Effectiveness of Transformative Intellectuals in Teaching English Skills: Ambo University in Focus

Motuma Hirpassa Minda*

Ambo University, College of Social Science and Humanities, Department of English Language and Literature

Article History: Received: July 9, 2021; Accepted: February 20, 2022; Published: December 16, 2022

Abstract: This study examined the teacher's practices as a transformative intellectual in teaching communicative English skills course at Ambo University. Using a quasi-experimental research design, all 253 students who were admitted to Natural Science (135) and Social Science (118) bands were considered using comprehensive sampling techniques. A pre-intervention test was administered to all the students to determine their baseline language skills. Next, the students were proportionally stratified into two groups based on their pretest results, field of study and sex category, who were later assigned to control and experimental groups using lottery system. Consequently, transformative intellectual strategy was carried out for thirteen weeks for the experimental group of students while the control group of students was taught using conventional methods in their regular classrooms. In the end, post-intervention test was carried out to determine the effectiveness of transformative intellectual strategy. The data obtained through test, classroom observation, and attitudinal survey questionnaire were analyzed quantitatively using percentage, mean, standard deviation, t-test and Mann-Whitney U test to determine the effectiveness of the intervention, and qualitatively using thematic analysis. The findings ($t = 7.55$ and $Z = 0.95$) showed that teacher's practices of transformative intellectual significantly improved students' communicative English skills, with 17.14%. The students in the experimental group were motivated towards communicative English skills course. They were challenged in using transformative intellectuals in the course. The solution of the problem lies on the improvement of the challenges.

Keywords: English skills; Practice; Transformative intellectuals

*Corresponding author. E-mail: maldamercy@yahoo.com
ISSN: 2521-2192 (print), 2959-149X (electronic)

1. Introduction

Teachers certainly play key roles in the overall process of language teaching. In relation to this, Kibbe (2017) states that teachers need to know their critical roles, as the fashion in language teaching come and go, to assure the shift in the teaching methods. This concept implies that a variety of perspectives on the role and functions of teachers in language teaching have evolved over time from the Grammar Translation of behavioural psychology and structural linguistics to the post method era movement that adheres to attaining the objectives of language teaching. The post method era literature underlines that the use of specific method makes the language teaching challenging and frustrating (Christiana, 2019; Giroux, 2011). Thus, the heart of the post method era is a troublesome correlation between the teaching and learning of language skills (Christiana, 2019; Pirsl and Popovska, 2016). In other words, the varied and diverse teachers' teaching experience causes learning to occur rather than implementing certain conventional method. Teachers' practices in language teaching can thus be categorized as Teachers as Passive Technicians (TPT), Teachers as Reflective Practitioners (TRP) and Teachers as Transformative Intellectuals (TTI) (Giroux, 2011; Hersey, 2012; Kumaravadive, 2003), as illustrated in Table 1.

Table 1. The summary level of the three strand roles of EFL teachers

Variables	Teachers as passive technicians	Teachers as reflective practitioners	Teachers as transformative intellectuals
Primary role of teacher	Conduit	Facilitator	Change agent
Primary source of knowledge	Professional knowledge and empirical research by experts	Professional knowledge, teacher's personal knowledge and guided action research by teachers	Professional knowledge, teacher's personal knowledge and self- exploratory research by teachers
Primary goal of teaching	Maximizing content knowledge through prescribed activities	Maximizing learning potential through problem-solving activities	Maximizing sociopolitical awareness through problem-posing activities
Primary orientation to teaching	Discrete approach, anchored in the discipline	Integrated approach, anchored in the classroom	Holistic approach, anchored in the society
Primary players in rank order	Experts and teachers	Teachers, experts and learners	Teachers, learners, experts and community activists

Source: Adapted from Dewey and Leung (2010), Giroux (2011), and Kumaravadive (2003)

Table 1 exhibits the viewpoints that the roles of teachers have developed over time with overlapping characteristics. The earlier type of the teacher's role is TPT (Kumaravadive, 2003), which refers to any traditional approach, focusing primarily on teaching content that consists mostly of a verifiable set of facts and clearly articulated rules of language (Giroux, 2011). The basic tenet of the concept of the TPT is traced back to the behavioral school of psychology that transmits the knowledge to students like a conduit without altering the content of information (Fenner, 2013; Haynie, 2010). Fenner (2013) accentuates that creation of new knowledge is not the domain of TPT. Respond to such a frozen belief, the concept of TRP evolved (Haynie, 2010).

Fenner (2013: 69) defined TRP as "a teaching action prompted by a conscious and cautious consideration of any belief or practice in teaching." The idea of TRP has been considered as a context-sensitive action and reflection and considers teachers as problem-solvers to look back critically and imaginatively, engage in a cause-effect thinking, derives explanatory principles, task analysis to look forward, and anticipatory planning (Haynie, 2010; Fenner, 2013). Pirsl and Popovska (2016) distinguished two interlocking TRP frames of reflection: reflection-on-action (before and after a lesson) and reflection-in-action (during the teaching act). However, TRP involves also three drawbacks: treating reflection as an introspective process, giving less attention to the sociopolitical

factors to shape and reshape a teacher's reflective practice and contributing very little to transform teacher's practices as a professional wisdom (Pirsl and Popovska, 2016) as a result of which the concept of TTI has been coined in language teaching development.

Giroux (2011) defines TTI as a change agent for both teachers and learners to transfer and empower language skills connecting any classroom experience to the social reality. TTI considers language teaching as one of the most substantial elements of educational transformation (Giroux, 2011; Hersey, 2012). In this sense, if teachers are not able to connect the classrooms with the real-life situations, all the efforts of the other actors can be fruitless (Hersey, 2012) because a classroom teacher has a direct bearing on shaping and reshaping the desired learning outcomes. Teachers' talent determines the professional success or failure of a language teaching. Hence, TTI has been proved to be the most effective in teaching language skills (Gardner, 2011; Giroux, 2011; Fleming, 2015; Hersey, 2012; Kramsch, 2006). TTI strategies are highly relevant to the context of a university where transformational teachers need to teach higher level thinkers, and where the students are required to master good communicative skills (Giroux, 2011). Thus, the focus of this study is TTI.

In Ethiopian context, most of university students are poor to express themselves in English (Hailu, 2009; Hirpassa, 2014, 2018; Temesgen, 2017; Teshome, 2003). To reverse this problem, Ministry of Education (MoE, 2018) currently launched Communicative English Language Skills Course II (CELSC). The course is given to all freshman students in Ethiopia following the existing CELSC I (MoE, 2018). It tends to give more emphasis to the productive skills (MoE, 2018). One can infer that the complex and creative activities of TTI can help the teacher transform the students' language skills through basic teaching functions: authentic planning, implementation, and evaluation of functions. It never forces the teacher to be stick to any form of the popular teaching methods. TTI helps both the teacher and the students to be inquiry oriented, socially contextualized, professionally committed to knowledge making, and dedicated to an art of improvisation, concerned with critical self- and social reflection, shaped by learning CELSC by action (Fleming, 2015; Jiang, 2013). This is because TTI combines all the resources and processes of teaching and learning of CELSC (Dewey and Leung, 2010). In contrast, improper role played by teachers can make the teaching-learning of CELSC challenging and frustrating. However, students' maturity, language ability, motivation and interest are the determinants of the function of TTI.

Therefore, the nucleus of the problem for this study was the dissatisfaction of the teachers and researchers with the quality of university students' communicative ability in English (Hirpassa, 2018; Temesgen, 2017). Temesgen (2017) states that students rarely use English in their day-to-day lives to access the wealth of information recorded exclusively in English. The argument implies that the use of certain conventional teaching methods could not support students to improve their communicative competence, which is a pity in CLT era. Besides, it has been commonly expressed on different occasions that EFL researchers who are also teachers at university usually complain secondary school teachers who readily pass on the baton of blame to the primary teachers for their students' poor English. The primary school teachers also point their accusing fingers to their uneducable students. This implies that the problem recycles throughout all levels of the education system because the output of a subsystem of education is the input of the other subsystem of the education (Hirpassa, 2018).

The experience and observation of the researcher also show that first year undergraduate students at Ambo University were unable to ask and answer questions in English. Even if they attempt, they say things bit-by-bit, or else, they tend, most of the time, to use their mother tongues to communicate with each other and with their teachers. Even after the students have graduated in their first degree, they cannot express themselves in English (Hirpassa, 2015). For instance, among 31 graduate students, who took entrance examination for their postgraduate program, only one-fourth, 8 (26%), of them answered above half of the items the examination (Hirpassa, 2018). Thus, the legitimate questions to be asked here are: "Where should the cycle of the problem be stopped?" Every teacher needs to seek ways to address this question that require much more demanding and intimidating roles of teachers.

In responding to this dissatisfaction, Hailu (2009), Haimanot, Getachew and Teshome (2017), and Hirpassa (2014, 2018) have conducted various studies at different sites in Ethiopia. They commonly identified that the students' poor communicative English skills have been a wide-reaching problem in Ethiopian higher education in general. Specifically, Hirpassa (2015) conducted an experimental study to examine the university teachers' changing role from TPT to TRP in improving the students' communicative skills and found that TRT teaching strategies resulted in productive learning outcomes in CELSC. However, there is no study conducted to test the effectiveness of TTI in teaching communicative English skills in Ethiopian University. Thus, this study was intended to answer the following research questions.

1. To what extent do the TTI teaching strategies help teachers to improve their students' communicative English skills?
2. Do TTI teaching-learning strategies create any difference between the achievement of Natural Science Band (NSB) and Social Science Band (SSB) students in learning communicative English skills?
3. How do students react towards the TTI in teaching communicative English skills?
4. What are the major determinants to use TTI strategies in teaching-learning of communicative English Skills?

Theoretical Framework of the Study

The current study is related to post method era which is not confined to a particular method and theory of language teaching, as noted by Giroux (2011). Thus, it employed a CLT approach, cognitive and constructivist language learning theories lens as a theoretical framework because of the nature of the CELSC. A teacher in the perspective of "*transformative intellectuals*" engages in a dual-task in teaching CELSC: striving for teaching advancement and for personal transformation (Giroux, 2011; Kibbe, 2017). To achieve advancement, the teacher needs to organize himself as transformative intellectual who is dedicated to the transformation of various languages that are relevant to his/her specific students' contexts and to construct curricula and syllabi around his/her own and his/her students' needs and situations. The teacher also needs to train himself and his/her students about and how to use various forms of CELSC to develop his/her personal transformation. These roles require the teacher to view pedagogy as a mechanism for maximizing learning opportunities in the classroom and as an agent as well as a means for transforming communicative skills in and outside classroom (Kramsch, 2006). The experience of the teacher and students as *perspective* transformative teacher and learners have been classified into three conscious development factors and eleven phases of TTI teaching strategies in CELSC (Giroux, 2011), as indicated in Table 2 below.

Table 2. Classification of consciousness development factors and phases

Factors	Mezirow's phases
Dissonance	Phase 1: A disorienting dilemma in language
	Phase 2: A self-examination with feelings of guilt or shame
	Phase 3: A critical assessment of epistemic, sociocultural, or psychic assumptions
	Phase 4: Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change
Insight	Phase 5: Exploration of options for new roles, relationships and actions
	Phase 6: Planning of a course of action
	Phase 7: Acquisition of knowledge and skills for implementing one's plans
	Phase 8: Provisional trying of new roles in teaching and learning
	Phase 9:Renegotiating relationships and negotiating new relationships (added in 1991)
Opening	Phase 10: Building of competence and self-confidence in new roles and relationships in language teaching and learning
	Phase 11: A reintegration into one's life on the basis of conditions dictated by one's perspective

Source: Christiana (2019) and Giroux (2011)

In relation to the factors and phases, Pirsl and Popovska (2016) accentuate that the teacher and the students are not expected to experience all the eleven phases. The teacher, as a role model, plays a key practice as a catalyst of transformative change to learners' learning. A teacher is expected to act as an artist and an architect; a scientist and a psychologist; a manager and a mentor; a controller and a counselor; a sage on the stage; a guide on the side and more (Hersey, 2012) to help students understand language inputs and thereby produce effective language outputs. Students can also develop a sense of agency over themselves and their lives to reflectively transform existing beliefs, attitudes, opinions, and emotional reactions to achieve their personal and intellectual potential in CELSC (Hersey, 2012).

A dominant factor in the development of language skills is the use of deliberate practice (Fleming, 2015). Such practice can in theory reduce the intense working memory demands of planning, generating, and reviewing (Niessen and Lang, 2020). As a components of critical pedagogy (Giroux, 2011), constructivism (Dames, 2012), and holistic education (Kibbe, 2017), TTI involves effortful exertion to improve performance, intrinsic motivation to engage in the task, relevant tasks that are within each of the individual's current level of ability, feedback that provides knowledge of results, and high levels of repetition over a period of several years (see conceptual framework section).

Conceptual Framework of the Study

The following figure depict the conceptual framework of the study vis-à-vis the major variables of TTI in teaching language.

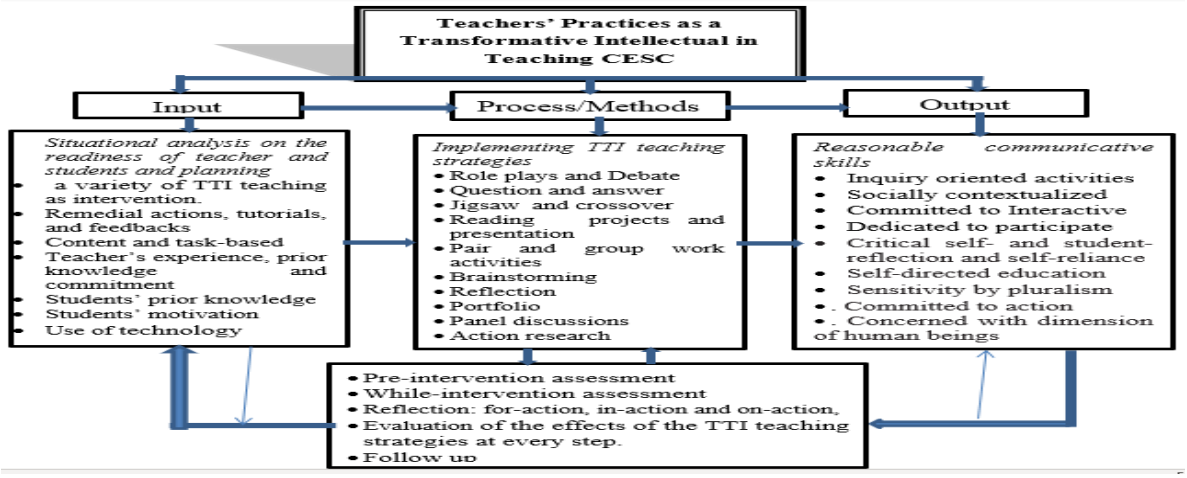

Figure 1: The conceptual framework of the study
Source: Researcher's own construct (2022)

The elements of TTI's conceptual framework in this study include the relationship between language inputs, methods, and the outputs in teaching and learning system based on cognitive control and deliberate practice in CELSC (Niessen and Lang, 2020). The framework exhibits that the practice of TTI commenced with the input planning that involves lesson-planning and getting ready oneself for teaching and for learning to improve the students' communicative ability. The lesson-planning follows the analysis of prior situations and the expected learning outcome in CELSC. The plan also includes the selection of relevant materials to supplement the existing teaching materials, teaching aids, and allocation of adequate time for every lesson to teach CELSC in integrative, interactive, and transferable strategies. These initial efforts are strengthened through a variety of activities and exercises (Gardner, 2011).

The second and the most important part of TTI practice was the implementation of a variety of transferable TTI strategies in CELSC (Kumaravadive, 2003). Students can assimilate and use these transferable learning strategies to transfer skills with other texts from which they have already been taught using summary writing, dramatizing, interviewing, listening authentic video or audio tapes and

reporting the main ideas and role-playing or simulating strategies as a part of TTI. The final stage of the framework was related to the attainment of the learning outcome. The effectiveness of TTI in every lesson was being assessed and evaluated against the expected learning outcomes in CELSC, as underlined in Pirsl and Popovska (2016). Based on the results of the assessment for learning, assessment as learning and assessment of learning, TTI strategies were redirected the teacher's practices to give appropriate remedial actions that meet students' needs. Moreover, during and after every lesson, both the students and the teacher often reflect on the proper implementation of the plan. Follow-up activities also take students' language beyond a particular skill.

2. Research Methods

2.1. Design of the Study

A quai-experimental research design was employed to investigate the effectiveness of the TTI in CELSC in this study. The method helped teachers to transform their teaching practices and students' leaning ability and helped the researcher address comprehensively the research objectives to enhance the communicative ability of the students under study.

2.2. Samples and Sampling Design

A total of 253 (146 male and 107 female) first year undergraduate students, 135 (90 male and 45 female) from NSB and others 118 (56 male and 62 female) from SSB were comprehensively participated in the study because the researcher had been assigned to these groups of students to teach CELSC II. The students were stratified into two groups based on their field of study (NSB and SSB), result of test and sex category. Finally, the two groups of students were randomly assigned into experimental, 126 (73 male and 53 female) and control group, 127 (73 male and 54 female). There were two experimental and two control group sections with, on average, 62 students in each section, as noted in Table 3**.**

Table 3. The matrix of the sample size and sampling design of the study

Band/streams	Male	Female	Total	Experimental **g**roup			Control **g**roup		
				M	F	Total	M	F	Total
NSB	90	45	135	45	22	67	45	23	68
SSB	56	62	118	28	31	59	28	31	59
Total	146	107	253	73	53	126	73	54	127

The experimental group includes 45 male and 22 female students from NSB and 28 male and 31 female students from SSB. The control group also contains 45 male and 23 female students from NSB and 27 male and 22 female students from SSB. All the students had taken CELSC I as a prerequisite for CELSC II at the university.

2.3. Data Gathering Instruments and Methods

2.3.1. Classroom observation

A three-dimensional leaning observation protocol (3D-LOP) was carried out to identify problems, to plan and to implement curriculum-based intervention. The 3D-LOP created a close alignment among teaching, learning and the learning outcomes of the course (Matz, 2014). It focused on students' experience, prior knowledge, participation and reaction to TTI techniques and the availability of technological services to teach the course. A checklist was developed and used to incorporate students' verbal and non-verbal expression and performances in CELSC during the implementation of TTI strategies, as prescribed in Creswell and Creswell (2018). A series of discussions were also conducted with the students in the experimental group to know their learning preferences and their expectations about teacher's roles in teaching CELSC. The observation also elicited the effect of feedback given and remedial actions taken by the teachers. This helped the teacher to gain insights

into the factors behind the students' behaviors as the teacher prompted questions and presented activities.

2.3.2. Test

Two similar curriculum-based tests were adapted from a criterion-referenced rating instrument profile developed by Hersey (2012). The test was chosen for its reliability and endorsement by other researchers for its scoring guide (Hersey, 2012). Its reliability derives from the fact that it is broken down into evaluative ratings of separate aspects of integrated skills rather than yielding one single overall rating. It was described as the best-known scoring procedure for communicative skills at the present time (Hersey, 2012). Then, the two tests were randomly assigned to pre and post intervention. The pretest was administered to all the students to generate baseline information, and the post-intervention test was administered to the same students to evaluate the effectiveness of TTI in CELSC, as underlined in (Creswell and Creswell, 2018).

Both the preliminary and post-tests consisted of six domains of CELSC (the four macro skills, grammar, and vocabulary) which were restructured into two parts: oral and written, with a total of 100 points. Each test consisted of 50 questions, carrying a value of 2 point (i.e., 2x50 = 100). As the CELSC focused on productive skills, 20 questions were set from writing and speaking skills; 16 questions were set from reading and listening skills, and 14 questions were set from grammar and vocabulary sections of CELSC. To control testing problems, three instructors of the subject partook in the construction and administration of the tests and in the preparation of the answer keys. The individual scales and the overall summed scale are further broken down into numerical ranges that correspond to four mastery levels, as noted in Creswell and Creswell (2018):

Excellent = 85-100%
Very good = 75-84.99%
Average = 65-74.99%
Satisfactory =50-64.99 %
Poor =35-49.99% points

2.3.3. Questionnaire

A questionnaire consisting of 25 (20 close- and five open-ended) items with five alternatives following the Likert scale (1= Strongly Disagree; 2 = Disagree; 3 =Undecided; 4 = Agree, and 5= Strongly Agree) was adapted from Christiana (2019) and administered to all students before and after intervention tests to assess the opinions of the students on the major effects of TTI in CELSC. The students responded to the items by putting a tick mark (✓) for the close-ended and by writing short answers for the open-ended items to collect data on the interests, motivations, learning styles, attitudes of the students, on the appropriateness of the materials, on the satisfaction of the students with the TTI strategies, and on the various challenges associated with the implementation of TTI in CELSC.

2.4. Procedures of Data Collection and Analysis

Situational analysis was initially carried out based on the problems experienced and observed by the teachers. Then, the first part of the questionnaire was administered to all the students to elicit their opinions on the conventional teaching-learning processes of CELSC. Next, three successive, 90-min, lesson observations were used to validate the information obtained through the questionnaire and to collect direct information. Then, a pre-intervention test was administered to all the students to generate baseline information and to determine the homogeneity of the students in their communicative skills, as indicated in Table 4.

Table 4. The homogeneity of the experimental and control group by T-test

The groups	Mean	SD	T-test	P value
Experimental group	48.04	3.45	0.00583	1.329
Control group	48.06	3.43		

The standard deviation, mean and t-test in Table 4 show that the students in the control and experimental groups were homogeneous (t = 0.0588) in their communicative English ability. The mean values of experimental and control group students were 48.04 and 48.06, respectively. Consequently, the researcher planned and administered three hours CELSC lessons for thirteen weeks, 39 hours per a semester, to the experimental group of students through TTI teaching strategies, while the control group students were taught through the conventional methods as suggested in CELSC. Then, the second part of the questionnaire was administered to all the students to elicit their opinions on the effectiveness of TTI in CELSC. Eventually, a post-intervention test was administered to the same students to evaluate the effectiveness of TTI in teaching communicative skills. In the meanwhile, a close lesson observation was being conducted throughout the lessons' weeks to determine the students' improvements in CELSC.

2.5. Methods of Data Analysis

Percentage, weighted mean, standard deviation and rank order were employed to analyze the quantitative. A t-test was also carried out to determine the effectiveness of TTI in CELSC, the difference between the results of NSB and SSB students and the major challenges faced by the teachers and the students in implementing TTI strategies, as recommended in Giroux (2011). Similarly, Mann Whitney U Test, which is a non-parameter was employed to find out the significance of the differences among the variable, as used in Creswell and Creswell (2018) and Hirpassa (2018). For all statistical tests, alpha is pre-set at $\alpha = 0.05$.

3. Results and Discussions

The results and discussions of the current study involve the effectiveness of TTI, the comparison between the results of NSB and SSB, students' reaction towards TTI in CELSC and challenges in implementing TTI in CELSC.

3.1. Results of the Study

3.1.1. The effectiveness of TTI in CELSC

The result of the pretest shows that 117 (46.24%) of the students scored below 50% and 136 (53.76%) of them had scored above 50% points out of 100 in the pretest. Throughout this paper, the number of respondents and its percentage is consecutively stated for brevity, for instance, in 136 (53.76), 136 is a number of the respondents and 53.76% is the percentage of 136 respondents.

Table 5. Pretest and posttest results

Type of test	Ranges of points							Total	Mean
	21-30	31-40	41-50	51-60	61-70	71-80	>81		
Pretest	25	50	77	48	30	22	1	253	40.10
Posttest	-	-	9	53	96	68	27	253	70.00

The results of post-test in Table 3 exhibit that all students improved their results by 18% to 41% after the intervention. The number of students, who had scored less than 50% in the pre-test, was reduced from 117 (46.24%) to only 9 students (3.56%) in the post-test. Besides, 244 (96.44%) of them had scored beyond 50% out of 100 points in the post-test after they had completed CELSC II. The overall mean of the students' result in the post-test (70%) was more than the result of pre-test (48.1) by

21.9%. In addition, improvement was also observed in all the domains of CELSC II, in some not as significant as others. The t-test value has been calculated to validate the findings of the tests, as illustrated in Table 6 below.

Table 6. Students' results in each language skill

S/N	Communicative domains	The results of pretest		The results of posttest		T-test	P-value	R
		SD	Mean	SD	Mean			
1	Reading	1.12	51.31	3.11	74.11	7.40	2.06	2
2	Listening	2.61	44.21	4.10	63.21	4.63	2.10	5
3	Writing	2.33	45.34	3.33	64.34	5.71	2.09	4
4	Speaking	3.41	44.01	3.41	62.01	5.28	2.07	6
5	Grammar	1.12	54.90	3.21	83.10	8.79	2.05	1
6	Vocabulary	2.21	48.79	3.31	73.23	7.18	2.09	3
	Weighted mean	2.18	48.10	3.12	70.00	6.84	2.07	

The t-test in the table demonstrates that the results of students in general seem to be better in grammar (8.79), reading (7.4) and vocabulary (7.18) than in listening (4.63), speaking (5.28), and writing (5.71) in the tests which seem to be consistent with the result of classroom observations. Figure 2 demonstrates the difference between the results of the experimental and control groups of students.

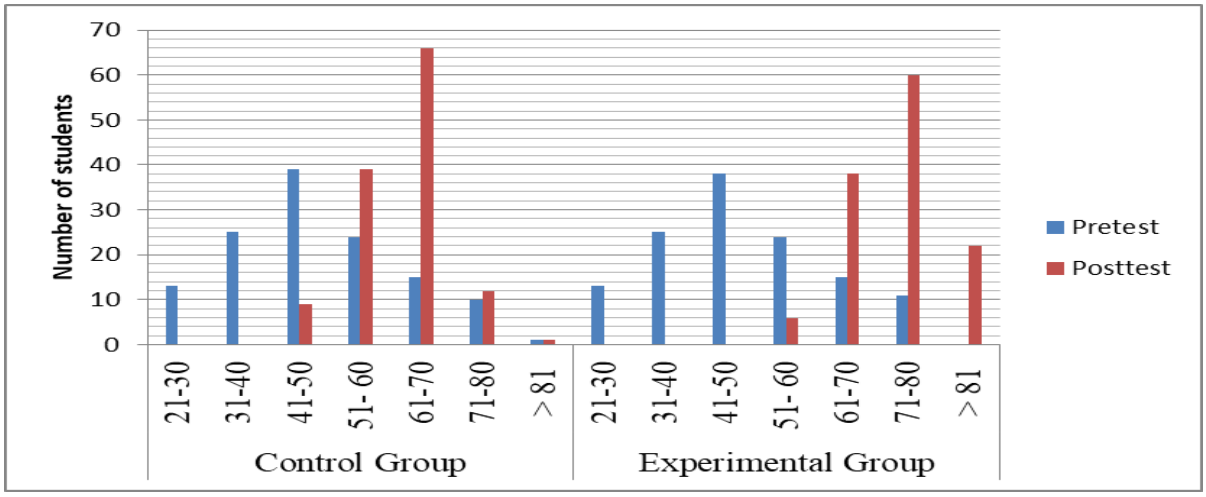

Figure 2: Comparison of students' results

Figure 2 illustrates that all students in the experimental group scored more than 50%, but 9 (7.09%) of the students in the control group scored below 50% points in the posttest. Only one student in the control group scored more than 80% in the posttest, whereas 22 (17.46) of the students in the experimental group scored above 80% in the posttest. To test the reliability of the difference between the results of experimental and control groups, the mean and the t-test were computed for every component of CELSC, as exhibited in Table 7.

The overall result of t-tests in Table 7 indicates that the students in the experimental group scored (7.13) better than the students in the control group (3.42) by 3.71. This confirms that the TTI significantly improved the students' communicative ability. In other words, the results of the t-test indicate that students in the experimental group scored better than that of the control group, on average, by 17.14% in the post-test.

Table 7. All CELSC component results

S/N	Language domains	Control group				Rank ord.	Experimental group				Rank ord.
		Pre-test	Post-test	SD	T-test		Pre-test	Post-test	SD	T-test	
1	Reading	52.02	68.41	4.12	3.72	2	51.31	83.68	4.11	7.88	2
2	Listening	43.21	56.11	4.61	2.80	5	44.20	70.88	4.71	5.67	5
3	Writing	46.21	57.14	4.33	2.53	6	46.30	73.91	5.35	5.16	6
4	Speaking	43.10	55.11	3.41	3.52	3	43.01	68.68	6.40	6.40	4
5	Grammar	55.90	70.60	3.12	4.71	1	55.82	92.75	8.94	8.94	1
6	Vocabulary	47.81	61.23	4.31	3.11	4	47.70	81.54	7.80	7.80	3
Weighted mean		48.06	61.43	3.91	3.42		48.04	78.57	7.13	7.13	

The t-tests also imply that the students in the experimental group improved their results in grammar (8.94), reading (7.88), and vocabulary (7.13) more than in listening (5.67), speaking (6.40), and writing (5.16). The results of the mean and t-test differences between the results of the students in control and in experimental groups were summarized in Table 8.

Table 8. Comparison between experimental and control group students' results

Groups	Mean of Pretest	Mean of Posttest	Mean difference	SD	T-test	P-value
Control group	48.06	61.43	13.37	4.76	2.81	2.11
Experimental group	48.04	78.57	30.53	5.12	5.96	2.09
Mean difference	0.02	17.14	17.16	0.44	7.55	2.14
Average	48.10	70.00	21.90	4.98	4,40	2.07

The average t-test result (4.40) reveals that the students in the experimental group significantly improved their performance in the test at p =2.07. The mean difference between the result of the students in the experimental (30.53%) and control group (13.37%) was 17.16. Thus, the t-test result (7.55) indicates that the implementation of TTI significantly caused learning to occur in CELSC at p =.2.14. Similarly, the comparison between the results of NSB and SSB students were made using frequency distribution, mean and t-test to determine if TTI create difference between the two groups of students in communicative skills.

3.1.2. Effects of TTI on NSB and SSB students' result

The difference between mean values of the NSB students (45.85) and SSB (51.53) students in the pre-test was 5.68%. On the other hand, the difference between the mean values of NSB students (67.41%) and SSB students (78.58%) in the post-test was 11.17%. The difference between the results of the NSB and SSB students in the post-test is two-times larger than their difference in the pre-test. This implies that the highest result belongs to the SSB students, 81.7% and 92.8% in the pre-test and post-test, respectively. The following Figure 3 demonstrates the information in detail.

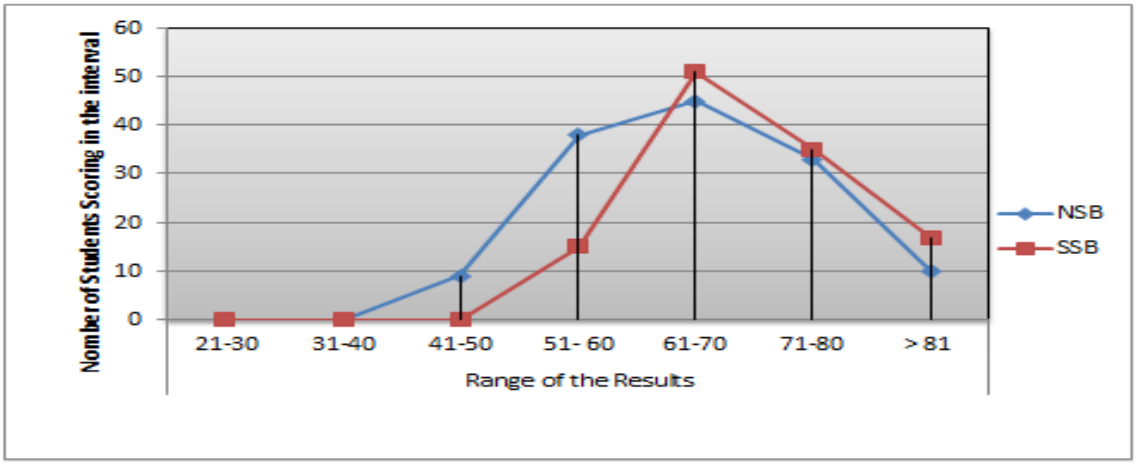

Figure 3. Comparison of NSB and SSB students' posttest results

However, the intercept points of the line graph in Figure 3 show that the results of NSB and SSB students in posttest are the same where the difference between the results of the two groups of students is zero which means the t-test result is also zero. To triangulate the analysis of the data, Mann Whitney U Test was calculated to determine if there might be a significance difference between the results NSB and SSB students, as indicated below in Table 9.

Table 9. Comparison between NSB and SSB students' results by Mann Whitney U Test

Stream/band	N	Mean rank	P Deviation
NSB	135		
SSB	118	0.95	1.497

The result of Mann Whitney U test 0.95 at p = 1.497 confirms that there is no significant difference between NSB and SSB students in learning CELSC through TTI techniques. This reveals that TTI teaching strategies are similarly applicable to teach CELSC for both NSB and SSB students in the context of Ethiopian Higher Education.

3.1.3. Students' reaction towards the implementation of TTI

Students' reaction towards TTI in CELSC was assumed as a mechanism to determine the subsisted situation in CELSC. Conversely, the analysis of the students' learning experiences in responding to their teacher's teaching strategies was made because it was crucial to compare the initial responses of the students to their opinions after the implementation of TTI in CELSC II. Table 9 presents the result of the first part of the questionnaire which was used to elicit the opinion of the students before intervention.

Table 10. Students' dispositions concerning the role of teacher during lesson-planning

No	I want my instructor to:	Control		Experiment		T-Test
		SD	Mean	SD	Mean	
1	be aware of my attitudes towards communicative	1.01	4.78	1.11	4.81	0.037
2	plan the lesson using relevant learning materials to meet my interests rather than using the existing	1.1	2.60	0.91	2.52	0.073
3	use the existing module because I like it.	2.14	2.63	2.3	2.61	0.144
4	determine what I know, and what I do not know before teaching me any skills.	2.21	4.01	2.12	4.90	0.420
5	clarify every new concept to me before ordering me to do something	2.11	4.5	2.01	4.83	0.164
6	give me clear directions before I begin to language skills.	2.02	4.71	1.99	4.67	0.020
7	explain any difficult words before I start to do something.	1.70	4.8	2.60	3.81	0.381
	Weighted mean	1.76	4.00	1.86	4.02	0.011

The figures in Table 10 indicate that the students in general need their teachers to always be aware of their attitudes (93.28%) and interests (83.4%) towards CELSC, to determine what they know and do not know (63.24%) and to clarify every new concept and words before they began to do anything (94.07% in the course. Similarly, 88.93% of the students always demand a clear direction from their teachers before doing anything. The overall mean (3.48) and t-test result (t = 0.011) assert that there is no difference in students' preference and/or reaction towards their teachers' strategy before implementing TTI in CELSC. Table 10 also portrays the students' reactions and preferences on TTI in CELSC.

Table 11. Students' reaction to TTI teaching-learning of CELSC II

No	I am happy when my teacher:	Control group		Experimental group		T-test
		SD	Mean	SD	Mean	
1	Explains and discusses the concepts of the text to me.	2.32	4.81	1.13	2. 89	1.699
2	Make me do any activities with my colleagues.	1.42	2.11	1.15	4.14	1.765
3	Make me do activities individually by myself.	1.89	2.18	1.51	4.15	1.305
4	Tells me my errors and then corrects me even in front of my colleagues.	2.20	2.01	1.15	1.55	0.400
5	Shows me my errors and corrects it later in through feedbacks.	2.70	3.23	2.24	4.42	0.531
6	Make me do any activities at home and then discuss the exercises for me on the following day in the class.	2.22	4.79	2.12	3.51	0.577
7	Teaches me the language skills separately.	2.21	4.80	1.25	2.53	1.027
8	Teaches me the language skills using integrative approach.	1.79	3.34	1.76	4.67	0.756
	Weighted mean	2.10	3.31	1.54	3.48	1.008

The results of the mean 4.81 and the t-test 1.699, in Table 11, indicate that 88.89% of the students in the control group were happy when their teacher explains and discusses the language skills in discrete teaching approach. In contrast, more than three-fourth, 77.78%, of the students in the experimental group were happy when their teacher made them do or discuss any activities with their colleagues individually, in pair and/or in groups. The result of t-test (t = 0.400) reveals that there is no

significance difference between the students in control and experimental groups with their teacher teaching and assessment activities. The result of the data obtained through questionnaire on the students' reaction in implementing TTI in CELSC during the follow up activities, as illustrated in Table 12.

Table 12 Students' reaction to their teacher's role in post-intervention

No.	I am pleased when my teacher:	Control group		Experimental group		T-Test
		SD	Mean	SD	Mean	
1	Selects the discussion points from the lessons I have learnt.	1.31	4.79	1.16	3.31	1.13
2	Encourages me to select topics to exercise it in pair and groups.	1.41	2.12	1.03	4.61	2.42
3	Discusses the points in detail for me.	1.23	4.27	1.41	4.80	0.38
4	Encourages me to relate the classroom lessons to my actual life activities	2.13	2.62	1.24	4.90	1.84
5	Encourages me to produce similar text with the text I have leant.	1.35	2.34	1.15	4.89	2.22
6	Encourages me to make speech based on the concepts of the text I have listened to or read	3.14	2.19	1.30	4.85	2.82
7	Encourages me to evaluate others' works	2.16	2.87	1.16	4.93	1.78
	Weighted mean	1.82	3.03	1.21	4.61	2.03

The mean 4.79 and the t-test 1.13, in Table 12, show that, 96 respondents or 75.59% of the students in the controlling group were pleased when their teacher selects point of discussions for them, unlike the students in the experimental group who were happy when the teacher requested them to select the discussion points and made them discuss it. Similarly, 77.78% of the students in the experimental group appreciated their teacher's encouragement to make them relate every lesson to their actual life experiences. The overall mean 4.61 and t-test 2.03 imply that the students in the experimental group become happier on the teacher's teaching strategies than the students in the control group. This signifies the effectiveness of TTI in CELSC. The following section presents the challenges in implementing TTI in CELSC.

3.1.4. Challenges of TTI implementation in CELSC

The major challenges include class size, perception on teachers' role, prior learning culture and experience, motivation and commitment, language proficiency, curriculum-based knowledge, technological services and so forth, as illustrated in Table 12. The results of Mann-Whitney U Test in Table 12 indicate that the students in both the control and experimental groups felt dissatisfaction with the constraints of stationary materials ($z = 1.02$) and teacher's character ($z = 0.44$) in learning CELSC during the learning time. The findings also show that students in the control groups were affected by the perceptions of the students ($z = 0.45$) more than the students in the experimental group in learning CELSC.

Table 13. Summary results of Mann-Whitney U test on the determinants

S/N	Determinants in implementing an TTI in CELSC: *n1=127; n2=126	Control group (1)*	Experimental group (2)	Sum of ranks (R_1)	U1	Z
1	Perceptions about CELSC	4.94	3.98	26734	16345	2.45*
2	Constraints of stationary materials	4.31	3.45	30136	17032	1. 02
3	Constraint of instructional material	3.49	4.00	28798.5	17913.5	2.71*
4	Class size	3.86	4.85	2879.5	19051.5	2.60*
5	Teachers' character	3.02	3.05	28902.5	19820.5	0.44
6	Students' character	3.72	4.65	2959	19681	2. 65*
7	Time constraints	3.72	4.75	2959	19681	2.45*
8	Technological services	3.93	4.95	2974.5	19551.5	3.71*

Standard deviations ranged for 0.21-2.01 for controlling and from 0.13-0.3.1 for experimental.

Students in the experimental group were annoyed by the demanding nature of TTI, the constraints of instructional materials (z = 2.71) and technological services (z = 3.71), large class size (2.60), time constraint (z =2.45) and deficient students' character (z = 2.65) from which the problem of technological services were the crucial challenges for the students in responding to the TTI in CELSC.

3.2. Discussion

This section discusses the findings of the study in relation to the effectiveness of TTI in CELSC, the reaction of the students to TTI, the difference created by TTI between NSB and SSB students and the challenges of TTI implementation in CELSC.

To begin with the effectiveness of TTI, TTI (the intervention) in CELSC has been resulted in a significant improvement (21.9%) in students' communicative English language skills. Evidently, 3.56% of the students only scored less than 50% in the posttest after they had completed CELSC II while 46.24% of them scored less than 50% in the pretest. Pronounced the effectiveness, TTI improved the results students in the experimental group by 70%. The overall mean of the students in the experimental group (78.57%) was more than that of the control group students (61.43%) by 17.16% in the posttest. These findings are consistent with the findings obtained by Fenner (2013), Gardner (2011) and Giroux (2011) that underline the effeteness of TTI in any language course. Improvement was also observed in all components of CELSC II, in some not as significant as others. These results revealed the effectiveness of the basic assumption of TTI implementation in CELSC II, as noted in Hersey (2012), Niessen and Lang (2020) and Pirsl and Popovska (2016). These studies commonly underline that TTI is effective in teaching any students at all level of education. Similarly, the current study investigated whether the TTI teaching-learning strategies create any difference between the achievement of NSB and SSB students in learning CELSC or not.

The overall results of the students in the posttest show that the implementation of TTI benefits both NSB and SSB students in CELSC. Based on the overall results of the students, 5.49% implies that there is not a significant difference between NSB and SSB students. Specifically, only 6.67% of NSB students in the experimental group scored less than 50%, whereas there was no SSB student in the experimental group who scored less than 50% in the posttest. Likewise, only 10.37% of NSB students scored more than 80%, and 14.41% of the SSB students scored more than 80% in the posttest which confirms the applicability of TTI to both groups of the students.

The result of t-test also underlines that NSB and SSB students can learn CELSC similarly using TTI strategies. The summary results of Mann Whitney U Test also confirm that there is not a significance difference between the results of NSB and SSB students in learning CELSC through TTI. All things considered, the findings of the present study are in line with the findings of Giroux (2011), Hersey

(2012), Osman (2015) and Pirsl and Poovska (2016) wherein TTI is supposed to be applicable to all kinds of students at different sites. It is safe to conclude that TTI teaching strategies are applicable to teach CELSC for both NSB and SSB students in the context of higher education in Ethiopia.

Regarding the students' reaction towards the implementation of TTI, the findings of the current study imply that the complex nature of CELSC and the demanding nature of TTI initially required active participation of students. However, the overall result of t-test in the post-intervention questionnaire stresses that there is preference and/or positive response of the students towards their teachers' strategy in CELSC. Besides, the findings of the current reveal that the reaction and the preference of the students in the experimental group became more positive to their teacher's strategies than the students in the control group. This implies that the homogeneity of students became varied in their communicative skills after the implementation of TTI. These findings are consistent with the findings of Fraooq (2015) and Niessen and Lang (2020) that the students' positive and appropriate response to any sort of lesson is very crucial to make the teaching-learning process more productive. Thus, without students' positive reaction, perception and engagement, there is no effective teaching and learning processes.

The findings off the current study ratify that the students in the experimental group changed their mind as a result of the implementation of TTI in CELSC. They began to flutter, to properly and positively respond to their teacher's TTI activities. Students in the experimental group were more active and motivated than those in control group to accomplish the challenging activities. Students in the experiment group were able to summarize oral and written texts, re-enacting texts, dramatizing interviews, and play other role from authentic video or audio tapes or simulations of cultural experiences in a variety of texts. This indicates that TTI strategies enable the students in the experimental group to integrate and transfer the components of language skills from one form to other aspects of language. Substantiating these findings, Niessen and Lang (2020), Osman (2015) and Naeini and Shakouri (2016) underline that TTI serves students to evaluate text in relation to their learning styles and interests and thereby motivates to use and transfer certain important language aspects in their day-to-day life, as illustrated by Fraooq (2015).

Students in the experimental group were motivated, as a result of TTI, towards a more holistic, integrative, enthusiastic, individual, self-initiative and cooperative learning strategies than the students in the control group. They students in the experimental group exceptionally expressed their interest to take part in portfolio of learning, questionnaire, any kind of rubrics, journals, videotapes, diaries, conferences, informal observation, checklist, narrative/anecdotal assessment, rating scale, action research presentation, different projects, dialogue, role play and so forth in learning CELSC. They in the experimental group were observed frequently raising their hands to ask and /or answer a variety of open- and close-ended questions while most of the students in the control group were kept silent or shifted the medium of instruction from English to their local languages.

The students' written assessment also indicate that they attempt the subjective questions when the teacher used assessment *as* learning and assessment *for* learning strategies in the classrooms. Consequently, it is safe to conclude that implementation of TTI assumptions is effective in teaching CELSC. All in all, these findings are consistent with the arguments of Ansarey (2012) that intrinsically motivated students enthusiastically contribute ideas both in and outside classroom. This validates a symbolical expression of Hirpassa (2018) that students are the fertile land on which a farmer sows the seeds and harvest the products later.

Teacher's practices as a transformative intellectual (a teaching-learning strategy) served to change the students in experimental group from teacher-centred to learner-cantered learning. It shaped them to be goal-oriented and constructive, tolerant and divers inclusive through the orderly TTI tasks to enhance the learners' performances. In fact, TTI provided the students with the opportunity to participate in designing activities, review tasks and construct the knowledge they desire. It also made the students busy in constructing their own knowledge in the process of TTI teaching strategies in CELSC. The students in the experimental group contributed to the assessment process by self-

regulating in the learning and assessment tasks and as partners to construct and measure their understanding and their colleagues' learning progress. The findings of the current study are consistent with the findings of Marrow (2018) and Fraooq (2015) that confirm the appropriate of TTI to construct language.

The last issue of this study is the evaluation of the determinants for the implementation of TTI in CELSC at Ambo University. To begin with, the t-test 2.03 shows that student-character, such as their prior learning culture and expectance, misconception on the teacher's roles, nature of CELSC curriculum and the demanding nature of TTI in CELSC, low intrinsic motivation and reluctance to participate in lesson, linguistic and learning diversity to welcome verified personality among themselves and to learn from each other, deficient language background to discuss issue in pair and in group, and so forth were some major determinants for the implementation of CTTI in CELSC. The findings of the current study also imply that students' improper attitude to attain remedial actions and their reluctance to obey by the teacher's instruction were identified as critical challenges to properly implement TTI strategies in CELSC. This finding is consistent with the results of Marrow (2018) and Fraooq (2015) as they underline that unenthusiastic student-character can cripple the implementation of TTI in CELSC.

Compared with experimental group students, the students in the control group waited for their teacher's lecture to explain and discuss the entire concepts of every lesson for them. They preferred to learn each language skills separately; they were unhappy with the integrated skills learning with immediate feedback. They were not ready to take responsibility for their learning. The teacher's observation also reveals that their diversified learning preference challenged the teacher. Some students preferred individual activities whereas others sought for pair or group work. The findings of the current study were closely consistent with Christiana (2019) and Marrow (2018) studies that the students, who wait for their teacher's lecture, are unable to understand the comprehensible linguistic inputs and thereby, unable to generate the comprehensible linguistic outputs to complete the TTI requirements in CELSC, which is a pity particularly in CELSC.

In addition, the foregoing analysis of the findings of the present study determined that large class size (on average 62 students in a classroom), constraints of material resources (lack of stationaries, reference materials, lack of language lab and intermittent internet connections) and time allotment (39 hours to complete the course), teacher's commitment to handle the complex nature of CELSC and supplementing the existing teaching materials as well as to properly manage the demanding nature of TTI in CELSC were also considered as key determinants which is consistent with the findings acquired in Dames (2012) and Fraooq (2015) because these studies accentuate that teachers' characters, resource malfunctions and irrelevant curriculum design to the students reality are the key challenges for the implementation of TTI in CELSC.

The findings of the current study also show that the complex but interrelated elements of the TTI in this research were considered as the essential determinants of the implementation of TTI in CELSC. These include, in such order, analysing the existing situation to make clear the misconceptions; supplementing the existing teaching materials with the relevant resources based on the students' learning interest; planning and designing clear and practical activities in every lesson based on the learning gaps that have already been identified; presenting the lessons in interactive, integrative and transferable manner based on TTI principles; engaging students in the lessons before, during and after every lesson, evaluating the students' learning progresses in every lesson using valid and reliable measurement based on the expected learning, and giving feedback as well as intervention accordingly in every lesson in the view of TTI techniques.

4. Conclusions and Recommendations

4.1. Conclusions

Teachers' practice as transformative intellectuals (TTI) is the 21st century post method of teaching strategy in CELSC at university level in the World. Thus, this research has laid foundation for the

development of confidence for teachers to implement the TTI teaching activities in the context of higher education in Ethiopian context for two reasons. First, for personal transformation, the teacher has learnt the assumptions of TTI and successfully implemented TTI in CELSC through progressive and developmental teaching activities to improve the students' communicative skills. Second, striving for teaching CELSC advancement, TTI significantly improved the students' results in actual classroom teaching. The TTI strategies enable the students to integrate and transfer some language skills from one text to other language skills. They learnt to use the language forms that had been identified in a text in conversations and writing activities.

In relation to the difference between the NSB and SSB students, the finding of the current study underline that the NSB and SSB students can learn CELSC similarly using TTI strategies. In other words, the summary of the findings of the currents study confirms that TTI teaching strategies are similarly applicable to teach CELSC for both NSB and SSB students in the context of higher education. In short, although the raw score of SSB students looks higher than the NSB students, there is no a significant difference between the NSB and SSB students in learning CELSC through TTI.

Associated with students' reaction towards the implementation of TTI strategies in CELSC, the foregoing analysis approved that the students were motivated to enthusiastically and to positively participate to TTI strategies. This is because the strategies enabled the students to integrate and transfer the components of CELSC from one form to other aspects of language. Hence, implementation of TTI in CELSC met the students' learning style and learning interest.

The foregoing analysis of the data in the current study evaluated the determinants for the implementation of TTI in CELSC at Ambo University. The study shows that student-character, large class size, constraints of resource materials, time allotment and teacher's commitment to handle the complex nature of CELSC and the demanding nature of TTI in CELSC as well as to properly manage the classroom learning organization in CELSC were some major determinants for the implementation of CTTI in CELSC. Especially, the analyses of the existing situation, planning and designing activities, presenting the lessons in interactive, integrative and transferable manner, engaging students into lessons before, during and after every lesson, evaluating the students' learning progresses using valid and reliable measurement, and giving feedback as well as intervention accordingly in every lesson in the view of TTI techniques in the context of CELSC were considered as the essential determinants of TTI implementation in CELSC.

4.2. Recommendations

The meaningful implementation of TTI in CELSC requires adequate resources and materials. The recommendations for the treatment of the problem, therefore, lie in bringing about the improvements of those challenges as stated below.

The malfunction and constraints of teaching resource materials hindered the implementation of TTI in CELSC II. Therefore, all respective bodies including the government, MOE, the university, college of social sciences and humanities and the department of English language and literature should work together to furnish the existing language laboratory and classrooms with necessary materials and provide additional physical facilities, such as classrooms, laboratories, workshops, libraries and other resources and materials to enable instructors and students to play their roles satisfactorily in the implementation of TTI in CELSC.

Some parts of the CELSC II teaching module were ill-designed. Thus, curriculum developers and EFL teachers should jointly work for the flexibility and adaptability of the CELSC curriculum to fit it to the purpose of post method teaching approach and thereby to address the students' individual learning difference at the university. They need to seek ways to integrate the teaching of CELSC into the application of a variety of TTI technology to easily transfer the students' English communicative skills to meet the needs of the 21st century.

It was evidenced that class size, teachers' load and assessment method were the key challenges in implementing TTI in teaching CELSC. The experiences of different countries show that the number

of the students in a class at higher education level ranges from 16 to 30 for English language classrooms. Hence, based on the situations in Ethiopia, MOE is also advised to reduce the number of students in a class for English classrooms and EFL instructors' workload to a manageable level, and to increase the weight of CA to promote the implementation of TTI in CELSC.

The implementation of TTI requires critical pedagogical and beyond method teaching skills. Hence, the teachers are expected to up-date and equip themselves with critical pedagogy to enhance the implementation of TTI through self-training to handle the multiple objectives of CELSC, to efficiently plan lessons and manage the scarce classroom resource materials, time-set and workload, the diversified learners' social and cross-cultural interactions vis-à-vis the leaning goal of CELSC.

It was identified that the implementation of TTI is unthinkable without active student engagement in CELSC. In this sense, the students should develop self-initiative and self-directive habit for learning to learn the language domains in CELSC to pursue and persist in their own learning by using TTI in a variety of context and opportunities vis-à-vis their intended goals.

Finally, the study on the post method era, in general, and the implementation of TTI in CELSC, in particular, in Ethiopian context is totally new area of engagement. Therefore, there is evidently wide room for additional investigations into the current issue. For instance, the relationship between the components of the CELSC and the appropriateness of the curriculum were not the domain of the current study as a part of the implementation of TTI of CELSC.

5. Acknowledgements

My appreciation goes to my lovely wife Mikire Dessie Boka and my children (6Ms) Malda, Mercy, Mirre, Miracle, Malgarin and Martiket Motuma for their love, patience, and never-ending support while I was doing this and other papers

6. References

Ansarey, D. 2012. Communicative language teaching in EFL contexts: Teachers' attitude and perception in Bangladish. *ASA University Review*, 6 (1): 61-77.

Christiana, A. O. 2019. An evaluation of the communicative approach to language question and language education. *International Journal of Education, Learning and Development*, 7 (6): 1-9.

Creswell, J. W. and Creswell, J. W. 2018. *Research design: Qualitative, quantitative, and mixed methods approach* (5th Edition). Thousand Oaks, CA: Sage Publications.

Dames, G. E. 2012. Enhancing of teaching and learning through constructive alignment. *Act Theological*, 2 (5): 53-71.

Dewey, M. and Leung, C. 2010. English in English language teaching: Shifting values and assumptions in changing circumstances. *WPEL*, 25 (1): 1-15.

Fenner, S. D. 2013. *Implementing the CCSS for English learners: The changing role of the ESL teacher.* Alexandria: TESOL/NCATE Press.

Fleming, K. R. 2015. Helping English language learners develop writing proficiency using the Thesis Evidence Model in the high school social studies classroom. A Master's Thesis, Dominican University of California.

Fraooq, U. M. 2015. Creating a communicative language teaching environment for improving students' communicative competence at EFL/EAP university level. *International Education Studies*, 8 (4): 179-191.

Gardner, H. 2011. *Frames of mind: The theory of multiple intelligences*. In: *Basic Books*. New York: Basic Books Publisher. pp. 327-369

Giroux, H. 2011. On critical pedagogy: Procedia social and behavioral sciences. *British Journal of Education*, 60 (3): 79-91

Hailu, A. 2009. Ill-designed reading activities: The case of a unit in grade 11 English textbook. *The Ethiopian Journal of Education*, 2 (19): 72-84.

Haimanot, A. Getachew, S. and Teshome, E. 2017. Teachers' practices and beliefs regarding peer assessment in L2 writing classrooms at Jimma town, South-western Ethiopia. *Journal of Language and Culture*, 8 (5): 59-66.

Haynie, G. 2010. *Effective teaching practices*. Research Watch, E&R Report 10, WCPSS Evaluation & Research Department, pp.1-39.

Hersey, P. 2012. Supporting teachers as transformative intellectuals: Participatory action research in human rights education. Doctoral Dissertations. UNISA, South Africa.

Hirpassa, M. M. 2014. An assessment of the students' reading ability in higher institutions: The case of Asela college of teacher education. *Journal of Science and Sustainable Development (JSSD*), 2 (1): 76-95.

_____. 2015. The changing role of the university TEFL teacher in improving the students' communicative English skill: From passive technician to reflective practitioner. *Journal of Science and Sustainable Development* (JSSD), 3 (1): 133-155.

_____. 2018. Content validity of EFL teacher-made assessment: The case of communicative English skills courses at Ambo University. *East African Journal of Social Sciences and Humanities*, 3 (1): 41-62.

Jiang, X. 2013. A social constructive study on optimizing college English teaching strategies. *Studies in Literature and Language,* 7 (2): 26-30.

Kibbe, C. T. 2017. The history of communicative language teaching (CLT) and its use in the classroom. West Point US Military Academy. pp. 272. (Unpublished)

Kramsch, C. 2006. From communicative competence to symbolic competence. *The Modern Language Journal*, 90 (2): 249-252.

Kumaravadive, B. 2003. *Beyond methods: Macro-strategies for language teaching*. New Haven: London, Yale University.

Marrow, Ch. K. 2018. *Communicative language testing*: *The TESOL encyclopaedia of English language teaching.* Print ISBN: 9781118784228| Online.

Matz, B. 2014. 3-D-LOP: Three-dimensional leaning observation protocol, *CBE-Life Sciences Education*, 12 (4): 618-627.

MoE (Ministry of Education). 2018. Communicative English language skills course teaching module *(EnLa1011)*, Addis Ababa, Ethiopia. (Unpublished Teaching Material).

Naeini, V. A. and Shakouri, N. 2016. Preparing for a post method and pedagogy: A transformative approach to curriculum development. *Theories and Practices in Language Studies*, 6 (3): 586-591.

Niessen, C. and Lang, J. W. B. 2020. Cognitive control strategies and adaptive performance in a complex work task. *Journal of Applied Psychology*, 106 (10): 1586–1599.

Osman, A. A. 2015. Teachers as transformative intellectuals: Democracy in the classroom. *Advance in Social Sciences Research Journal*, 2 (9): 41-50.

Pirsl, D. and Popovska, S. 2016. Transformative teacher training for English for specific purposes teachers**.** *Journal of Teaching English for Specific and Academic Purposes*, 4 (2): 435-446.

Temesgen, T. 2017. Assessing the practices of one-to-five cooperative language learning of grade nine students EFL speaking classes. *EJLCC*, 2 (2): 1-21.

Teshome, Y. 2003. Transformations in higher education: Experiences with reform and expansion in Ethiopian higher education system. Keynote paper presented in a conference titled "Improving tertiary education in Sub-Sahara Africa: Things that work." September 26, 2003, Accra, Ghana. pp. 1-36.

Wood, J. 2011. Communicative language teaching (CLT) and communication strategies (CSs): Theory and practice. *Modern Language Journal*, 83 (4): 495-517.