RESISTANCE TO COMMUNICATIVE LANGUAGE TEACHING IN A FOREIGN LANGUAGE CONTEXT: A SENEGALESE CASE STUDY.

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ABSTRACT
Throughout the world, linguistic competence and communicative competence are sought through Communicative Language Teaching (**CLT**). Yet, studies reported in many countries of the developing world reveal that CLT faces resistance of some sort in foreign language contexts: India (**Deepti, 2004),** South Korea (**Li, 1998**), China (**Liao, 2004**), Senegal (**Dramé, 2004).** The purpose of this article is to unravel the depth and the nature of this resistance. In doing so, hypotheses will be tested through a case study involving **191** students and teachers operating in different secondary schools of Senegal in which English (the target language) is a foreign language. Important findings have been reached. In sum, they show that there is no resistance to CLT as such, but there are serious doubts that with communicative methodology students will meet the standards of national exams, still designed upon non-communicative criteria. Good exploitation of these results will certainly improve the use of the communicative approach in foreign language contexts.

KEY-WORDS
Change, Communicative, language, teaching, resistance, foreign, context, approach, Senegal.

RESUME
De par le monde, la connaissance linguistique et la compétence langagière sont recherchées à travers la méthode communicative. Cependant, des expériences rapportées de plusieurs pays du monde en développement: Inde (**Deepti, 2004**), Korée du Sud (**Li, 1998**), Chine (**Liao, 2004**), Sénégal (**Dramé, 2004**), révèlent que la méthode communicative rencontre quelques formes de résistance dans des contextes où l'anglais est considéré comme langue étrangère. Cet article a pour but de faire la lumière sur l'importance et la nature de cette résistance. Dans cette perspective, des hypothèses de travail seront testées dans un cas d'étude comprenant une population de **191** professeurs et élèves opérant dans différents établissements secondaires du Sénégal où l'anglais est une langue étrangère. Des résultats importants ont été obtenus. En résumé ces résultats indiquent que la méthode communicative ne fait pas l'objet de résistance en tant que telle,mais sa capacité à permettre aux étudiants de relever le défi des examens est sérieusement mise en doute du fait que les examens nationaux ne sont toujours pas conçus sur la base de critères communicatifs. Une bonne exploitation de ces résultats améliorera certainement l'utilisation de la méthode communicative dans les contextes de langues étrangères.

MOTS-CLES
Changement, communicatif, langue, enseignement, résistance, étranger, contexte, approche, Sénégal.

INTRODUCTION

Nowadays, with the New Technologies of Information and Communication (**NTIC**) and the Information Society (**IS**) we live in, the world is changing so fast that it is seen as a global village. Consequently, educational systems are experiencing important changes both in their paradigms and methodologies. In this respect, foreign language teaching is undergoing significant changes since the introduction of Communicative Language Teaching (**CLT**).

For some people however, the CLT train is just a band wagon. For many others, on the contrary, CLT is an effective approach to developing language proficiency and communicative competence (**Widdowson, 1978, Pica & Doughty, 1985a, 1985b).** Even though the communicative approach is implemented in many countries across the world, one must admit that in practice, there is still a lot of resistance to ongoing changes.

The purpose of this article is to study CLT in a foreign language context. It will be carried out through a Senegalese case study engaging teachers and learners of both the capital city and the regions. In its first part, the article will set the context and identify the problems. In the second section the literature will be briefly reviewed. The third section will pertain to the study proper. Part four will focus on the findings and their implications.

1.0 CHANGE IN THE SENEGALESE EDUCATIONAL CONTEXT

In Senegal, communicative language teaching is a change issue since the 90s. However, people are very slow to get on board the change wagon as a result of previous change experience born from the use of the **CLAD** (Centre de Linguistique Appliquée de Dakar) audio-lingual method (**Dramé, 2007)**. The wash back effects of such a negative experience may partially explain why communicative language teaching has not reached its momentum yet in the Senegalese context. For example, stakeholders (teachers, students, school administrators, parents) do not seem to have a positive perception of communicative methodology as practised in a foreign language context, where opportunities to use the language are very few. Such a situation is exacerbated by the fact that teachers have not been properly trained to face the new challenge. Consequently, they implement a rather hybrid form of CLT, which is a blend of traditional methodology and communicative methodology. Such a practice is reflected in their classroom actions (activity design and implementation) as well as in the exam formats still designed upon traditional criteria. Subsequently, students appear to be more concerned with meeting the exams standards than developing communicative competence in the target language.

Another factor that has complicated considerably the use of communicative methodology is the lack of communicative materials. Most of the textbooks in use in Senegal have not totally integrated communicative standards. Such a state of affairs is also aggravated by the fact that, only a few teachers have been trained in the complex process of materials development. The working conditions too do not seem to favour the use of CLT. There is no doubt, whatsoever, that teachers work in very difficult conditions in the developing world. The following challenges will be mentioned: overcrowded classes (**60-80 students**), materials problems, insufficient time allocation and shortage of rooms which make teachers and learners work well beyond normal day schedule. Given the hectic transportation issue in Dakar the capital city, one even wonders how teachers and students manage to face their duties.

All these constraints seem to be reflected in the ways in which group work and classroom management in general operate in the Senegalese context: waste of time, noise, buzz, etc.

Bearing all these issues in mind the study aims to draw a clearer picture of communicative language teaching in the Senegalese context. It will be carried out through the following research questions:

- Do secondary school stakeholders (teachers, students, school administrators, parents) oppose resistance to communicative language teaching as an approach?
- Do teachers and learners like to work through communicative methodology (pair work, groupwork, information sharing, interaction activities)?
- Can the syllabus goals (language proficiency, communicative competence) be achieved with existing materials not designed upon communicative criteria?
- Can communicative methodology prosper in the present working conditions?

2/CHANGE ACROSS THE LITERATURE
2.1 Background to Educational Change
Over the last two decades, the field of ELT has reached a great breakthrough with the advent of communicative language teaching. Since then, many countries where English is a foreign language have endeavoured to develop language proficiency and communicative competence through this approach. Yet, a close look at these attempts reveals that CLT is not as effective as expected due to inhibiting factors as well as resisting forces. The situation has become so alarming in certain contexts, that some experts have started propounding the end of communicative language teaching (**Bax, 2003a**). Others have already launched new approaches like "the context approach" (**Bax, 2003b; Deepti, 2004**),"the lexical approach" (**Lewis, 1997**).

However, in the developing world where resources are getting scarcer and scarcer, change cannot be taken for granted. Therefore ways and means must be found to improve on-going changes rather than following the change wagon. The present study fits into this concern and warns change proponents to be well aware of the change context otherwise, they are bound to face a lot of resistance. **Ellsworth, (2000**: **1**) has argued the case in these words: *"We must strive to guide our change efforts with* <u>*systematic understanding of the context in which we undertake them"*</u> (**My underlining**).

2.2 Change in Education
2.2.1 Change: what definition?
If we agree that in this new millennium change is the main constant, it is time we understand what change is before it victimises us. In the literature, change is seen as the process of putting into practice a "bundle" of new ideas, innovative technologies and alternative procedures (**Ellsworth, 2000**). The following definition worked out by **Graeme & Kevin, 2000: 1**) shows all the loss, the anxiety and the struggle that go with change. *"Change marks the boundaries of the comfort zone, beyond which lies unknown territory, full of nasty little surprises, signposts pointing to more hard work ahead, and holding the real possibility of final failure"*. Such a definition calls for a good understanding of both the process and the people involved in educational change. They are outlined below.

2.2.2 Change: the process and the people
a/Change as a process
Taken as a process, change is not linear. It is broken by pits and falls only clear awareness of the change matter and good understanding of the context can help to minimise. Moreover, the change agent must know that if he shows any doubts or

hesitations, stakeholders may hold back. Therefore, he must be clear about what he is proposing. Yet, this does not rule out flexibility and open mind that have proven to be effective ways of integrating people's views and getting them involved. The change agent must also be prepared to face context-bound obstacles, inhibiting factors and even resisting forces. The latter are unveiled below.

b/ Change: the people involved
The first person is the change agent who has something to propose. In front of him there are stakeholders of different backgrounds and agendas. Luckily enough, they do not make a single block. Some are more favourable than others. They can even be divided into four groups: **(a) the adopters, (b) the adapters, (c) the opponents, (d) the hesitant (Ellsworth, 2001).**

(**i) The adopters**
They are generally favourable to the change and are ready to buy the change matter. Nevertheless, they want their views and aspirations to be integrated by the project. Therefore, they must be taken as genuine partners.

(ii) The adapters
They have some interest in the proposed change. However, they are only ready to buy the project if the change agent allows them to adapt it into their contexts and situations. They are "reflective practitioners" (**Schon, 1987, 1988, Wallace, 1991**) and "action researchers" (**Wallace, 1996**). They are eager to convince, but once on board, they can make many others come in as their decisions are always based on "reflection-on-practice" and "reflection-in-practice".

(iii) The opponents
This is the least interesting group, because they have mind-sets about the change issue. Since they are not ready, they do not want to lose face in the change process. Overtly or covertly, they will spend all their time advocating obstacles and factors in order to convince themselves and doubting others to oppose the proposed change. They will do their best to distort the real picture of the project. Therefore, the change agent must be clever enough to single them out before they undertake actions that can be disruptive or destructive to the project.

(iv) The hesitant
They are the group whose positions are somewhat ambiguous in the sense that they will do nothing to improve the change process or its outcome, nor will they do anything that will hinder the project or bring it to a halt. Unlike the opponents, this is an interesting group, because there is still hope that they will join the project. Good strategies are interaction, communication and persuasion.

2.3 Resistance to educational change
In education the term resistance often couples up with change. In fact, resistance marks open or hidden opposition to a change issue for the purpose of stopping or slowing it down for self-conservation measures. As such, resistance is a strategic device put forward by the resistant who is not convinced enough or who does not perceive the benefits or the nature of change. In the literature, many factors are said to bring about resistance in the educational field (**Rogers, 1995. Fullan, 1991, Graeme & Kevin, 2002**). The following ones will be mentioned for illustrative purposes:
* misunderstanding of the change context;
* lack of interaction and communication;
* inadequate training and development;
* inappropriate instructional materials/input;
* violation of social, cultural, behavioural norms;

* fear of the unknown;
* loss of control, social status or power;
* high operating costs;
* time constraints;
* etc.

Given these factors, how does resistance operate in an educational context? If the school is taken as "a change unit" as suggested by **Muncey & McQuillan (1996),** resistance can operate at three overlapping levels: **(a) the school, (b) the classroom and (c) the individual stakeholder.**

2.3.1 The school level

At this level, school administrators often argue against change on the grounds of curriculum constraints, school environment and equipment, school rules and regulations, exams requirements and standards, shortage of rooms, large classes, time-tabling problems, etc.

2.3.2 The classroom level

Very often, teachers and students hide behind the following factors in order to resist **change (Tsui, 1996**): syllabus specifications, class size, classroom physical context, instructional materials, activity/task types, students' learning modes, learning styles, the school head's management style, etc.

2.3.3 The stakeholder level

As argued earlier, stakeholders always have different interests in any educational change project. So, they usually fall into different pressure groups ready to fight their interests to prevail over others. These struggles can, sometimes, be aggravated by social, cultural or professional differences or conflicts which must be taken into account. Therefore, both change agents and stakeholders are advised to ponder over these words of wisdom*: "The road (to change) won't always be easy and everyone won't always agree which path to take when the road forks... but with mutual respect, honest work and understanding that we all have to live with the results, we can get where we need to go".* **(Ellsworth, 2000: 3).**

3.0 THE STUDY: RESISTANCE TO COMMUNICATIVE LANGUAGE TEACHING IN A FOREIGN LANGUAGE CONTEXT

3.1 Study design

The study includes two questionnaires: one destined to English teachers and the other to students of different levels and streams. Both questionnaires aim to assess teachers' and learners' perceptions of communicative language teaching in their working situations. In the teachers' questionnaires, respondents are requested to spell out their standpoints with regard to identified potential sources of resistance by ticking one of the boxes ranging from: **strongly agree**, **agree**, **disagree**, **strongly disagree**. As for students, their questionnaire aimed to rate activity effectiveness (**I learn very much; I learn much**) or ineffectiveness **(I learn little; I learn very little**) among the most currently used ones.

3.2 Participants

The study involved a sample population of **191 people** (male and female) operating as teachers or students in different secondary schools of both the capital city and the regions of Senegal. The population encompassed **125 students** of different classes and streams, **66 teachers** with qualifications and experiences varying from the Master's to the Baccalaureat degree; and from one year to 17 years experience. The group of teachers also split into three subgroups: **national advisors (30), in-service teachers (10)** and **pre-service teachers (26).**

National advisors are highly qualified and experienced teachers discharged of half their normal teaching duty (**18 hours a week**) in order to help less qualified, less experienced teachers of the same teaching area. The second group are in-service teachers who are serving in different schools of the country. Some graduated from **Ecole Normale Supérieure** now known as **FASTEF** (**Faculté des Sciences et Technologies de l'Education et la Formation**). Others have not been trained at all. They were just sent to classes as the result of teacher shortage in the country. The last group includes pre-service teachers who underwent a fully fledged theoretical training programme and who spent 8 weeks of teaching practice in different schools of the capital city and the regions. The purpose of having these three groups in the study is to have a good representation of all the cohorts of teachers operating nationwide.

3.3 Data presentation and analysis

In order to have a comprehensive picture of resistance to CLT in the Senegalese context, the data will be presented and analysed in a systematic way. Firstly the teachers' data will be presented and analysed from both quantitative and qualitative views. Then students' data will follow the same procedures. Finally teachers' and students' data will be compared to gauge the real nature of resistance to CLT in the Senegalese context.

3.3.1 Results of teachers' questionnaire

As outlined above, **66** teachers took part in the study. Here teachers are asked to say whether they have **positive perceptions** (**strongly agree; agree**) or **negative perceptions** (**disagree; strongly disagree**) of areas identified as being potential sources of resistance. Below are the results of their responses expressed in percentages.

Table 2: results of teachers' questionnaire

Potential sources of resistance	Teachers' positive perceptions of identified sources of resistance	Teachers' negative perceptions of identified sources of resistance
1/ Problem with materials	**68.93 %**	31.07%
2/ Inadequate training	**59.09 %**	40.91%
3/ Unsatisfactory working conditions	**56.92 %**	43.08%
4/ Students' resistance	**52.27 %**	47.73%
5/ Insufficient command of English	40.1 %	**59.9 %**
6/ Resistance from other interested parties	38.64 %	**61.36 %**
7/ Other factors (please specify) See teachers' comments		
Grand total	**56 %**	44 %

Figure 1 : Teacher Perception of Resistance to CLT
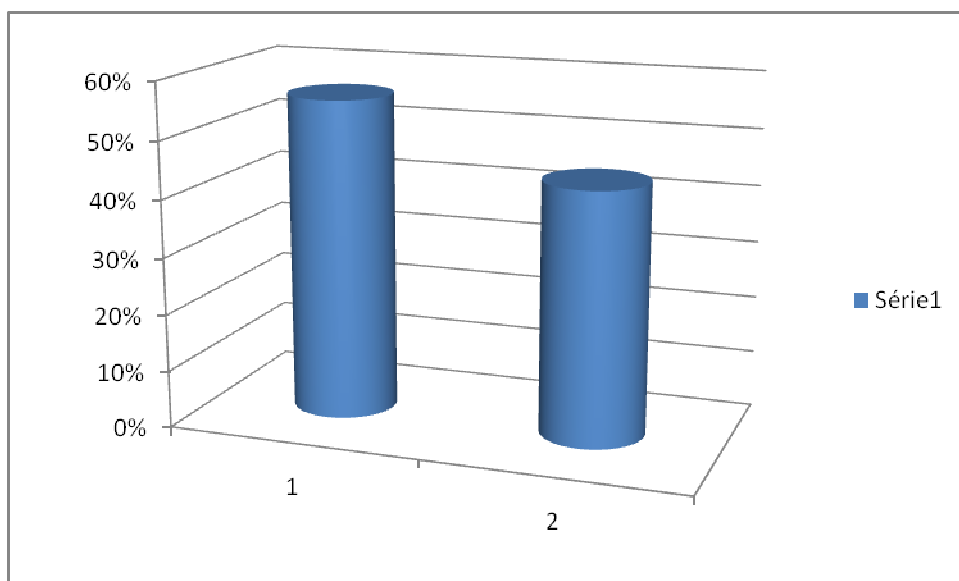
With an overall percentage reaching **56 %** surveyed teachers have strongly sided with potential sources of resistance identified in the questionnaire. Yet, with opposing views rating up to **44 %,** they have also sent a strong message to say that resistance also stems from sources different from the ones identified in the questionnaire. This must be taken into account.

A close look at the results shows clearly that teachers blame resistance partially on **the problem of materials** which tops all the others with **68.93 %**. This high rate just indicates that teachers are far from being satisfied with existing materials which are well below communicative standards. Currently used textbooks are **CLAD**(second cycle), **EFSA** (first cycle) and **GO** for English (both cycles). The **TEENS** series (**Dramé et al., 2000**) and **STAY TUNED (Pouye & Diop, 2006)** designed upon more communicative considerations are still timidly used in the country. Another source of difficulty in the materials area is that most teachers have not been trained in communicative materials development. These difficulties are echoed by Teacher 1 (**T 1**) in these terms*: "There is a real shortage of communicative materials... and we have not received enough training in materials development"*. Confirming this point of view, **T2** argues: *"Communicative materials are expensive and they are not easy to design...therefore materials can cause many problems to teachers of English in Senegal"*.

As a matter of fact, many experts would rate training and development at the top of sources of resistance to CLT in a foreign language context. Nevertheless, with **59.09 %** just behind materials development**, training and development** is still a great source of worry. Training can be perceived as an on-going process including three major stages: pre-service, in-service and self-instruction. Over the last few years, a great effort has been made at **Ecole Normale Superieure**, the Teacher Training College to address teacher training in general and implementation of the communicative approach in particular. This is confirmed by **T3** who argues: "Reluctance cannot be blamed on received training" (pre-service training). The fact of the matter is that there is still a great deal of teachers who have been sent to schools without any prerequisite form of training. This growing number known as the **"Contractors"** who are working without any permanent contract, are the very ones who need training and development. Unfortunately the national INSET is not articulate and equipped enough to run the country and train them. Yet, a partial solution has been found in the sense that a good number join the Teacher Training College during the vacation (August-September) to take crash courses aiming to lay the foundation of a training to be completed through distance learning, in-service and self-development programmes. For this special training to be effective however, these teachers must take their development into their own hands by involving themselves in "reflective teaching" (**Wallace, 1991, Schon, 198**7), 'Self-Directed Learning' (**Dickinson, 1987**) and **CALL** (computer Assisted Language Learning) programmes (**Tick, 2006).**

The working conditions take the third position in this survey (**56.92%**). From the teachers' point of view, **students' resistance to CLT** is also quite high (**52.27 %)** and it holds the fourth position in the survey. In their comments, teachers seem to blame it on students' lack of motivation and laziness. Cross analysis of teachers' and students' data will shed more light on the issue.

With **61.36 %,** teachers have rejected significantly the idea that resistance only stems from the sources identified in the questionnaire. In their mind, resistance comes also from **other interested parties:** parents, school administrators, students and some teachers. The latter seem to doubt the capacity of CLT to make the students meet the exams standards. Yet, they do not seem to blame it on CLT as an approach but on its side effects in a foreign language context and the mismatch between classroom procedures and exams formats (**Baccalaureat**, **BFEM**). This view is backed up by this comment from **T4** who argues: *" I don't know of any administration/parents who would oppose their*

students/children being more capable of using language for the purpose of communication". **T5** goes along to say: *"there is a conspicuous discrepancy between the materials, the types of exams and the spirit of CLT"*.

Similarly, surveyed   teachers rejected (**59.9 %**) the idea that **<u>teacher command of English</u>** might have been another source of resistance to CLT which requires a high level of fluency and accuracy. This seems to be a fair judgement when one bears in mind teachers' keenness on communicating in English when they meet a native speaker or when they engage in meetings, seminars, workshops, talking shops, etc.   This is encouraging given the fact that they operate in a foreign language context   where opportunities to practise the language are very few. Other sources of resistance clearly hinted at in the questionnaire are the educational system, the foreign language context and communicative language teaching.

In fact, **<u>the educational system</u>** gives rise to many problems hindering the use of communicative methodology: mismatch between teaching and testing principles and procedures, implementation of CLT without appropriate instructional materials, non-existence of an implementation framework. Worst of all the Teacher Training College is not directly involved in in-service training programmes, which prove superficial as they lack the theory that might inform   teacher classroom practice. The paper strongly believes that teacher trainers must be at the heart of in-service training programmes, which would allow them, at some points, to evaluate their own strategies and products for more effective teaching (**Perrot, 1982**). On the other hand, **<u>the foreign language context</u>** does not offer enough opportunities for teachers   and students to practise the target language inside and outside the classroom. This is why English clubs and Internet cafes must be encouraged as requested by **T6**: *"English clubs and other fora should   be encouraged and financially supported"*. Last but   not least certainly, is **<u>communicative language teaching</u>**. All the research questions aimed to clarify the extent to which CLT itself acts as an undermining intrinsic factor or force. Teachers' voices from the classroom (**Bailey & Nunan, 1996**), students' rejection of some currently used activities (see students' results, below), system-bound factors, CLT side effects (group/pair work in overcrowded classes, teacher insufficient training, teacher-centred materials, traditional testing principles and procedures, tight timetabling and syllabus contents, etc.). Teachers' gut feeling is summed in these blunt words from **T7** who argues: *"we can't teach 'communicative' and test 'traditional'. Something has to be done to solve such a national issue"*.

3.3.2 Results of students' questionnaire
125 students responded to the questionnaire. They too are asked to rate activity effectiveness (**I learn very much; I learn much**) or ineffectiveness (**I learn little; I learn very little**) when exposed to the following classroom activities. The results of their responses are outlined on this table. The highest rates are in bold. They will be analysed.

Table 2: results of students' questionnaire

Currently used activities	Students' perceptions of activity effectiveness	Students' perceptions of activity ineffectiveness
1/ Writing grammar exercises	**86. 4 %**	13.6 %
2/ Exchanging information	**85.6 %**	14.4 %
3/ Correcting mistakes	**80.8 %**	19.2 %
4/ Working in pairs	**80 %**	20 %
5/ Listening to the teacher	**80 %**	20 %
6/ Oral grammar practice	**76 %**	24 %
7/ Solving problems	**75.2 %**	24.8 %
8/ Practising dialogues	**75.2 %**	24.8 %
9/ Answering questions	**72 %**	28 %
10/ Summarising a passage	**71.2 %**	28.8 %
11/ Working in groups	**70.4 %**	29.6 %
11/ Translating	**70.4 %**	29.6 %
11/ Asking questions	**70.4 %**	29.6 %
14/ Reading aloud	**69.6 %**	30.4 %
15/ Playing games	**58.4 %**	41.6 %
16/ Listening to a native speaker	**62.4 %**	37.6 %
17/Processing information	**61.6 %**	38.4 %
18/ Playing games	**58.4 %**	40.8 %
19/ Reciting poems	**52 %**	48 %
20/ Role-playing	48 %	**52 %**
21/ Singing songs	46.4 %	**53.6 %**
22/ Working with maps	45.6 %	**54.4 %**
23/ Drawing	43.4 %	**65.6 %**
24/ Dramatising	41.6 %	**58.4 %**
25/ Improvising	41.6 %	**58.4 %**
26 Interpreting diagrams	30.4 %	**69.6 %**
Grand total	**63.36 %**	**36.64 %**

Figure 2 : Learner Perception of Activity Effectiveness
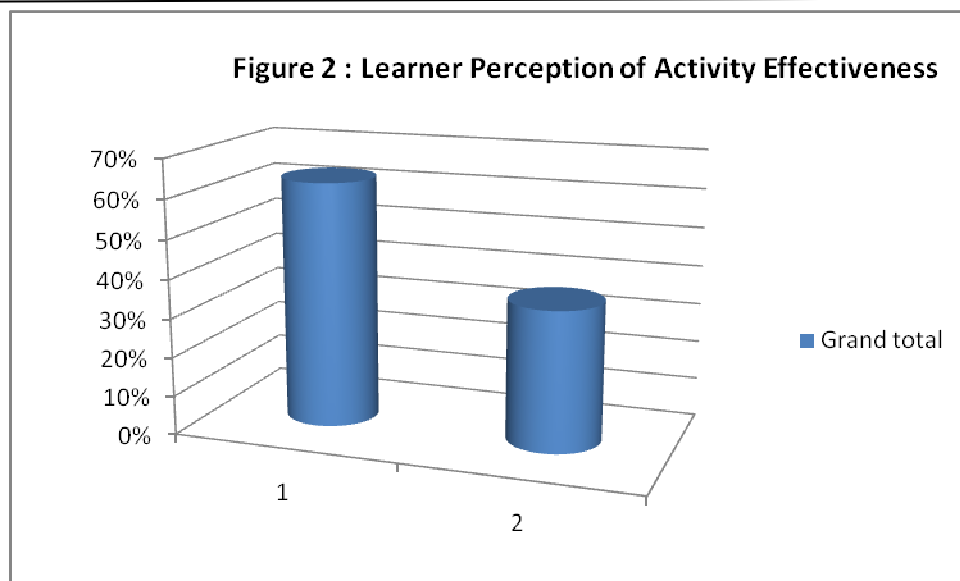
Analysis of the results of students' questionnaire shows clearly that they are favourable to communicative methodology (**63.36 %**)**,** yet by rejecting **36.64** % of the questionnaire suggested activities they also want teachers to know that some of their activities are not as effective as they believe they are. Nevertheless, it is surprising to see that **'writing grammar exercises'** takes the first place on top of the other activities (**86.4 %.**)**.** The foreign language context may explain this because they believe that to know a language is to know the grammar of that language. Another surprise comes from the third position held by the item **'correcting mistakes'** (**80.8 %**). Maybe students think that to master a language is to be able to use it without making mistakes. This purist conception of language proficiency has detrimental effects on students' performances because they are afraid of making mistakes. Contrary to this view, many practitioners take mistakes as being a dynamic part of the learning process. Some would even argue, a student who is not making mistakes is not learning.

 It is interesting to note that students seem to prefer **'pair work' (80 %)** to **'group work' (70.4 %).** With a gap of **10,4** % the difference is significant enough to be meaningful. Here students seem to say that they like group work as an activity but they dislike its side effects: **noise, time waste, chat, local/first language(s) use, social/psychological difficulties**, etc. This is why they prefer 'pair work' which has proven to be more effective in overcrowded classes. By holding the second position **(85.6 %), 'information sharing'** and co-related issues (information processing, information transfer) demonstrate that students are not against communicative methodology.

Yet,   a close look at **<u>rejected activities</u>** shows for example that students do not think they are learning effectively when they are engaged in activities like: **'interpreting diagrams' (69.6 %)**, **'drawing' (65,6 %)**, **'improvising' (59.2 %)**, **'dramatising' (58.4 %), 'working with maps' (54.4 %), and singing songs (53,6 %).** These results show that surveyed students are <u>not</u> bodily-kinaethetic learners (they do not like improvising, dramatising, singing songs, dancing), nor are they spatial ones (they do not like learning through visual representations like diagrams, drawings, maps, etc). This means that students are rather shy when it comes to speaking the target language. This derives from the point made earlier that they are afraid to make mistakes (**Tsui, 1996**). The fact that they are not spatial learners can also be explained by the point that most of the surveyed group are not in the sciences stream but in humanities and foreign languages streams.

3.3.3 Cross -analysis of teachers' and students' questionnaires results

To have a good perception of resistance to CLT in a foreign language context, teachers' results have been put against students' results. Below are the most worrying areas:

- Students' needs and favourite activities are not well known to teachers , therefore CLT is not as effective as it could be;
- Foreign language students need special treatment in communicative language teaching as demonstrated by their positive perceptions of activities often ranking at the bottom side of communicative activities: grammar exercises, error correction, translation and answering the teacher's questions;
- Teachers and students also worry about the yawning gap between the teaching and the testing procedures. Therefore something must be done about this national issue.

4.0 FINDINGS AND IMPLICATIONS
4.1 Summary of the findings

1/ Stakeholders (school administrators, teachers, students, parents) oppose no resistance to communicative language teaching as such, but they fear its side effects make the students fall short of exams standards still designed upon traditional criteria (grammar, syntax, lexis);

2/ Due to the above worry, but more because of the foreign language context, students put grammar-based activities on top of their priorities (**86.4 %**)**.** No surprise then that translation also holds a good position on this ladder (**70.4** %);

3/ Students like communicative methodology, but they prefer pair work (**80** %**)** to group work (**70.4** %)**,** because of the side effects outlined earlier;

4/ Students have significantly rejected bodily activities like drawing**,** improvising **(58.4 %),** dramatising **(58.4** %)**,** improvising (**58.4** %)**,** singing songs (**53.6** %)**,** role-playing **(52 %),** certainly because they do not want to lose face through such engaging activities.;

5/ Students are not analytical/mathematical learners either as they have also rejected activities like: interpreting diagrams (**69.6 %**), drawing (**65,6 %),** working with maps, timetables (**54.4 %).** This is true, as most surveyed students were enrolled in the arts, humanities and languages streams;

6/ As for teachers, they take the materials issue (**68.93** %**)** as the greatest source of hindrance and resistance to communicative language teaching in a foreign language context. This is also a surprise because many practitioners would blame it on training and development, which nevertheless hold the second highest rate on the ladder (**59.09** %);

7/ With **61.36 %** teachers believe that resistance to CLT relates to other sources than to CLT proper: system-bound obstacles: overcrowded classes, shortage of rooms, mismatch between teaching and testing principles and procedures, inappropriate instructional materials, inarticulate in-service programmes, students' low motivation resulting from the status of English within the curricula.

4.0   Implications

For communicative language teaching to be more effective in a foreign language context the following areas must be improved along suggested lines.

4.1 The teacher

Teacher training and development must be addressed through more elaborate, more systemic programmes both at the pre-service and the in-service levels. For example teacher training on the use of communicative methodology should integrate theory and reflective practice through small action research projects teachers would carry out in collaborative teams.

4.2 The student

Student motivation and interest must be raised through more involvement, more understanding of their needs, learning styles **(Tanner, 2001)** favoured activities, and real match between teaching and testing procedures. Here again the language teacher must be able to exploit web-based resources for students to have more opportunities to practise the language in a foreign language context **(Carrier, 1997).**

4.3 The materials

Instructional materials must integrate the principles and classroom procedures of communicative language teaching. Materials developers must also bear in mind exam formats and standards for students to learn with pleasure and efficiency. But above all, teachers must be more systematically trained in materials development to increase autonomy and freedom of choice.

4.4 Communicative Language Teaching

All the factors hindering effective use of communicative language teaching as the ones identified in this modest study must be systematically catered for. In this regard, CLT principles and procedures must be better known to all the school clients and stakeholders. This can be achieved through seminars, workshops, talking shops, etc. In each secondary school for example, a resource person could be appointed and trained to co-ordinate, facilitate and network through computing and the Internet.

4.5 The Educational System

All the above issues will be difficult to address, if drastic changes are not brought into the educational system: better exams preparation and administration, more sustained teacher training programmes, less pressure on teachers and students, more opportunities to communicate in the target language through dynamic English/Internet clubs and cafes.

4.6 A Glimmer of Hope from CALL (Computer Assisted Language Learning)

With computing and the Internet, the language classroom and communicative language teaching have a greater chance to reach a breakthrough in the thorny road towards language proficiency and communicative competence. With such tools, teachers can be trained about any subjects, observe different classes, take active part in the feedback sessions, etc. So do they have plenty of web-based resources to adopt or adapt for students' greater interest. The Internet has also opened up new avenues such as distance learning, authentic communication, satellite exchanges that should encourage both English teachers and learners to feel more confident in the teaching of language as communication.

CONCLUSION

Throughout this study an attempt has been made to understand educational change in general and communicative language teaching as a change issue in a difficult context. Subsequently, the study has assessed the degree and the nature of resistance to CLT in

these specific conditions. More thoroughly   important sources of resistance as well as hindering factors have been identified and analysed. In doing so, substantial findings have been pinpointed and practical solutions suggested. Interestingly enough, the study has closed on a glimmer of hope brought about by the Internet in its capacity to empower both the language classroom and communicative language teaching.

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APPENDIX
A/ ENGLISH TEACHER QUESTIONNAIRE

We are doing a small research project on Communicative Language Teaching (CLT) and its implementation in Senegal. We ask your help in completing this questionnaire. All responses will be kept strickly confidential. Please DO NOT sign your name.

Many teachers are reluctant to use CLT in their classrooms because of various factors. To what extent do you **strongly agree, agree, disagree** or **strongly disagree?** Please check the box corresponding to your opinion.

Teachers are reluctant to use CLT because of:	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**
1. inadequate training & development	☐	☐	☐	☐
1.1 inadequate training during in-service	☐	☐	☐	☐
1.2 inadequate training during in-service	☐	☐	☐	☐
1.3 insufficient opportunity for self development	☐	☐	☐	☐

Please comment---
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2. Unsatisfactory working conditions				
2.1 insufficient support from colleagues	☐	☐	☐	☐
2.2 insufficient support from school administration	☐	☐	☐	☐
2.3 insufficient support from parents	☐	☐	☐	☐
2.4 lack of appropriate materials	☐	☐	☐	☐
2.5 Physical constraints (large classes, seating, noise)	☐	☐	☐	☐
2.6 constraints deriving from the syllabus	☐	☐	☐	☐
2.7 mismatch between CLT & exam format	☐	☐	☐	☐

Please comment---
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3. insufficient command of English

Please comment---
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4. Student resistance				
4.1 student reluctance to change	☐	☐	☐	☐
4.2 lack of motivation	☐	☐	☐	☐
4.3 reluctance to be involved in classroom interaction	☐	☐	☐	☐
4.4lack of confidence in their own performance	☐	☐	☐	☐

Please comment---
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5. Problems with materials				
5.1 cost	☐	☐	☐	☐
5.2 insufficient material				
5.3 inappropriate materials (lang. level,cultural biases)	☐	☐	☐	☐
5.4 mismatch between syllabus suggested materials and available materials	☐	☐	☐	☐
5.6 difficulties in adapting materials	☐	☐	☐	☐
5.7 lack of resource centres (materials storage)	☐	☐	☐	☐
5.8 no or little exchange of materials among teachers	☐	☐	☐	☐

Please comment---
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6. Resistance from other interested parties				
6.1 education authorities	☐	☐	☐	☐
6.2 school administration	☐	☐	☐	☐
6.3 parents	☐	☐	☐	☐
6.4 University	☐	☐	☐	☐
6.5 specialised schools	☐	☐	☐	☐
6.6 job market	☐	☐	☐	☐

Please comment---
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7. other factors (please specify)

Thank you very much for taking your time to help us with his project.

B/ ENGLISH STUDENT QUESTIONNAIRE

We are doing a research project about English teaching and learning in Senegal. We ask your help in completing this questionnaire. All responses will be kept strictly confidential. Please DO NOT sign your name. How effective is learning in your English class? Put a cross in the box corresponding to your opinion.

When I am engaged in the following activities	I learn very much	I learn much	I learn little	I learn very little
1.asking questions	☐	☐	☐	☐
2. answering questions	☐	☐	☐	☐
3. correcting mistakes	☐	☐	☐	☐
4. Playing roles	☐	☐	☐	☐
5. working in groups	☐	☐	☐	☐
6. working in pairs	☐	☐	☐	☐
7. listening to the teacher read aloud	☐	☐	☐	☐
8. reading aloud	☐	☐	☐	☐
9. singing songs	☐	☐	☐	☐
10. reciting poems	☐	☐	☐	☐
11. playing games	☐	☐	☐	☐
12. dramatising	☐	☐	☐	☐
13. improvising	☐	☐	☐	☐
14. translating	☐	☐	☐	☐
15. practising grammar orally	☐	☐	☐	☐
16. writing grammar exercises	☐	☐	☐	☐
17.summarising a reading passage	☐	☐	☐	☐
18. listening to a native speaker	☐	☐	☐	☐
19. drawing	☐	☐	☐	☐
20. interpreting diagrams, tables, etc.	☐	☐	☐	☐
21. working with maps, timetables	☐	☐	☐	☐
22. practising dialogues	☐	☐	☐	☐
23. exchanging information	☐	☐	☐	☐
24. solving problems	☐	☐	☐	☐
25. processing information	☐	☐	☐	☐
26. other activities (please specify) --	☐	☐	☐	

Thank you very much for taking your time to help us with this project