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**AVAILABILITY AND UTILISATION OF COMMUNICATIVE LANGUAGE TEACHING
(CLT) MATERIALS IN SELECTED SECONDARY SCHOOLS IN FCT, ABUJA**

MOSES GUNDU AZA

mosesgunduuk@gmail.com

PROF. A.A. ABDULLAHI

DR. B.S OTTOH-AGEDE

Department of English and Literary Studies, Federal University of Lafia

ABSTRACT

Different studies have examined various English language teaching methods being utilised by English teachers in secondary schools in Nigeria. However, there is an insignificant focus on communicative language teaching (CLT), which is a popular teaching method in many developed countries of the world. This study therefore investigates the availability and utilisation of communicative language teaching (CLT) materials in secondary schools across the Federal Capital Territory, FCT-Abuja. CLT emphasises the active participation of learners in classroom activities and the development of critical thinking and problem-solving skills. This research sets out to identify the extent to which CLT materials are available, and how they are being utilised in classroom settings in secondary schools in the FCT. The data were collected through observation of English lessons and interviews with English teachers across selected schools in Abuja. The findings reveal that many schools in Abuja are sufficiently equipped with CLT materials, contrary to the findings of many research studies that one of the major problems with implementing CLT in various contexts is a lack of CLT materials. However, the findings highlight a significant gap in the effective utilisation of CLT materials. The research recommends an intervention from the Ministry of Education and private school owners in providing continuous professional development (CPD) programmes that will equip English teachers with the necessary skills required to fully implement CLT in English lessons.

Keywords: CLT, second language learning, CLT materials, utilisation

1.1. Background to the study

With the increasing demand for English as a 'global language and an international lingual franca' (Atonde, 2017), there have been a lot of innovations in the approach to the teaching and learning of the English language, especially in contexts where English is taught as a second or foreign language. Prior to the emergence of communicative language teaching (CLT) in the 1970s, traditional teaching methods like grammar translation, direct method, and audio-lingual method were the dominant language teaching methods around the world. These methods focus more on helping the learners to master the roles of the target language than helping them to use language in real-life situations. Okpala (2023) criticises traditional teaching methods such as the grammar translation method, direct method and audio-lingual method as being incapable of helping Nigerian students to improve their grades in English or use language effectively in real-life situations.

According to Brumfit and Johnson (2003), cited in Vin and J. (2021), the CLT method emerged as a reaction against the view of language as a set of structures; it is a reaction towards a view of language as a system of communication. Harmer (2015) observes that CLT is the product of educators and linguists who had grown dissatisfied with earlier grammar-translation and audio-lingual methods, with which students were not learning enough about the use of language in real-life situations. Therefore, these scholars became interested in developing communicative-style teaching in the 1970s, focusing on authentic language use and classroom exchanges where students engage in real communication with one another.

Despite the popularity of CLT and its wide acceptance as a new paradigm in second language teaching in many developed countries around the world since its inception in the 1970s, submissions by Mgbodile and Afangideh (2005) suggest that the same situation is not the case in Nigeria, where English is both an official and a second language. Worrisome is the fact that the challenge of teaching and learning the English language in Nigeria has been an enduring one. The World Bank Report of 2001 on the quality of Nigerian university graduates and that of 2017, as cited in Ugwu and Onwe (2020), are consistent; they both highlight the poor abilities of Nigerian university graduates in the use of English.

According to Chukwu (2016), one of the major factors affecting the implementation of CLT in schools is the lack of CLT-appropriate instructional materials. Aza (2018) observes that even in schools where authentic CLT materials are available, English language teachers in Nigeria are too comfortable with traditional teaching methods to be motivated about the new paradigm, CLT. Similarly, Humphries and Burns (2015) find the following to be obstacles to the use of CLT in Japan: class sizes, administrative and extracurricular duties for teachers, government policies and outdated instructional materials.

The aim of this paper therefore is to investigate the availability of authentic materials for the implementation of communicative language teaching materials in selected secondary schools in the Federal Capital Territory, Abuja, and to explore the extent to which these materials are being used in the classroom in order to stimulate deep learning during English language lessons.

LITERATURE REVIEW

2.1 Conceptual review

2.2.1 Teaching English in a Second Language Context

As more people strive to learn English in order to access international opportunities, much effort has been made to explore new ways of teaching second languages with the objective of finding a coherent and comprehensive approach, thus responding to the needs of diverse language learners (Richards, 2015). These efforts have given birth to later language teaching theories like the interactive language theory and the input hypothesis by Vygotsky (1978) and Krashen (1982), respectively. These theories have, in turn, generated the various language teaching methods in use today (Pitchart, 2007).

A review of extant literature reveals a significant focus on traditional teaching methods in secondary schools in Abuja. Traditional teaching methods include grammar translation, the audio-lingual method, the direct method, and situational language teaching. These methods focus more on the structure of language, with the practice of drilling the students and practising speech acts. Although still in use, traditional methods have been deemed insufficient since they do not develop fluency and spontaneity in natural conversations (Harmer, 2015). The failure of these methods to meet learners' communicative needs gave rise to the communicative language teaching approach, which this study sets out to explore as an alternative to the aforementioned.

2.2.2 Earlier (traditional) methods of teaching English

Before CLT became popular in the 1970s, English teachers relied exclusively on traditional teaching methods. However, changing times have required reforms in language teaching approaches, most of which became outdated or deficient with the passage of time.

2.2.3 Grammar-translation method

Richard (2015) describes Grammar-Translation as the earliest grammar teaching method. It involves detailed analysis of the language's grammar, followed by exercises that translate sentences from texts and from the mother tongue into the target language. The proponents of this method place more emphasis on the knowledge of sentence structures and writing skills than on the spoken form of the target language (Richard & Rodgers, 2014). Harmer (2015) identifies three crucial features of the grammar translation method as: language was mostly treated at the level of the sentence, especially at the early stage and in little of the longer text; there was little consideration of the spoken language; accuracy was considered of high importance. Uguanyi and Chukwu (2016) posit that while grammar translation was generally applauded for the use of mother tongue resources, it was severely criticised for its negligence of communicative competence.

2.2.3 Direct Method

In the 1800s, the direct method emerged from the general dissatisfaction with the grammar-translation method, which was considered not only monotonous but also ineffective. Charles Berlitz, a nineteenth-century linguist, is generally recognised as the brain behind this teaching method. Berlitz's notion was that L2 acquisition could take place without the exigency of translating linguistic resources from the mother tongue. Of the direct method, Richard (2015) postulates that 'we probably owe to the direct method the fact that the use of mother tongue and translation has been ignored, or downplayed in language teaching ever since' (p.62). In

this method, teaching and learning take place entirely in the target language, and communication skills are developed in a careful progression through the exchange of questions and answers between the students themselves and between the students and the teachers.

2.2.4 Audio-lingual Method

As language teaching theories continued to evolve in the 19th and 20th Centuries, so did the teaching methods. The audio-lingual method, which is based on structural linguistics and the behaviourist theory of learning, emerged after the direct method. It was central to the teaching of English grammar in the early 1950s to the late 1960s. Cook (2016) describes the audio-lingual method as one whose 'emphasis is on teaching the spoken language through dialogue and drills' (p.267). It has been given credit for being the first method to make far-reaching use of technology, relying essentially on recorded materials to present spoken language and on language laboratories in order to promote speaking and listening skills (Cook, 2016).

2.2.5 Situational Language Teaching

Situational language teaching is a language teaching method based on principles similar to audio-lingualism. While the audio-lingual method was developed in the United States, situational language teaching emerged in the United Kingdom under names such as the structural situational method, the oral method or situational language teaching. Richards (2015) observes that TESOL experts developed this method in the United Kingdom, and by the 1950s, it had become the standard British version and was used in the area of British English language teaching (ELT) worldwide.

Richard and Rodgers (2014) identify the main characteristics of situational language teaching method to include: Language teaching begins with spoken language (Material is taught orally before it is presented in written form); the target language is the language of the classroom; new language points are introduced in situations, rather than in isolated items of grammar; vocabulary-selection procedures are followed to ensure that an essential general English vocabulary is covered; items of grammar are graded, following the principle that simple forms should be taught before complex ones; reading and writing are introduced once sufficient lexical and grammatical basis is established; a three-phrase sequence known as the P-P-P circle: Presentation, Practice, Production was often used. Many speaking- or grammar-based lessons in contemporary materials employ this method in modified form.

In their time and space, these teaching methods were quite popular and efficient. However, with the current status of English as a global language, there has been a dramatic change in the scope of English teaching worldwide (Richards & Rodgers, 2014). Nunan (2013), submits that it was the radical revolution in language teaching paradigms that led to the massive rejection and less operationalisation of traditional teaching methods and the emergence of communicative language teaching in the 1970s.

2.2.6 Communicative Language Teaching

Communicative language teaching (CLT) draws heavily from the interactional theory of second language acquisition. Although CLT is not credited to a single scholar, the concept of communicative competence was first introduced by Dell Hymes (1973) to contrast with Chomsky's theory that competence is the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. Since then, researchers have helped to develop theories and practices of communicative language teaching. Indeed, Richards and Rodgers (2014) argue that the goal of language teaching is to develop what Hymes (1972) referred to as 'communicative competence'.

As one of the most renowned language teaching approaches in the world today, CLT emphasises language teaching that is built around communicative situations where learners perform different roles similar to those they will likely encounter in real life (Hedge, 2014). Harmer (2014) argues that one of the strands of CLT is a shift away from a focus on how language was formed to an emphasis on what language is used for. He suggests a paradigm shift from teacher-centered to student-centered classroom experience. East (2021) agrees with both Hedge and Harmer by submitting that CLT is grounded in the idea that language is best acquired through genuine use in social contexts where learners engage in real-life tasks. These suggestions point to the fact that the appropriate application of CLT in class can take the teaching and learning of English beyond form.

2.2.7 The Roles of the Learner in CLT

Since CLT places more emphasis on communication than the mastery of language forms, the learners play active and key roles in communicative learning activities in the classroom. The learner in this context plays the role of a negotiator instead of the passive listener typical of the learner in the traditional classroom. Krashen (1985) recognises the role of a learner in a communicative classroom as that of a negotiator between the self, the learning process and the object of learning. Parvin (2016) identifies role-play and discussions as activities that provide learners with opportunities to interact and improve their fluency. Ounis and Ounis (2017) state that pair and group work assist learners in discussing and supporting each other. These scholars all agree that in the CLT approach, the learners are at the centre of teaching and learning; the teacher only provides the input or guide and the required resources with which they assume ownership of their learning activities.

2.2.8 The Roles of the Teacher in CLT

In CLT, the teacher's role is fundamentally that of a facilitator and a provider of comprehensible input (Krashen, 1985). This seems to be a unanimous position among many TESOL experts. Breen (2001) agrees with Krashen on the role of the teacher as an important consideration in CLT and suggests that this role be that of a facilitator and a guide, not an all-knowing source of knowledge. Sari (2014) adds that dialogues may be used by the teacher as an activity to help learners interact using language in real-life situations. Christianto (2019) agrees with Sari on the role of teachers, elaborating further that teachers have two main roles: to facilitate the communication process among all participants in classrooms and across various activities and texts, and to act as an independent participant within the learning and teaching group.

The roles of Instructional Materials in CLT

Quite important in CLT also is the role of the instructional materials. There must be authentic materials that promote and enhance quality classroom interaction. These materials include text-based materials, realia-based materials and technology-supported materials. Offering his thoughts on the type of materials considered appropriate in CLT, Widdowson (1987) posits that the classroom materials should be derived from specifically designed texts and other forms of input, provided the learning processes they stimulate are authentic. By authenticity, Widdowson insists that for any material to be considered appropriate for a communicative classroom, it must have the features that reflect the assumptions of communicative language teaching, such as facilitating communication and providing comprehensible input.

2.2.9 Secondary School System in Nigeria

As it is obtainable in many parts of the world, the secondary school system is the second level of education in Nigeria. The National Policy on Education (NPE) (2013) defines this level of education as 'the education which a child receives after primary education' (p.12). The basic aim of the secondary school system is to provide all primary school leavers with the opportunity for

education at a higher level. Unfortunately, the secondary school system has suffered a lack of attention from the government, especially in the provision of modern instructional materials for the teaching and learning of English. Osakwe (2016) observes that one of the major challenges that secondary school education in Nigeria has faced is a lack of up-to-date teaching and instructional materials.

2.3 Empirical Review

Although there has not been as much research on CLT in Nigeria compared to how much has been explored on it in Europe, America, and Asia, there are some available studies on the status of communicative language teaching in Nigerian schools. For instance, Vin and J. (2021) explore communicative language teaching as a solution to students' performance in oral English in secondary schools in Ogoja Educational Zone, Nigeria. The results of the study reveal that the communicative method significantly enhances students' pronunciation of speech sounds more than the conventional methods. The study recommends that oral English should be taught using the communicative method, as it is hoped that this method will help to minimise the present problems which students encounter in learning to speak English.

In a related study, James and Thaddeus (2020) investigate the difference between the academic achievements of students taught using traditional teaching methods and those in CLT-driven classrooms. Their findings indicate that interactive techniques such as peer teaching and collaborative problem-solving activities foster a sense of ownership among the students, resulting in improved performance. Ushie & Basake (2021) corroborate James and Thaddeus' findings by stating that games, group discussions and real-world tasks used within the CLT framework encourage students to actively engage in learning, leading to improved learning outcomes.

Similar to the above studies is a research by Aza (2018) which investigates the perceptions of CLT by English teachers in Nigerian secondary schools. The research findings reveal that English teachers in Nigeria are not positively disposed to the use of CLT in the teaching of grammar. The teachers feel so strongly against CLT that they suggest it is 'unethical' to teach second language learners without drilling and correcting errors on the spot (Aza, 2018, p. 54).

Worthy of note is the fact that most of the research on CLT has blamed the poor mastery of English by Nigerian students on poor teaching methods and English teachers' obsession with teaching the way they were taught a few decades ago. This research investigates the extent to which CLT materials are available in secondary schools in FCT-Abuja and how they are utilised by English language teachers to enhance students' learning experiences during English lessons.

METHODOLOGY

3.1. Theoretical Framework

This study adopts the Input Hypothesis credited to Stephen Krashen (1985). The theory resonates with CLT because it argues that second language learning should be meaningful, goal-directed, and focus on achieving communicative competence by following the natural order, with learners acquiring grammatical structures in a predictable sequence.

3.1.1 Input Hypothesis

In explaining how second language should be acquired, Krashen propounded the Input Hypothesis and developed it around five main principles: the Acquisition-Learning hypothesis;

the Monitor hypothesis; the Input hypothesis; the Affective Filter hypothesis and the Natural Order hypothesis. According to Krashen (1985), language acquisition occurs through comprehensible input. This means that learners acquire language when they are exposed to input that is slightly above their current level of proficiency, also known as 'i +1'. The Acquisition-Learning distinction is said to be the most fundamental of the five hypotheses in Krashen's theory and the most widely known among linguists and language teachers (Harmer, 2011). The monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. Krashen believes that the acquisition system initiates utterances, while the learning system serves as the monitor or editor. The input explains how the learner acquires a second language.

Input Theory posits that the learner improves and progresses along the natural order when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. The affective filter hypothesis embodies Krashen's view that a number of 'affective variables' play a facilitative role in second language acquisition. These variables include motivation, self-confidence, anxiety and personality traits (Richards, 2015). The natural order hypothesis states that, like first language acquisition, acquiring a second language unfolds in predictable sequences. The easiest to state (and hence to learn) language rules are not necessarily the first to be acquired (Atkinson, 2011). Overall, input theory suggests that for second language learning to be successful, there must be a low-anxiety learning environment and meaningful input.

3.2 Research Design

The study adopts a mixed-method approach, combining observations and interviews as instruments of data collection. While data from observation are analysed quantitatively, the interviews are analysed qualitatively. After personally observing twenty 20 English lessons in five (5) randomly selected secondary schools in FCT, the researcher conducted face-to-face interviews with five (5) English language teachers using a semi-structured questionnaire. Face-to-face interviews were preferred because they provide the researcher with flexibility for follow-up questions based on participants' responses. Since the researcher resides in the same city as the participants, proximity was another major factor that determined this type of interview.

While the interviews provided great insights into the availability and utilisation of CLT materials in schools in Abuja, the researcher's personal observation of English language lessons validated the data from interviews. Triangulation was employed in order to strengthen the credibility of the data and the research findings. The researcher observed ethical precautions by seeking and obtaining permission from the selected schools to participate in the study. The study was carried out in the following schools: MW Excellence Academy, Wuse; Tophils Schools, Wuse II; The Regent Secondary School, Mabushi; Army Day Secondary School, Asokoro; and Government Junior Secondary School, Karshi. To conceal the identity of the participant teachers, the researcher anonymised the participants as 'Teacher A, B, C, D and E'.

ANALYSIS AND FINDINGS

4.1 Analysis of the Interviews

4.1.2 What CLT materials are available in your school and how often do you use them during lessons?

During the interviews, all the participants admitted to having most of the resources necessary for the successful implementation of CLT. Commenting on the types of instructional materials and language teaching facilities available in her school, Teacher A submitted: ***'Yes, in the school here we have computers; we have functional internet, ehh... we have a functional a library; we don't have a [language] lab but there are certain YouTube videos that help with learning the articulation of the basic sound patterns of the language'***. Although this response reveals the availability of CLT facilities, it does not suggest that the teachers use the facilities to stimulate communicative learning experiences. '...learning the articulation of the basic sound patterns of the language' is a drill, which is essentially an ideal of audio-lingualism rather than CLT.

Krashen (1985) corroborates Richards (2016) in describing a CLT classroom as that which has enough authentic materials like language games that can facilitate the provision of comprehensible input. Teacher C confirms the availability of language games by admitting that ***'we have games like puzzles, monopoly and charade'***. Asked if he used them during lessons to promote communicative competence, the teacher responded negatively, insisting ***'the students do not take lessons involving games seriously'***. Besides, WAEC [West African Examinations Council] does not assess speaking'. The teacher's last sentence reveals some negative perceptions of CLT activities informed by the disconnect between CLT activities, the WAEC syllabus and the assessment procedures.

Another piece of evidence that the availability of CLT materials in these schools does not necessarily translate to their utilisation in English lessons is the submission by Teacher B that ***'The students use the internet to do assignments, but I mostly use the textbooks to teach'***. Explaining the ways in which the computer facilitates his work as a language teacher, Teacher C submitted, ***'I use the computer to make my notes and to typeset exam questions'***. Teacher A admitted to using the internet ***'to input the students' academic progress on the school's students information system, SIS'***. These obviously do not demonstrate the use of computers and the internet as authentic instructional materials for CLT lessons. Rather, they are used as resources to support academic activities outside the classroom, contrary to Aza's (2018) suggestion that computers and the internet could be used to create a collection of menus, timetables, bus tickets, and advertisements for the purpose of teaching functional language or descriptive language.

As a result of the overwhelming emphasis on the teaching of concepts and operational structures of grammar, the available CLT materials in many secondary schools in Abuja serve little or no communicative purposes at all. In fact, most of the materials were only mentioned as being available and not how they were used in the classroom. Even where these materials are used, the teaching procedures do not reflect the assumptions of CLT. For instance, Teacher D would rather ask the students to 'use the internet to do an assignment'. Yes this supports teaching and learning but not as a classroom activity with target communicative goals. The other teacher said, ***'I use YouTube videos to teach the students language structure'***. Although language structure is available in CLT, it is not an ultimate goal; it aligns more closely to direct and audio-lingual methods.

In a CLT lesson, newspaper or magazine captions can be used to stimulate a discussion on a particular topic among the learners. However, Teacher B's explanation of how she uses newspaper resources in English language lessons does not provide an opportunity for discussion

among the learners: *'...from the examples we have removed from the newspaper, we look critically at the tenses that exist within the examples. That way we know that there is a kind of formation of tenses that are applicable when you are looking at ehh... the present tense or be it whatever tense we are looking at'*. Teacher E corroborates Teacher B by saying that he used newspaper articles for reading comprehension activities. This reinforces a shared concern among advocates of CLT that CLT resources are used for activities for which they are irrelevant. In the contexts above, the materials have been used to reinforce the students' grammar point instead of facilitating the use of language in a real-life situation.

4.2 Analysis of observations

To verify the qualitative data and strengthen the validity of the study, the researcher observed twenty (20) English language lessons on writing, reading, and grammar. The aim was to ascertain the availability of CLT materials and the extent of utilisation by English language teachers during English lessons. Table 1 below presents the data derived from the observation exercise.

Table 1. Observations outcome

S/N	Name of School	Type of CLT Material	Availability	Frequency of use in lessons
1.	WM Excellence Academy, Garki	Computers Role-play-cards Textbooks Workbooks Newspapers Smart boards Language games	Present Present Present Present Present Present Absent	Rarely used Never used Often used Never used Never used Never used N/A
	Total Availability/utilization rating (%)	7 100%	Present 6 Absent 1 85.71%	Used 2 Never used 4 N/A 1 33.33%
2.	Tophills Schools, Wuse Zone 5	Computers Role-play-cards Textbooks Workbooks Newspapers Smart boards Language games	Present Absent Present Present Present Present Absent	Never used N/A Often used Never used Never used Never used N/A
	Total Availability/utilization rating (%)	7 100%	Present 5 Absent 2 71.42%	Used 1 Never used 4 N/A 2 20%

3.	Regent Secondary School, Mabushi	Computers Role-play-cards Textbooks Workbooks Newspapers Smart boards Language games	Present Present Present Present Present Present Present	Often used Rarely used Often used Often used Never used Often used Often used
	Total	7	7	Used 6
	Availability/utilization rating (%)	100%	100%	Not used 1
				85.71%
4.	Government Junior Secondary School, Karshi	Computers Role-play-cards Textbooks Workbooks Newspapers Smart boards Language games	Present Absent Present Absent Present Present Absent	Never used N/A Often used N/A Never used Never used N/A
	Total	7	Present 4	Used 1
	Availability/utilization rating (%)	100%	Absent 3	Never used 3
			57.14%	N/A 3
				25%
5.	Army Day Secondary School, Asokoro	Computers Role-play-cards Textbooks Workbooks Newspapers Smart boards Language games	Present Absent Present Present Present Present Absent	Never used N/A Often used Never used Never used Used N/A
	Total	7	Present 5	Used 2
	Availability/utilization rating (%)	100%	Absent 2	Never used 3
			71.42%	N/A 3
				40%

The results of the observations as captured in the table above reveal a significant availability of CLT materials like computers, language games, smart boards, newspapers and so on in many secondary schools in Abuja. In all the schools observed, desktop computer, laptops or tablets were found. Most of the schools have smart boards and newspapers. The most limited materials were role-play-cards and language games.

Of the five schools observed for various types of CLT materials, only at Government Junior Secondary School, Karshi were fewer than five out of the seven materials observed available,

accounting for 57.14% availability of CLT materials. The Regent Secondary School, Mabushi had all seven CLT materials observed, thereby earning a 100% availability rating. This is most likely as a result of the school's status as an elite British school in Abuja. Rated closely to The Regent Secondary School is MW Excellence Academy, where six (6) out of the seven (7) CLT materials observed were found present at the availability rating of 85.71%. Government Junior Secondary School and Tophills School rate 57.14% and 74.42% respectively.

However, the data shows quite a limited use of these materials. Except at The Regent Secondary School, where almost all CLT materials were used at 85.71% during the observation, the other four schools rated quite poorly on the use of CLT materials. At The Regent Secondary School, the teacher demonstrated strong competence in managing CLT materials. In a lesson on argumentative writing, the teacher engaged the students in a listening activity using a video clip displayed on the smart board. The students discussed the contents of the video in their designated groups and formed independent arguments.

From the available CLT materials at Tophills Schools and Government Junior Secondary School, only textbooks were used by the English teachers to support teaching and learning activities, with a rating of 20% and 25% utilisation, respectively. In one of the schools, the researcher observed a grammar lesson on main and auxiliary verbs. The teacher simulated a market scene to illustrate domestic trade activities. Rather than engage the learners in 'buying' and 'selling' roles to promote the use of language in a near real-life situation, the teacher assigned the students a task to construct five sentences from a predetermined list of verbs. This instructional method and assessment prioritise the mastery of form above communicative competence, which is less effective, from a CLT point of view.

Essentially, the observation feedback presented above is consistent with the outcome of the interviews, each revealing sufficient availability of CLT materials in secondary schools in Abuja on one hand, and lack of the utilisation of the same in English lessons on the other. These findings throw up major concerns about the status of communicative language teaching in the teaching of English as a second language in Nigeria.

CONCLUSION AND RECOMMENDATIONS

Contrary to the findings of existing research on CLT that lack of CLT materials is one of the major problems with the implementation of CL in Nigerian schools, this study reveals that secondary schools in Abuja do not necessarily lack what Richards (2016) describes as authentic CLT materials. The huge gap in the status of CLT in English lessons in Abuja is the problem of utilising these resources. Another major discovery made in this study is that teachers at private British-curriculum-based schools utilise CLT materials more effectively than their counterparts in Nigerian-curriculum-based schools. Only through international efforts by policymakers, educators, and community stakeholders can the educational system in Nigeria align itself with contemporary pedagogies like communicative language teaching. This study therefore recommends an intervention by major stakeholders in education, such as the Ministry of Education and proprietors of private schools, in providing English teachers with continuous professional development (CPD) programmes that focus on utilising communicative language teaching in the classroom. This will essentially improve the students' performance outcomes in English Language, shape their ability to use language effectively in real-time scenarios and greatly enrich the classroom experience.

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