students practice these activities occasionally. The study suggests that spending substantial time on activities such as riddles, peer interviews, and gap-filling exercises could promote CLT. However, data collected from open-ended questions, interviews, and classroom observations did not align with these findings, as no relevant responses were recorded in those methods.

Item 11 focused on students' practices of identifying objects they have encountered. Of all the students, eight (14.8%) reported that they always engage in this activity, while four (7.4%) usually participate. Additionally, 19 (35.2%) respondents stated that they sometimes practice naming objects, and another 19 (35.2%) indicated that they rarely do so. Furthermore, three (5.6%) of the remaining respondents never take part in this activity. Overall, it appears that most students occasionally practice naming objects. The study concludes that

when students name or identify objects they have seen in various situations, it may help promote CLT.

The final item in the second part of the students' questionnaire, as shown in Table 2(b), addressed the use of social media platforms such as YouTube, Twitter, and Facebook in their practices. In response, six (11.3%) students indicated that they always engage in this activity, while seven (13.2%) usually do. Additionally, 12 (22.6%) respondents reported that they sometimes use social media for this purpose, and 14 (26.4%) stated they rarely practice it. Furthermore, 14 (26.4%) students never utilize social media to improve their English language skills. Results from the semi-structured interview questions highlighted the importance of using technology for educational purposes to enhance language skills. Ultimately, it is suggested that despite the potential drawbacks of technology in education, its benefits are significant.

4.3. EFL Teachers' Responses Pertaining to Activities to Promote CLT

The data collected from the closed-ended questions of the questionnaire were analyzed quantitatively using tables and graphs to present frequencies and percentages. In contrast, the open-ended and semi-structured interview responses were analyzed qualitatively, focusing on their meanings while integrating them with the closed-ended items. Finally, the data from classroom observations were analyzed separately at the conclusion of the overall analysis.

Table 3a: Activities that EFL Teachers Practice to Promote CLT

No	Items	Responses in Frequency and Percentage										N	%
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		
1.	Teaching English language skills through creating situations such as drama and debating can promote communicative English language.	7	58.3	5	41.7	0	0	0	0	0	0	12	100
2.	Students' language skills can be increased if the EFL teacher encourages the students to use the Internet and join a chat group while using CLT.	0	0	5	41.7	7	58.3	0	0	0	0	12	100

5= Strongly agree, 4= Agree, 3 =Undecided, 2= Disagree, 1=Strongly disagree

In Table 3(a), the statement "teaching English language skills by creating situations such as drama and debating can promote CLT in the English language classroom" was presented to EFL teachers. Their responses indicated agreement, with seven (58.3%) stating "strongly agree" and five (41.7%) stating "agree." This

response suggests that activities which are based on real-life situations and promote communicative methods can enhance the communicative approach. According to their interview responses, activities such as debating, riddles, group work, and simulations can also encourage CLT in teaching English as a foreign language.

Regarding the item "students' English language skills in CLT can be improved if the EFL teacher encourages students to join an online chat group," presented in Table 3(a), responses from teachers revealed that five (41.7%) agreed while seven (58.3%) were undecided. This suggests some hesitation among teachers to recommend technology use for their students. Such doubt may stem from concerns about the negative effects of technology, particularly the anxiety it can cause for students, especially when preparing for examinations. The Internet can create stress, distracting students from focused study on their coursework. Although the teachers' responses indicate that Internet use and chatting in English may not support CLT, it is believed that, when applied for educational purposes, these tools can enhance the communicative approach.

Table 3b: Activities that EFL Teachers Practice to Promote CLT

No	Items	Responses in Frequency and Percentage										N	%
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		
3.	Describing a picture to a partner is the way to promote CLT in English language class.	5	41.7	7	58.3	0	0	0	0	0	0	12	100
4.	Speaking in pairs helps students and teachers to progress CLT in teaching and learning English language.	5	41.7	7	58.3	0	0	0	0	0	0	12	100
5.	Story telling in front of the class, and grammar exercises are pertinent activities to encourage CLT and to upgrade language skills.	5	41.7	7	58.3	0	0	0	0	0	0	12	100
6.	In CLT, using the lecture, reading textbooks, reading guidebooks, and using authentic materials such as audio and video are suitable activities to teach English language skills.	5	41.7	7	58.3	0	0	0	0	0	0	12	100

The statement "describing a picture to a partner in the English class is a way to enhance students' English language skills within a communicative approach" was presented to EFL teachers in Table 3(b). In response, five (41.7%) of the participants agreed, while seven (58.3%) indicated they strongly agreed. This

suggests that describing pictures in various ways can enhance English language skills and promote CLT.

Regarding item 4, namely "speaking in pairs helps students and teachers advance CLT in teaching and learning English language skills," five respondents (41.7%) strongly agreed and seven (58.3%) agreed. This suggests that interacting or speaking in pairs is a crucial activity for enhancing the teaching and learning of English as a foreign language through CLT. Various scholars support this finding; for instance, Chang and Goswami (2011) argue that the communicative approach may be less effective in large groups, as students tend not to listen to one another when engaged in such settings.

The statement "storytelling in front of the class and grammar exercises are relevant activities to promote CLT and improve language skills" was designed for EFL teachers, as shown in Table 3(b). Among the respondents, five (41.7%) indicated "strongly agree" and seven (58.3%) stated "agree." Based on this item, it is suggested that these activities may serve as valuable preparation in the teaching and learning process. Consequently, students are likely to enhance their language skills through these activities, a conclusion supported by responses from their interviews. Overall, it can be said that storytelling and grammar exercises in the English classroom are effective activities for enhancing CLT in the teaching and learning of English. The item "in CLT, using lectures, reading textbooks, guidebooks, and authentic materials such as audio and video are essential methods for teaching English language skills" was presented to teachers. The respondents expressed their agreement, with five (41.7%) indicating "strongly agree" and seven (58.3%) agreeing. Additionally, responses to the open-ended questions from EFL teachers highlighted that authentic activities play a significant role in enhancing English language teaching and learning through the communicative approach. Similar responses were noted in their interview answers. Therefore, it can be concluded that creating and utilizing authentic and self-accessed materials can be effective activities for promoting CLT in the teaching and learning of English as a foreign language. Some authors, such as Haddock et al. (2008), suggest that self-accessed materials allow students to work independently.

4.4. EFL Teachers' Reflections Pertaining to Practices to Promote CLT

In this section, both closed-ended and open-ended items from the questionnaire focusing on EFL teachers' practices are presented. The closed-ended data were analyzed quantitatively using tables and graphs. In addition, the data from the open-ended questions and interviews were analyzed and interpreted descriptively, integrating them with the closed-ended data as follows:

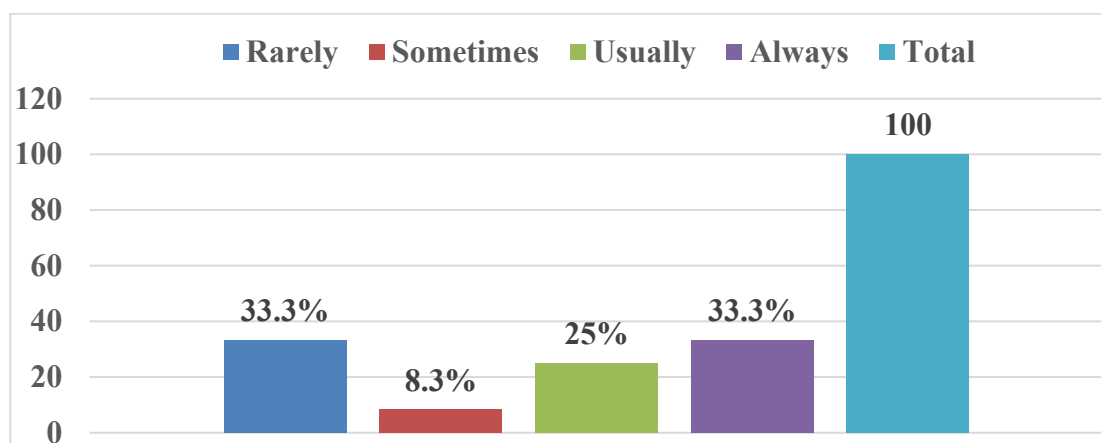


Figure 1: EFL Teachers' Practices (Puzzles, Games, and Interviews) in CLT

As shown in Figure 1, 33.3% of the respondents indicated that these activities rarely take place, 8.3% said they sometimes take place, while 25% responded with "usually," and 33.3% replied "always." These responses suggest that the majority of EFL teachers are implementing activities such as puzzles, games, map reading, and interviews to help their students develop English language skills through CLT. A previous study (Calzadilla-Peña et al., 2012) also concluded that riddles and games are practical activities that teachers can employ to enhance students' oral competence. Likewise, in response to the open-ended questions, teachers mentioned that they often allow students the freedom to speak about any topic they choose. Based on this feedback, it is recommended to encourage students to practice in various situations; for example, if a student arrives late, the teacher could ask them to explain the reason for their tardiness in English in front of the class.

Table 4: EFL Teachers Advising Students to Use Technologies

Scale		Frequency	Percentage
Rarely	6	50	50%
Sometimes	6	50	50%
Total	12	100	100%

To gather relevant information regarding the statement "I encourage students to use technologies such as YouTube, Twitter, and Facebook on weekends," a survey was conducted among EFL teachers at WU. As shown in Table 4, responses revealed that six (50%) of the respondents indicated "rarely," while another six (50%) said "sometimes." Although the researchers believe that social technologies can be valuable tools for acquiring additional or supplementary information, teachers often do not actively encourage students to utilize them. Salkin and Tahir (2017) support the use of YouTube, describing it as a social media platform that serves as a collective online communication channel for interacting and sharing content and experiences with others.

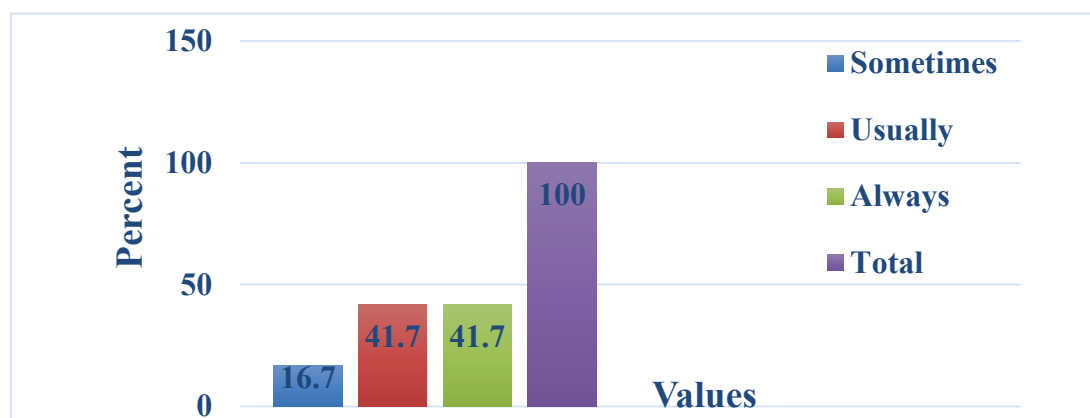


Figure 2: Arranging Activities such as Drills

As indicated in Figure 2, teachers were asked about their practices related to "arranging activities such as drills of various types (completion, conversion, transformation, substitution, question-and-answer exercises, short, guided dialogues, and information-gap activities)." The responses showed that 41.7% of the teachers reported as "always" engaging in these activities, while another 41.7% said they "usually" do so. Additionally, 16.7% of the respondents answered "sometimes." Therefore, activities such as completion, conversion, transformation, substitution, question-and-answer exercises, short, guided dialogues, and information-gap activities are being practiced by EFL teachers. This aligns with Littlewood's (1981) classification of these as social interaction activities.

4.5. Analysis of Data from Classroom Observations

The purpose of the observation was to examine the activities, materials, and instructions utilized by both teachers and students in the English classroom. The analysis and interpretation of data from the four days of classroom observations are presented below:

Teachers and students were observed at the English Language Improvement Center (ELIC) with a co-observer. The first observation noted was that the EFL teacher began the lesson by greeting the students, followed by a summary of the previous lesson. Additionally, both observers noted that the teacher instructed students to cross-check their work with their classmates. This finding was also reflected in the responses from the semi-structured interviews with students and teachers. However, it can be said that the teacher did not utilize additional relevant materials to facilitate the lesson effectively. Furthermore, the teacher provided equal emphasis on all language skills based on the context, which aligns with the assertion by Hymes (1972) and León Chico (2024), namely that all four skills should receive equal attention in CLT.

At the conclusion of the observation, the observers noted that the teacher encouraged students to identify their own errors. Following this, the teacher corrected these mistakes by writing the sentences and paragraphs on the board. In other words, peer correction among students was utilized. Regarding students' activities and practices, both observers' checklists indicated that students were not

engaged in the activities assigned by the teacher. Most students attempted to ask and answer questions in their native language.

Furthermore, the teacher sometimes communicated in English and attempted to clarify concepts in the students' first language. According to Hymes (1972) and Tiwari (2024), using the first language in CLT is acceptable when it aids understanding and supports lower-level students in grasping complex ideas. However, overreliance on first language instruction may hinder the development of fluency in a second or foreign language (Tiwari, 2024). The rationale is that reliance on the students' first language may negatively affect their improvement in English language skills. Consequently, CLT may not be effectively implemented, as it prioritizes the use of the target language (English). Nevertheless, students completed their homework, which is essential for their English language learning progress.

During the T2 classroom observations, it was noted that the teacher teaching the basic writing skills course began by greeting the students, providing clear instructions and examples, and closely monitoring student activities within each group while encouraging participation in both group and pair work. However, the teacher often dominated the conversation, leaving limited opportunities for students to participate in the English classroom. At that time, students would ask the teacher questions in English when they were confused. The teacher corrected students' errors after they attempted to identify and rectify their mistakes independently. The teacher encouraged students to negotiate meanings, and various activities were observed, including asking and answering questions, self-correction, and constructing meanings collaboratively among the students.

5. Conclusions, Limitations and Recommendations

5.1. Conclusions

Based on the results of the study, the following conclusions were drawn:

There are many activities that relate to practicing in teaching and learning English language to promote CLT. The analysis of both teachers' and students' data showed that EFL teachers and first- and second-year English language students do practice activities in classroom. Teachers can create their own innovative and hands-on supplementary activities employing the communicative approach in teaching EFL. When EFL teachers develop students' English language skills in an integrated manner, they engage in various practices, such as providing brief notes, communicating with students as needed, and allowing students to explore different options in the classroom. This approach enables students to learn English language skills progressively. Consequently, EFL teachers guide their students in practicing these skills, which serve as a means of teaching both major and minor language skills. The underlying rationale is that the communicative language teaching approach, as its name suggests, emphasizes communication competence across listening, speaking, reading, writing, grammar, and vocabulary, among others. Overall, both learners and teachers invest considerable effort in practicing these activities.

5.2. Limitations of the Study

Although the research has its strengths, it also has some limitations. For instance, the use of a convenience sampling technique may introduce population bias, restricting the ability to generalize the results. Future researchers should consider employing a different exploratory research method or a more appropriate sampling technique.

5.3. Recommendations

Based on the findings of the study, the following recommendations have been formulated for promoting CLT in teaching and learning English: Firstly, the English Language and Literature Department at WU should adapt training for teachers on the current language teaching and learning approach. EFL teachers have to motivate students' interest in learning English as foreign language skills by their own example. Finally, the EFL students should embrace opportunities to participate in activities relating to speaking English and internalize any advice.

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