

CHAPTER ONE

INTRODUCTION

This is the study on **Use of Communicative Language Teaching in FFL Classroom: Teachers' Perceptions and Practices**. This introduction part consists of background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Communicative Language Teaching (CLT) is one of the most leading methods in the field of language teaching. Different researchers have presented their understandings in relation to communicative language teaching. Ying (2010) said that CLT is an approach to the teaching of second languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as a “communicative approach to the teaching of foreign languages” or simply as the “communicative approach” (Ying, 2010, p, 2). In relation to this, Larsen-Freeman (2000) argues that CLT aims broadly at the theoretical perspective of a communicative approach by enabling communication. Communicative competence is the goal of language teaching by acknowledging the interdependence of language and communication.

It is clear to see that CLT, here, means that the language teacher uses communication as a teaching approach to enhance students' communicative competence. In relation to this, Ellis (1997) also supports that the pedagogical rationale for the use of communicative approach in a language teaching class depends in part on the claim that they will help develop learners' communicative skills and in part on a claim that they will contribute incidentally to their linguistic development. Here, it becomes clear that in relation to being able to communicate, language teaching not only needs the mastering of linguistic knowledge, but also communicative competence.

He also states that communicative competence is the ability to understand the logical basis of linguistic competence (Finch, 2003). According to Finch, there are three kinds of logic: the first one is formal logic, which is connected with the rules which govern valid argument and gets us so far in understanding the basis of communication. Then to be fully competent, we need knowledge of natural logic, which means understanding what people are trying to do through language. In addition to these two logics, we also need to understand the force of our utterance, which requires us to understand the meaning of our utterances according to its social context or particular situational settings. Gonzales (1995) supports this, by arguing that communicative competence includes mastery of language that is needed to handle various situations.

Therefore, when it is deliberately taught to students, the language teaching will create language appropriate for such language-use situations as ordering in restaurants, giving directions or applying for a job. To summarize, communicative competence not only includes good mastery of linguistic knowledge, but also the ability to understand the logic to handle realistic situations. Furthermore, the other researchers also argue that there is considerable debate as to appropriate ways of defining CLT, and no single model of CLT is universally accepted as authoritative (McGroarty, 1984). However, according to Richards and Rodgers (2001), CLT starts with a theory of language as communication, and its goal is to develop learners' communicative competence.

Thus, Communicative language teaching is one of the most leading methods in the field of language learning. It takes language as a system of expression of meaning. This method places great emphasis on helping students use the target language in a variety of context and places great emphasis on learning language function.

1.2 Statement of Problem

Language teaching and its methodologies are the mutually related terms. Different methods and approaches have been used in the field of English language teaching. Many traditional approaches have been substituted by new ones. Traditional approaches failed to meet the current goals and objectives of language teaching. In other words, modern methodologists have invented new communicative language teaching. Regarding current communicative approaches, Richards and Rodgers (2001) view all those approaches are equally effective to language teaching as their own characteristics. Current communicative language approaches were emerged in 1980 to direct the mainstream of language teaching. Communicative approaches, the natural approach, co-operative language learning, task based language teaching, content based instruction are the major communicative approaches to language teaching. All these approaches are equally important in ELT in postmodern era. Among them, communicative language teaching is one of the most popular approaches in language classroom. It has become an effective communicative approach to language teaching.

But in our context, some research studies showed that many English language teachers are still using grammar translation method to teach the English language. Koirala (2013) found that teachers were using grammar translation method to deliver classroom instruction and there was one way communication classroom. Similarly, there was not communicative environment in classroom. On the other hand, it is assumed that most of the teachers are following traditional method of language teaching. Teachers are adopting teacher centered method. They are teaching the content in the text book without considering the objective of their teaching program. Moreover, teachers do not consider the individual difference among the student. CLT has been a buzz term in the field of language teaching however there is vast gap between perception and practice. The practice of CLT does not seem to be satisfactory because of various reasons like: lack of awareness about CLT among the teachers, lack of teacher training, infrastructures, materials, socio-political

diversity among the students, low level of language proficiency of learners, and Learners' characteristics (shy, timid, passive...). Therefore, it is necessary to investigate teachers' perception and practice of CLT to find out the problems that they face for implementing CLT and to solve these problems to make the practice of CLT more effective and fruitful in our context.

1.3 Objectives of the Study

This study was following research objectives:

- i. To explore the perceptions of teachers' on the use of communicative language teaching.
- ii. To find out the practices of communicative language teaching.
- iii. To suggest some pedagogical implications.

1.4 Research Questions

The research questions of this study were as below:

- i. What are the perceptions of English language teachers' on the use of communicative language teaching in actual class?
- ii. What are the possible current practices in using communicative language teaching in EFL classroom?
- iii. What is the gap between teachers' perception and practices on the use of communicative language teaching?

1.5 Significance of the Study

This study attempted to explore the teachers' perceptions in using CLT method and its practice. This study is expected to be significant to those who are interested in teaching and learning in general and to English teachers in particular. This study will be focused of considerable interest to students of ELT education, English teachers', English teacher trainers, text book writers, and course designers because of the fact that teachers' perception of CLT and problems faced by them while implementing it in ELT classes and overall

achievement of the learners in the use and practices of the English language are closely interrelated. Typically it is expected that the secondary level English teachers who have been centrally prioritized throughout the study gain much benefits from this study. It adds a brick in the field of teacher development and ELT by helping teachers to make their language classes more communicative, interactive and effective.

1.6 Delimitations of the Study

This study was following delimitations:

- i. The study focused on Communicative Language Teaching in EFL Classroom: Perceptions on Practices.
- ii. The study was limited to the teachers and classes of secondary level teachers who have been teaching English in Kalikot district.
- iii. The data was collected through the use of classroom observation, unstructured interview and field note.
- iv. The study population was confined within 6 teachers for getting classroom observation and interview.

1.7 Operational Definitions of the Key Terms

The key words used in this study were defined in the following lines:

Communicative Language Teaching (CLT): In this study, CLT is an approach to the English language teaching which develop the students' communicative competence.

Communicative Competence: Person's ability to communicate information and ideas in a foreign language.

English Language Teachers: In this study, English language teachers refer to the teachers who teach English subject in the certain schools of Kalikot district.

Perception: In this study, the ability to see hear or understand on Communicative Language Teaching.

Practices: In this study, practice refers to repeated exercise in or performance of an activity or skill so as to acquire or maintain proficiency in Communicative Language practice.

CHAPTER TWO

REVIEW OF RELATED LITURATUE AND CONCEPTUAL FRAMEWORK

Review of related literature is one of the important steps in the course of conducting a research. The whole study is directly or indirectly supported by review of related literature. This chapter includes review of related theoretical literature, review of related empirical literature, implications of the review for the study and contextual framework.

2.1 Review of Related Theoretical Literature

Theoretical knowledge is necessary for research to have enough knowledge about the choose topic of the research. The researcher can go further in research process without theoretical knowledge. The theoretical concept of the research study has been explained below.

2.1.1 Communicative Language Teaching: An Introduction

Language is means of communication and medium of thought to enhance the communication skills. The communicative language teaching method is a learner- center method. This method places great emphasis on helping students use the target language in a variety of context and places great emphasis on learning language functions. CLT is an approach to teach foreign or second language which emphasizes to acquire communicative competence. According to Richards and Rodgers (2001), the aim of CLT is to develop the learner's four skills (listening, speaking, reading and writing) that allow their independence of language and communication.

Communicative language teaching (CLT) is regarded as an approach to language teaching (Richards and Rodgers 2001). Similarly In the field of language teaching, approaches, methods and techniques are most frequently used terms in the fields of language teaching. Various scholars define these terms in their own words. Among them Antony (1963 as cited in Richard and Rodgers, 2001 p. 19) defines approach and method in the following ways:

... An approach is a set of correlative assumption dealing with the nature of the language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

... Method is an overall plan for the orderly presentation of language material; no part of which contradicts, and all of which is based upon the selected approach. Method is procedural.

Approach is the level at which assumption and belief about language and language learning are specified; method is the level at which theory is put into practice; techniques is the level at which classroom procedurals are described. Richards and Rogers (ibids) makes some changes about the relationship among these three terms. They give emphasis on method, an umbrella term as they say and method is described in terms of issues identified at the level of approach, design and procedure. They say that method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure.

CLT is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence (Hymes 1972), or simply put, communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication.

Lightbown and Spada (1999, p.172) defined CLT in the following terms:

CLT is based on the premise that successful language learning involves not only a knowledge of structures and forms of the language, but also the functions and purposes that a language serves in different communicative settings. This approach to teaching emphasizes the communication of meaning over the practice and manipulation of grammatical forms.

CLT views languages as a system for the expression of meaning where the main function of language is to permit interaction and communication Richards and Rodgers (2001). Supporting this, Littlewood (2000) characterizes CLT means to pay systematic attention to both functional and structural aspects of language merging these into communicative view. Richards and Rodgers (2001) explained the communicative view of language as:

- i. Language is a system for the expression of meaning;
- ii. The primary function of language is to allow interaction and communication;
- iii. The structure of language reflects its functional communicative uses;
- iv. The primary unites of language are not merely its grammatical and structural features, but categories of functional communicative meaning as exemplified in discourse (163).

In sum, the communicative approach views of language as a system through which the meaning is expressed perfectly. Its main function is to permit interaction and communication. The primary elements of language are not grammatical and structural features but also the functional and communicative meaning.

2.1.1.1 Theory of Language in CLT

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence". Hymes (1972) used this term to refer to the combination of knowledge (and abilities) of the following four types:

- i. Whether (and to what degree) something is formally possible.
- ii. Whether (and to what degree) something is feasible in virtue of the means of implementation available.

- iii. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to the context in which it is used and evaluated.
- iv. Whether (and to what degree) something is in fact done, actually performed, and what it's doing entails (cited in Richards & Rodgers 2001, p. 159).

This theory of what knowing a language contains offers a much more comprehensive view than Chomsky's view of competence, which deals primarily with abstract grammatical knowledge.

2.1.1.2 Theory of learning in CLT

Since CLT views language learning as being able to have mastery over communicative competence, it basically intends to help learners develop skills and strategies to involve in communicative activities in order to produce and interpret the utterances in a natural and meaningful way. Regarding learning theory of CLT, Richards and Rodgers (2001) believe in the principle of communication, task and meaningfulness, which are described by them in the following words:

One such element might be described as the communication principle:

Activities that involve real communication promote learning. A

second element is the task principle: Activities in which language is used for carrying out meaningful task promote learning. According to

(Johnson, 1982) a third element the meaningfulness principle:

Language that is meaningful to the learner supports the learning process (p. 161)

In this way, the most widely used and accepted theories in CLT (which are referred in this study as the public theories in CLT e.g. Littlewood, 1981;

Richards and Rodgers, 2001) are based on the principle that advocates that learning takes place when learners engage in real communicative activities in a purposeful and meaningful environment.

2.1.1.3 Principles of Communicative language Teaching

Principles are the set of guidelines for effective teaching and learning activities. Principles reside on the core of language pedagogy. Fundamental principles make individual teachers aware on developing their own collective approach to language teaching. Brown (2006) suggests that what teachers principally believe about language teaching should be practiced in their action. So, by perceiving and internalizing connection between practice and theory, our teaching is likely to be enlightened.

Richards and Rodgers (2001) say that CLT refers to a diverse set of principles that reflect a communicative view of language and that can be used to support a wide variety of classroom procedures. These principles include:

- i. In CLT approach, meaning is given prime importance. The main focus of the approach is to make the learners able to understand the intention and expression of the writers and speakers.
- ii. Students should be given opportunities to listen to language as it is used in authentic communication. They may be coached on strategies for how to improve their comprehension (Larsen- Freeman, 2000, p.128).
- iii. Language cannot be learnt through rote memorization. It cannot be learnt in isolation. It should be learnt through social interaction. To communicate in the target language, there is a need to struggle with language. Richards and Rodgers(2001) state that the target linguistic system will be learned best through the process of struggling to communicate (p.67).
- iv. While using CLT approach in teaching language, the target language is used in the classroom. The target language is a vehicle for class room communication, not just the object of study (Larsen Freeman, 2000,

p.125). Because if the learners continue to use their native languages, they are not able to communicate in the target language. It is believed that native language should be used judiciously.

- v. Appropriate use of language is emphasized rather than accuracy. Accuracy comes at the later stage. It is believed that when the learners learn to use the language appropriately accuracy comes automatically.
- vi. Language should be taught by integrating all language skills and not by only one skill. It means communication approach is not limited to only speaking, reading and writing skills should be developed.
- vii. While using this approach, the major focus is to make the learner able to communicate in the target language. Errors are tolerated by the teacher because what is more important is to make them able to speak in the target language. Teacher should not correct them during the activities in which they are using target language. The teacher can note the errors of the learners and make it correct after the activities are over.
- viii. Language teaching techniques should be designed in such way that it encourages the learners to use the target language. Functional aspects of language should be given importance. Dramas, role plays, games should be used in the class room to promote the real communication.

In the application of these principles in the classroom, Richards (ibid) asserts that there were needed new techniques and classroom activities, as well as new roles for teachers and students in the classroom. Instead of using activities, which required memorizing the exact phrases and repetition, there were required activities in which students could negotiate meaning and interact significant

2.1.1.4 Teaching Procedures and Classroom Activities in CLT

Procedure refers to the activities, which are designed to practice in real life situation. Classroom procedure in CLT has variety of exercise types and

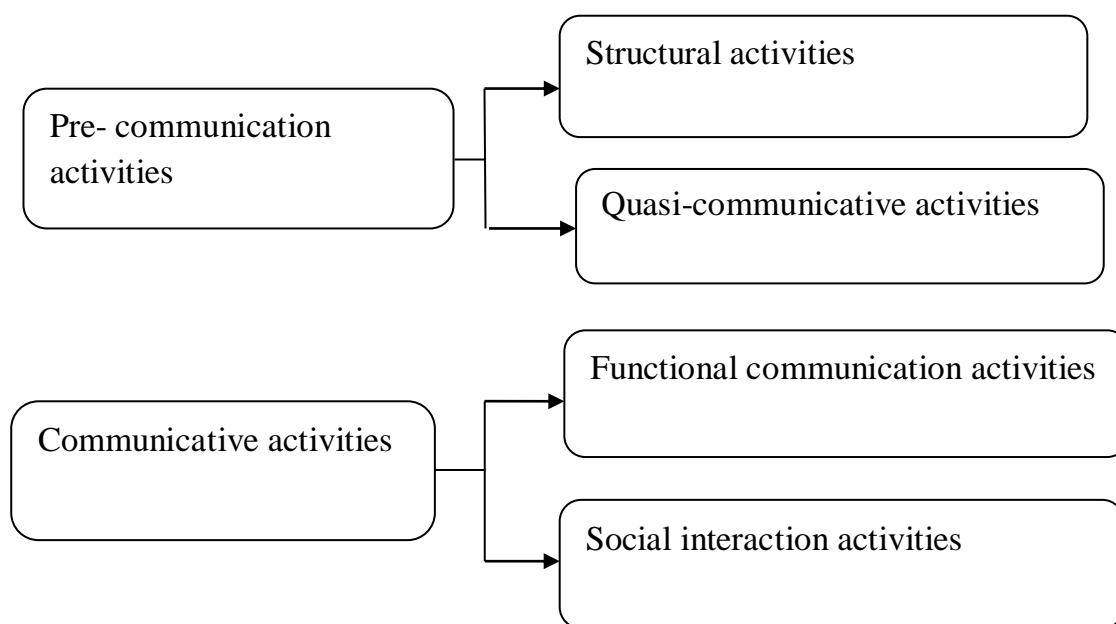
activities which are meaningful, contextual and intend to fulfill the specific purpose in the situation being carried out. According to Morrow (1981) the following three features are essential to be an activity truly communicative: Information gap, choice, and feedback. (Cited in Larsen-Freeman, 2000, p. 132)

Littlewood (1981) has drawn methodological framework of CLT which involves pre-communicative activities and communicative activities. Through pre-communicative activities, the teacher isolates specific elements of knowledge or skills which compose communicative ability, and provides the learners with opportunities to practice them separately. The learners exercise some parts of skills rather than practicing the total skills. The learners learn different structures of target language through the pre-communicative activities. For example, the learners must produce the correct form of simple past. Then the learners learn to relate structure to communicative function. These activities give importance to not only the structures but also the meanings. After that the learners learn to relate language to specific meanings. Question-and-answer activity based on the classroom situation is a part of situational language teaching. In communicative activities, the learners have to activate and integrate their pre-communicative knowledge and skills in order to use them for the communication of meaning. Then they practice the total skills of communication.

In functional communicative activities, the learners are placed in a situation where they must perform a task by communication as best they can; with whatever resources they have available. The criterion for success is practical: how effectively the task is performed. In social interaction activities, on the other hand, the learners are also encouraged to take account of the social context in which communication takes place. They are required to go beyond what is necessary for simply 'getting the meaning across', in order to develop greater social acceptability in the language they use. At first a learner gathers

grammatical accuracy and later he produces speech which is socially appropriate to specify situations and relationship.

Littlewood (1981, p, 86) has presented this methodological framework can be represented diagrammatically as follows:



In order to implement this methodological framework in classroom practice varieties of techniques are utilized such as role-play, simulation, and information gap activities. Different language games (e.g. back to the board, run to the board, lie detecting) that facilitate language learning are also frequently used under this methodological framework. But some scholars (such as Savignon 1997) do not agree with this methodological framework; they believe that pre-communicative activities that focus on the linguistic competence, to some extent, in a detached way may not necessarily be part of the communicative language teaching.

2.1.1.5 Roles of Learners in CLT

Learners are the receivers of the message. The teacher gives new ideas for learning new language through communicative activities. So, students can learn

effectively. There is more focus on learning process rather than mastery of language forms. The learners are themselves autonomous who are involved in the activities. The role of learners in communicative classroom remains an active than of passive participation. So, students are communicators. They are actively engaged in negotiation of meaning to make them understood. Therefore, they seem more responsible to manage their own learning. Some other related roles of learner in this activity are as negotiator, active participant, co-operative, interlocutor and responsible member of learning group. Breen and Candlin (1980, as cited in Richards and Rodgers, 2001, p. 166) state the role of learner as the negotiator – between the self, the learning process and the object of learning emerges from and interacts within the classroom procedures and activities which the group undertakes the implication for the learner is that he should contribute as much he gains and there by learn in interdependent way.

Similarly, Hedge (2008) suggests that learner should be involved to contribute to the overall design of course content and the selection of learning procedures. Learners should be involved on language learning tasks and activities. They need to be made re-forceful and motivated. Learners need to be encouraged to take greater degree of responsibility of their learning by being involved in classroom activities as well as in self access facilities beyond the class. Learners need to be motivated towards learning. Motivated learners learn more and better than others.

Furthermore, Hu (2002) proposes that the roles of students in CLT classroom are supposed to be “those of negotiators for meaning, communicators, discoverers, and contributors of knowledge and information” (pp.95-96). Likewise, Mangubhi et al. (2004), in their descriptions of students and teacher’s roles in CLT classroom, assert that students are vigorously involved in expression, interpretation, and negotiation of meaning while the teacher takes on more of a facilitator and participant role in the language classroom.

The learners get actively involved in the process of learning because this approach is learner oriented. As this approach emphasizes on the process of communication, rather than mastery of language forms, the learners are required to play the different roles. They are expected to interact primarily with each other. "Often there is no text, grammar rules are not presented, classroom arrangement is not standard, students are expected to interact primarily with each other rather than with teachers, and correction of errors may be absent or infrequent". (Richards & Rodgers 2001, p.166). Therefore, learners are active participants in teaching and learning activities. They should take responsibility for their own learning and become independent and autonomous learner.

2.1.1.6 Roles of Teacher in CLT

The role of teacher in any type of approach is so important and effective. Several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of CLT adopted. Breen and Candlin (1980 p. 99, as cited in Richards & Rodgers 2001, p. 167), similarly various scholars present the role of teachers in communicative classroom. Harmer (2008, p.108) presents the role teacher as following below:

Controller: Controller is one of the major role of teacher in communicative classroom. The teacher inside the classroom should be able to control unnecessary, talk and discussion. (Harmer 2008) says when teachers acts as controller, they are in charge of the classroom throughout the process of diverse activities and provides learners with knowledge mostly by ‘lecturing’ and ‘explaining’. The teacher might take on this role for instance during presentation stage while giving the instructions or explaining tasks to students. Controllers take the register, tell students things, organize drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom. Therefore, ‘a controller’ organizes and controls the lesson according to his own ways of spreading the knowledge.

Prompter: Teacher needs to encourage students to participate or needs to participate to make suggestions about how students may proceed in an activity. About the role of prompter Harmer (2007, P.109) states "when we prompt, we need to do it sensitively encouragingly but with discretion. If we are too adamant, we risk taking initiative away from students. If on the other hand, we are too retiring, we cannot supply the right amount of encouragement". The motivation and encouragement of teachers can play the positive role for students learning.

Participant: The teacher in the communicative classroom is not an authority. He sometimes becomes a student and interacts with the students as a friend. Harmer (2007) summaries the role of participant as there are also times, when we might want to join an activity not as a teacher, but also as participant in our own right. Teacher should not be afraid to participate since it only won't improve atmosphere in class, but it will as also give students a chance to practice English someone who speaks it better than they do.

Facilitator: This is the major role of teacher in communicative language teaching classroom. A variety of communicative activities can be done in the classroom. Students sometime may not be able to do these activities in a proper way. They may get struck. In such situation the teachers provides them different prompts and encourage them to do given activities creatively. The role of facilitator is similar to that of prompter.

Organizer: The teacher should organize the activities in which students are going to do in such way that they can understand they are going to do and these activities genuinely engage student in interaction. Without proper organization classroom becomes Noise and Chaotic.

Need Analyst: In a communicative classroom the teacher has to conduct the activities according to the need of students. The teacher should assume responsibilities for determining and responding to the learners language needs. This may be done informally and personally asking students perception of

his/her learning style, learning assets and learning goals, this may done formally through administering a need assessment instrument e.g.

Questionnaire and interview

Counselor: The teacher should provide good counseling. She/he has to be a source of counseling so that students are encouraged to interact effectively, as a counselor she/he can paraphrase vague ideas of students, confirm to their ideas and provide feedback.

Summarizing the role of teachers we can say that the teacher is a facilitator of his/her students` learning. As such he or she has many responsibilities to fulfill and many roles to play. He/she is a manager of classroom activities. In these roles, one of his/her responsibility is to establish situation likely to promote communication. During the activities he/she acts as an advisor, as answering students' questions and monitoring their performance. In the times she/he might be a co-communicator or engaging in the communicative activity along with the student.

2.1.1.7 Advantages of Communicative Language Teaching

The implementation of CLT has brought a lot of advantages for Teaching English as a foreign/second language. Unlike audio lingual and grammar-translation methods, Communicative teaching emphasis on “task-oriented, student-centered” language teaching practice and it provides students with comprehensive use of English language, for communication of opportunities (Richards, 2006). Other scholars also suggested some of the major advantages of CLT as follow:

- i. It motivates students to improve their ability of using English by themselves since it emphasizes on fluency in the target language. Meaning that, it provides students with assignments that allow them to improve their own ideas about what they are going to talk and how they are going to express. This enables the learners to be more confident

when interacting with other people and they also enjoy talking more (Brown, 2006).

- ii. CLT focuses on and aims at communicative competence. Thus, enabling the learners to use the language in a communicative situation to satisfy their needs in real-life communication is a priority in CLT (Richards, ibd). In other words, it brings the real life situation of the native English in to classroom activities such as role-play and simulation (Harmer, 2008).
- iii. The major portion of the learning process is not upon the teacher thus illustrating that CLT classes have moved from teacher-centeredness to learner-centeredness. In other words, much more time issued by the learner that the role of the teacher is just to facilitate the learning process. Thus, the learner should exercise and communicate enough in the CLT class to achieve communicative competence (Brown, 2006).

The above mentioned characteristics represent the communicative language teaching. However, the main aim of this approach is to build communicative competence in the learners. It highlights four skill as well as both linguistic and communicative competence.

2.2 Review of Related Empirical Literature

Empirical literature refers to the application of theoretical literature in the practical field. In the case of this study, the researchers done in the department of the English education by applying the theories of communicative approach & method are taken as an empirical literature. I have reviewed following empirical studies.

Chamlagain (2004) carried out a research on 'Problems in applying communicative approach at secondary level'. His objective was to find out the problems in applying communicative approach in secondary level. In order to do so, the researcher collected data from secondary level English teachers teaching in governmental schools and public school of Jhapa district. The

sample population consisted of fifty English teachers of twenty schools who were selected using random sampling procedures. Out of twenty schools, ten were governmental schools and ten were public English medium schools. He used survey research design. He collected data by using questionnaire. After collecting required data, the collected data were interpreted and analyzed through scientific procedure. He found that lack of physical facilities, large size of the class and lack of sound knowledge on communicative approach were serious problems in applying communicative approach.

Neupane (2008) has conducted a research on 'Use of communicative in teaching English in Japan.' The main objective of her study was to find out the extent of the use of communicative approach and hindrances to this approach in some of the colleges in Japan. She used questionnaire the major research tools. She used survey research as methodology. The population of her study was limited to twenty-nine out of thirty-six teachers were Japanese teachers of English. The data was collected using a series of statements evaluated on a Likert attitude scale. The major findings of the research showed that there is a broad use of the elements of communicative approach except the case of the role-play. The study also revealed that the largest challenge in the application of communicative language teaching is students' reactions and attitude especially during the pair work and small group work. Apart from this, factors causing hindrance in the application of CLT are lack of confidence to speak in learners, feeling of embarrassment in them and their inability to express their opinions.

Bhatt (2011) carried out a research entitled 'Practice of communicative approach in ELT classroom'. The main objective of this study was to find out the current practice of communicative approach to language in ELT classroom of public school in Doti. He selected teachers through random sampling procedure. He used class observation as the tool to collect data. He was observed to ten schools each of ten teachers (i.e. 30 classes) for practice of communicative approach in ELT classroom teachers. He used survey research

design. In this study, the collected data were analyzed and interpreted descriptively and statistically. The major finding of that study was that communicative approach to language teaching was not being practiced properly in ELT classrooms because lack of teacher training, infrastructures, materials, heterogeneous classroom, low level of language proficiency of learners of public schools of Doti.

Ferdous (2011) conducted a research on 'Effectiveness of Communicative Language Teaching Approach at HSC Level'. The main objective of this study was to discover and analyze the effectiveness of CLT at HSC level in Dhaka and to find out ways to get maximum result from CLT in teaching English language. He used observation, interview and questionnaire as the tool to collect data. The research was descriptive and qualitative in nature under the survey design. The study sample was made up of students and teachers of 12 colleges. 120 students and 20 teachers were interviewed. The major finding of that study was showed that quality is the national concern, appropriate methods, equipments, teacher training, classroom situation, materials for teachers and students are essential to make the language teaching effective. The text-centered and grammar –centered practices need to be replaced by the student –centered, fluency focused and problem solving activities required by CLT.

Koirala (2013) conducted a research on 'Attitudes of Teachers towards communicative approach'. The main objective of this study was to find out the attitudes of secondary level English language teachers of Ramechhap and Sindhuli district towards communicative approach. The population of his study was confined to forty English language teachers. He selected teachers through random sampling procedure. She used survey research as methodology. He used questionnaire the major research tools. So, different types of attitudes of teachers towards communicative approach were collected by questionnaire. After collecting required data, the collected data were interpreted and analyzed though scientific procedure. The main finding deceived was that teachers fell

difficult to teach English applying this approach, teachers have no proper idea to apply this approach and for their easiness even today, teachers used Grammar translation Method to teach English.

Pant (2016) has carried out a study entitled 'Teachers' beliefs on the use of communicative techniques in speaking developing ability'. The objectives of this study were to find out the belief of English teacher in the use of communicative techniques in developing speaking ability of the learner. The study was based on survey research design. The study was conducted in Dhading district. Only 40 English language teachers were selected as a sample from 20 secondary schools of Dhading district. In this research non-random purpose sampling procedure was used to select the sample of study. A questionnaire was used as a tool for data collection. The collected data were interpreted and analyzed both descriptively and statistically. The major finding of that study was that most of the teachers preferred the use of communicative techniques to develop speaking ability of the students. All the teachers agreed that the goal of communicative techniques is to develop communicative competence.

The present study was different from those of the reviews because it was centered around the perception of teachers towards communicative approach in ELT. However, the reviewed section facilitated the researcher to set the research frame in this research.

2.3 Implications of the Review for the Study

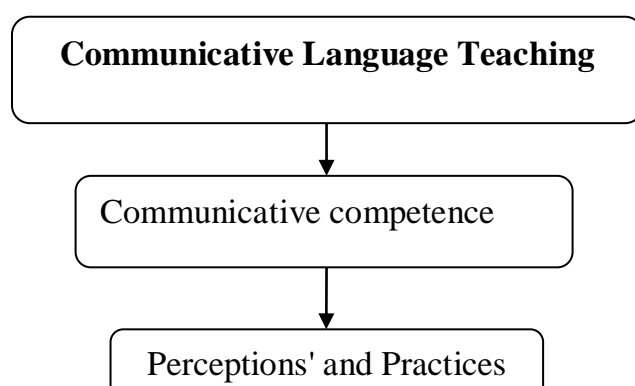
I have reviewed six different work articles and books which are related to my topic to some extent. After reviewing these works, I have got lots of ideas regarding the importance of CLT. Specially, I got main ideas and information the methodology, i.e. communicative approach of language teaching from Bhatt (2011) this study was survey research design. Similarly, another research Chamlagain (2004) study has become a right path for me from where I got the same ideas related to my study, which was also survey research design. So, I

forwarded my research smoothly. In this study, questionnaire was main tool to obtain the desire information. Similarly, Neupane (2008) study was also very informative which provided me the insight and information about theoretical concept and good path to forward the present study. As well as Pant (2016) study clearly informed me about techniques used for developing communicative ability. Thus, such studies and their reviews had been become a right way to forward my study in a different way, which analyzed the case, i.e. Teachers' Perceptions and practices on the use of CLT. As the part of implications, from the study of Ferdous (2011) study helped to conceptualize the teachers' theoretical knowledge their practices a CLT in our local context. Koirala (2013) study helped to make research tools for this research.

My research will different from other researchers because my study will limit to find out Teachers' Perceptions and practices on the use of CLT. For this purpose, I administered interview to find out teacher s' perception and classroom observation to see the classroom activities.

2.4 Conceptual Framework

A conceptual framework is the representation of understanding of theories by researcher or his/her own conceptualization of relationship between different variables while carrying out this research, with the consultancy of different theories related to the study and literature review following conceptual framework is developed.



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

This chapter includes the design and methods of the study, population, sample and sampling procedure, data collection procedure, data analysis and interpretation procedures and ethical Considerations.

1.1 Design of the Study

Research is a systematic and scientific way of finding the new knowledge. The purpose of the research varies on the basis of nature of the study. The research

design is an essential part of any research. This study followed classroom ethnographic design. Ethnographic designs are qualitative research procedures for describing, analyzing and interpreting a culture-sharing group's shared patterns of behaviors, beliefs and language that develop over time. Classroom ethnography refers to the application of ethnographic or sociolinguistic or discourse analytic research methods to behaviors, activities, interaction and discourse in formal and semiformal educational setting. Green and Dixon (1993) view that if we look at a classroom from an ethnographic perspective; we see that cultures are being constructed on a daily basis. The kind of culture that is formed in the classroom determines the kind of learning that takes place. Students and teachers create patterns over time in the way they interact, understand, and believe (as cited in Homles, 2005). Therefore, this research design is one of the best method to explore the classroom practices and it is easier to get in-depth information about classroom interaction pattern from long term observation of classroom.

In this research, I observed English language classroom in secondary level school in order to analyze communicative activities adopted by teachers. The main focuses of this study was practices of communicative language teaching in classroom for the applying of communicative language teaching. Similarly, I conducted interview with English language teachers to discuss on the problems faced by teachers to use communicative approach in classroom. In order to collect data from natural setting, I adopted non- participants' observation techniques, classroom teaching and learning activities. I developed the guideline of classroom observation. Similarly I kept record of classroom observation on my dairy keeping note. I observed the class of six teachers in secondary level English teacher. The class of each teacher observed five days. Moreover, I conducted the interview with each teacher for which interview guideline also developed. So, I have selected this research design because it provides me an authentic and reliable data to proceed my research work. It

helped me to find out the perceptions of teachers' on the use of communicative language teaching and the practices of CLT in Kalikot district.

3.2 Population, Sample and Sampling Strategy

The population of this study were 6 secondary level English language teachers of 6 schools from Kalikot district. For this study, 6 English language teachers were selected and 5 classes of each teacher (i.e. 30 classes) were observed. The sample of this study was selected through purposive non random sampling procedure.

3.3 Sources of Data

This study used both primary and the secondary sources of the data to fulfill the objectives.

3.3.1 Primary Sources The primary sources of data were 6 secondary level schools similarly, 6 secondary level English teachers of Kalikot district.

3.3.2 Secondary Sources

The secondary of data were different books related to communicative language teaching and research methodology, different books, articles, journals and thesis like: Richards & Rodgers (2001), Hymes (1972), Larsen-Freeman, D. (1986), Richards, Jack C. (2006), Littlewood (1981) Holmes (2005), Ying, L. (2010), Pant (2016), Koirala (2013), Neupane (2008).

3.4 Data Collection Tools and Techniques

In order to collect data, I was collected field- based information using data collection tools; Classroom observation, field note and interview as main tools. The major data collection techniques for this study were classroom observation and unstructured interview. Classroom observation was conducted to find out the teachers' classroom practices on the use of CLT and unstructured interview

was conducted to find teachers to find out their perceptions towards the use of CLT.

3.5 Data Collection Procedures

First of all, I visited to the different school (field) and explained the purpose of my visit, asked for permission with authority and build rapport with the principal and secondary level English teachers. After getting permission, I observed the class of each teacher for five days regularly and recorded every day classroom activities on the field notes by observation guideline. Then, after observing classroom, I conducted an interview with teacher to collect data for teachers' perceptions on the use of CLT. Finally, I thanked the respondents and then other authority for their kind cooperation.

3.6 Data Analysis and Interpretation Procedures

After coding, recording and building themes from data, the data were analyzed and interpreted in a narrative way with descriptively and thematically.

3.7 Ethical Considerations

This research study was conducted for academic purpose. While collecting data, ethical considerations had taken to ensure for data privacy. Regarding this study, their participation of the EFL teacher was respondent I asked in comfortable context with mutual trust. The privacy of the teacher is not breached in this research. I best possibly prevented physical, psychological and social discomforts of the respondents and building good report with them different scholars' views, idea and definition was cited according to APF format.

CAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis Data and Interpretation of Result

The major concern of this study was to find out teachers' perceptions and classroom practices on the use of Communicative Language Teaching. I collected information about teachers' perceptions and practices on the use of communicative language teaching to accomplish the goal of my study. This study mainly focused on these two terms i.e. perceptions and classroom practices. In order to develop into the depth, I employed two tools; interview,

and classroom observation. I described, analyzed and interpreted the information gathered from the teachers' interview and classroom observation descriptively in narrative form. Various headings and sub heading are given below in the sub section of discussion.

4.1.1 Teachers' Perceptions on the Use of CLT

For getting teachers' perceptions on the use of CLT, I used interview with six teachers. The data obtained from the teacher was analyzed and interpreted in different headings based on interview as below.

4.1.1.1 Perceptions on the Concept of CLT

CLT is a learner-centered method. This method place on helping teachers and students use the target language in a variety of context and place great emphasis on learning language function. The teachers' response about the perceptions on the concept of communicative language teaching has been presented according to the teacher (T1) says *CLT is a modern method in language learning. It depends on new and standard ways, activities, techniques, etc. It stands in giving chances to the students instead being passive.* Teacher (T2) tells *CLT emphasize centrality of active engagement of students in language classroom as an important principle of CLT. CLT is a communicative approach which aims at providing learners active participation in the situation like group work and pair work which help students to communicate effectively.* Teacher (T3) says *CLT is the approach in which the main goal is defined as getting the students to Communicate and the ability to deliver the intended message effectively. Here the main aim is interacting effectively.* Teacher (T4) says *language should not predominantly learned as grammar rather it should be studied as a means for engaging in communication. He expressed that CLT could make it possible to change existing attention from teaching structures as isolated items to teaching how to use the language for communication.* Teacher (T5) says *CLT is a very good method to learn English for the students. Nepali students sometimes face*

problem to understand the CLT because they have no basic knowledge. Similarly teacher (T6) says I think, Communicative Language Teaching refers to a basic collection of vocabulary, forms, and functions that the learner can use in her/his daily conversations and communications. If the learner can creatively apply that basic collection to daily communication, both oral and written, I think s/he has got what's called Communicative Language Teaching. I believe, Communicative Language Teaching can't be obtained through memorizing that basic collection or repertoire but it can be developed through creative use of that repertoire.

The data above show that CLT is an approach to the teaching of second language that emphasizes interaction as both the means and the ultimate goal of learning a language. CLT stands in giving chances to the students instead being passive. It is the ability to deliver the intended message effectively. Also it takes language is system of expression of meaning. The primary function of language is for interaction and communication. The structure of languages reflects its functional and communicative uses. So, the most teachers have clear idea about CLT and their perception on the concept of CLT is clear.

4.1.1.2 Perceptions on the Classroom Procedures of CLT

The communicative classroom is related to the systematic, well managed and planned activities conducted in the classroom while teaching language. So, it should have interactive, collaborative and mostly participation of students in activities. Classroom procedures in CLT has a variety of exercises and activities which are meaningful, contextual, and intended to fulfill the specific purpose in the situation being carried out. The teachers' response about the perceptions on the classroom procedures of communicative language teaching has been presented according to the teacher (T1) says *the teacher presents a brief dialogue or several mini dialogues preceded by a motivation and a discussion of the function and situation- people, roles, setting, topic and the*

informality or formality of the language which the function and situation demand. Teacher (T2) tells the teacher allows oral practice of each utterance of the dialogue either in chorus, in groups or individually. The oral practice is preceded by the teacher demand. Teacher (T3) responses the teacher sets questions based on the dialogue practiced and elicits answers. Teacher (T4) tells the teacher sets questions on the students' personal experiences. He takes care that the experiences centers on the dialogue theme. Teacher (T5) says the teacher read one of the basic communicative expressions in the dialogues or one of the structures which illustrates or exemplifies the function. Teacher (T6) responses give few more examples of the function, using pictures, real objects or dramatization to clarify the meaning of the function.

The data above show that as communicative method was very popular method at the time. It was only method that focused more on language functions incorporating social situation and context. All teachers have positive perceptions on the classroom procedures of CLT likewise presentation of a brief dialogue, oral practice of the dialogue, questions or answers based on the dialogue, questions and answers related to the students' personal experiences etc.

4.1.1.3 Perception on the Goal of communicative language teaching

The goal of CLT is to enables students to communicative in the target language i.e. to develop communicative competence in the learners. The teachers' response about the perceptions on the goal of CLT has been presented according to the teacher (T1) says *CLT is to enable students to communicate in the target language, i.e. to develop communicative competence in the learners.* Teacher (T2) tell *it is to make communicative competence the goal of language teaching.* Teacher (T3) says *CLT aims to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.* Teacher (T4) responses *CLT is to help students move beyond mastering the structures in a foreign language to the point where*

they can use them to communicate meaningfully in real life situations. Teacher (T5) tells CLT is on helping learners create meaning rather than helping them develop perfectly grammatical structures. Similarly teacher (T6) says CLT is to enable people to communicate and use language in context. It focuses on meaning rather than on form.

The data above show that the aim of communicative language teaching is to enhance the communicative competence in the part of learners. It also helps students move beyond mastering the structures in a foreign language to the point where they can use them to communicate meaningfully in real life situations. It focuses on meaning rather than on form. This assumes that people who learn the English language want to be able to communicate socially on an everyday basis with English language speakers. They will also want to be able to live normal lives if they are visiting, or living in, countries where English is the primary language. The basic aim of any foreign language teaching has always been communicative ability, and this is widely used in the CLT approach.

4.1.1.4 Perceptions on the Classroom Activities of CLT

The main purpose of language teaching in CLT is to develop communicative competence through the use of a list of language functions inside and outside the classroom. It does not mean that the use of grammatically well-formed sentences of the target language is ignored. However, the focus is to communicative competence and linguistic competence is less focused. This means when the activities to teach the functions to develop communicative competence are brought in practice, the linguistic competence blurs into the background. It supports from the background to communicative background. The teachers' response about the perceptions on the communicative activities of CLT has been presented according to the teacher (T1) says *Role play is one of the activities used in language teaching which sound similar to simulation and*

dramatization. It enhances the communicative proficiency of the learner. The class can be more interactive and motivated. Teacher (T2) response question answer activities is teacher asks the questions to students. They reply the answers. It helps to develop speaking skills. Teacher (T3) says pair work is the communicative techniques used in language teaching where the whole students are divided in pair two particulars work together. It helps the students engage in interaction to each other. Teacher (T4) tells drill and dialogues activities develop the brainstorming the students as well as develop the speaking abilities Teachers (T5 and 6) response group work is activities used in language classroom which enables the students to talk and discuss each other. I divided the whole class to different groups to make the lesson more interaction as well as to engage them to perform better. It helps the students develop speaking skills also enhance the learner autonomy.

The data above show that all teachers used the communicative activities (such as role play activities, question answer activities, drills and dialogues activities and group work) in the classroom. All communicative activities were considered more favorable to the teachers and students. It enhances the communicative proficiency of the learner. The class can be more interactive and motivated. It also helps to develop speaking skills, the students engage in interaction to each other, develop the brainstorming the students and enhance the learner autonomy. They seem to have quite adequate knowledge of the classroom activities of CLT.

4.1.1.5 Perceptions on the Role of teacher of CLT

Communicative approach is a learner centered approach. This method is based on social and humanistic view of language teaching. This means language learning is a social process and learning takes place through the negotiation of meaning. Therefore, two ways communication is necessary for successful learning. Communicative language teaching seeks for developing and fostering learner's autonomy. The teacher's role as a facilitator, rather than a transmitter of knowledge, who values the learners' linguistic development. The major role

of the teacher is to facilitate the communication between learner's tasks either by creating situation or providing them imputes. As a result, students face difficulty in communicative situation. So, a teacher has to play vital role of facilitator. The teachers' response about the perceptions on the role of teacher of CLT has been presented according to the teacher (T1) says to *facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts*. Teacher (T2) tells to *act as an independent participant within the learning-teaching group*. Teacher (T3) responses *the roles of the teacher is that of a researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities*. Teacher (T4) tells to *help students providing different activities*. Teacher (T5) says *giving feedback and corrections as well as to facilitate the communicative classes*. Similarly Teacher (T6) says *teacher roles are facilitating the teaching-learning process, encouraging students etc*.

The data above show that all the teachers have a clear awareness about the role of the language teachers. The role of teacher is just a facilitator, participant, organizer, or a guide but not a leader. Most of the teachers believed that language teachers play a facilitator role. However, in CLT one of the major roles of language teacher should be an important participant within the teaching/ learning group. In addition, they facilitate the communicative process between all interviewees in the language classroom, and various activities and texts.

4.1.1.6 Perceptions on the Advantage of CLT

The purpose of the interview was to elicit information pertaining to the interviewees' perception to the advantages of communicative language teaching. The teachers' response about the perceptions on the advantage of CLT has been presented according to the teacher (T1) says *it makes the learner use language communicatively and effectively*. Teacher (T2) tells *students are*

encouraged to interact with other people. Teacher (T3) responses CLT is develop the feeling of confidence in the use of real language. Teacher (T4) tells CLT foster learners' autonomy. Teacher (T5) says teacher is just a facilitator but not an authoritarian. Similarly teacher (T6) tells CLT integrates four language skills as well as extra linguistic skills.

The data above show that CLT helps to make the learner use language communicatively and effectively. It develops the feeling of confidence in the use of real language. It integrates all four skills of language as well as extra linguistic skills. All of the teachers considered that CLT help them realize how important oral skills in language teaching and learning are further stated that learners should be exposed to spoken English at all levels and that they should experience speaking in order to improve their speaking skills. Furthermore, the teacher believed that it is essential to expose the students to the target language in order to acquire the language.

4.1.1.7 Perceptions on the Classroom Problems Regarding CLT

One of the outcomes of the CLT implementation that may not be welcomed by many EFL teachers is that student-centered classrooms may appear “chaotic.” However since the learning process, or the construction of meaning, requires interaction with others, it will inevitably result in some ‘noise.’ A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task (Larsen-Freeman, 1986). The activity, noise and physical dislocation can be unsettling and chaotic to a traditional teacher. The teachers' response about the perceptions on the classroom problems regarding CLT has been presented according to the teacher (T1) says if *I make a plan I cannot apply it in the*

classroom because of short time. There are no facilities for the students to develop listening skill. We have no cassette player even sound systems which are prerequisite for listening. The environment of the classroom is not suitable for CLT. Teacher (T2) tells lack of awareness about CLT among the teachers, lack of teacher training, infrastructures, materials, socio-political diversity among the students, low level of language proficiency of learners, and Learners' characteristics (shy, timid, passive...). Teacher (T3) responses the class is over-crowded because in every class there are almost 70 students, lack of teaching aids and lack of accountability towards learning and teaching etc. Teacher (T4) tells large classroom size, lack of teaching materials, lack of physical facilities and lack of teacher training, lack of proper knowledge. Teacher (T5) responses student's weak background in English, domination of GT method, lack of sufficient training in theory and practice, mixed ability of the students also make challenging for applying communicative approach in teaching learning activities. Last teacher (T6) tells lack of teaching aids, cassettes, students' motivation, and the short time of period, the absence of labs, modern technology and design of the text book.

The data above show that when teacher apply the communicative language teaching method in the classroom, there are many problems regarding the CLT such as the class is over-crowded, lack of teaching aids, accountability towards learning and teaching, awareness about CLT among the teachers, teacher training, infrastructures, materials, socio-political diversity among the students, low level of language proficiency of learners, proper knowledge, modern technology and mixed ability of the students also make challenging for applying communicative approach in teaching learning activities.

4.1.2 Class Observation of the Secondary Level of English Teachers

This part specially consists of the data observed in out of thirty secondary English classes. An observation guideline was used to observe the classes of those English teachers. I observed the practices of communicative activities

that were used in the classroom. The observed data are analyzed and interpreted descriptively in narrative form as follow.

4.1.2.1 Motivation to students

Motivation makes teaching and learning immeasurably easier, more pleasant and productive. It is more important in the field of teaching and learning activities. It helps to succeed in language learning. I observed classes of English language teacher (T1 and T3): *He recapped the previous lesson, showing the picture cards and managed the class.* T2: *They started the classes without motivate the students.* T4: *He sometime used singing songs and recaps the previous lesson.* T5/T6: *They told the interesting story related the lesson, showing the picture cards and managed the physical setting of students.*

From the observed classes, I found that teachers (such as T1, T3, T5, and T6) used to show pictures related to the context or text books and managed the class. Teachers (such as T1 and T4) used to review previous lesson, teacher (such as T4) used to be song to motivate the students. Teacher (such as T2) used to be starting the classes without motivating the students. The result of the observed classes was found satisfactory.

4.1.2.2 Classroom Activities

Different activities were used in the language classroom to promote communication. Here, I tried to observe some common activities in the classroom in the terms of the list of the communicative activities, techniques and the result of the observation was as the following activities; discussion in group, group work, problem solving activities, questions answer activities, dialogues, role play, dramatization, drill activities, throw games, information gap activity, pair work and describing picture or map. I observed classes of English language teacher (T1 and T3): *They used questions answer activities and problem solving activities.* T2 and T6: *They used group work, drills activities.* T4 and T5: *They used dialogues, role play, and dramatization.*

From the observed classes, I found that teachers (such as T1 and T3) used question answer activities and problem solving activities in ELT classes. Teachers (such as T2 and T6) used group work, drills activities. Teachers (such as T4 and T5) used dialogues, role play, and dramatization classroom activities.

4.1.2.3 Students - Teacher Interaction in the Classroom

Interaction is at the core of communicative language teaching. It is very useful to the teaching of communicative activities. Here, I wanted to find out whether the teacher interacted with the students or not in communicative language teaching. I observed classes of English language teacher (T1 and T3): *The teachers were asking questions and the students were trying to answer. It was one way directional interaction. Student did not ask the questions with teacher.* Teachers (T2, T4, T5 and T6): *They did proper interaction with the students in English to Nepali language in subject matter.*

From the observed classes, I found that teachers (such as T1 and T3) one way directional interaction i.e. the teachers were asking questions and the students were trying to answer. I did not find out any students asking the questions to the teachers. Teachers (such as T2, T4, T5 and T6) and students talked in Nepali. The teachers asked questions and students tried to response in a phrase or a word.

4.1.2.4 Communicative Activities in Language skills

Language skills are listening, speaking, reading and writing, which are important in a language class. In this section, I observed the listening, speaking, reading and writing on the basis of classroom observation. I observed classes of English language teacher (T1 and T4): *They focused listening, speaking activities.* Teachers (T2 and T5): *They focused writing activities.* T3/T6: *They focused speaking reading activities.*

From the observed classes, I found that teachers (such as T1 and T4) focused listening, speaking activities. Teachers (such as T2 and T5) focused writing

activities. And teacher such as (T3 and T6) focused speaking and reading activities in the classroom.

4.1.2.5 The Roles of Teacher in Communicative Classroom

This part mainly relates to the secondary level English teachers' role in the teaching communicative activities. Here, the teachers' roles have been interpreted and analyzed in detail with the help different activities to extract the roles of them under box. I observed classes of English language teacher(T1, T2 and T5): *Facilitator, guide, ultimate sources of authority.* T3/ T4 and T6: *Lecturer, translator and reader, manager and participant, need analyst.*

From the observed classes, I found that teachers (T1, T2 and T5) played the role of class facilitator, guide, and ultimate sources of authority. Teacher (such as T3, T4 and T6) played the role of classlecturer, translator and reader, manager and participant and need analyst.

4.1.2.6 Use of Materials in Communicative Classroom

This section mainly concerns with the use of materials in communicative classroom at the secondary level. I observed teaching materials to be used in the classroom. I observed classes of English language teacher (T1, T3 and T4): *Picture cards, word cards, realia, authentic materials, and text books.* T2, T5 and T6: *Visual materials, supplementary materials (songs, rhymes, games and puzzles).*

From the observed classes, I found that teachers (such as T1, T3 and T4) used picture cards, word cards, realia, authentic materials, and text books. Teacher (such as T2, T5 and T6) used visual materials, supplementary materials (songs, rhymes, games and puzzles).

4.1.3 Gap between Perception and Practices

The main objective of this study was to find out the teachers' perceptions and practices on the use of CLT and to explore the gap between the things as well. I

found teachers had the positive attitude toward the use of it. All the teachers of my study area viewed it as a communicative approach to language teaching which focuses language teaching through linguistic competence. Learning becomes meaningful when learners use a language as a means of acquiring information. It means CLT is an approach to language teaching which focuses on linguistic competence.

All teachers viewed CLT as a powerful way of making language proficiency of the learners. It follows the principles of communicative approach to language teaching teachers viewed that they would use sufficient and appropriate materials to make meaningful learning. They also added that teachers had to be a good facilitator but not an authority.

In fact, I found some differences between teachers' perceptions and practices on the use of ELT. It means, there was gap between their saying and behavior in the classroom. I found that the teachers' viewed on CLT they had the positive attitude toward the use of it. The teachers viewed it as a communicative approach to language teaching which focuses language teaching through linguistic competence. Learning becomes meaningful when learners use a language as a means of acquiring information.

Regarding the use of CLT teacher (such as T1, T2, T3, T4 and T5) viewed that the practice of CLT does not seem to be satisfactory because of various reasons like: lack of awareness about CLT among the teachers, lack of teacher training, infrastructures, materials, socio-political diversity among the students, low level of language proficiency of learners, student's weak background in English, domination of GT method, lack of sufficient training in theory and practice, mixed ability of the students also make challenging for applying communicative approach in teaching learning activities. Similarly T6 responded that lack of teaching aids, cassettes, students' motivation, the absence of labs, modern technology and design of the text book and short time of period. Similarly, I found differences between their views and practices. In

this regard, teachers viewed that CLT is a method to foreign or second language which emphasis that the goal of language learning is communicative competence. But it is difficult to practice CLT in the classroom clearly and effectively because lack of physical facilities of the classroom, teacher training, teaching materials and students' poor background.

CHAPTER FIVE

FINDINGS, CONCIUSION AND RECOMMENDATIONS

Finally, this study will deal with summary and conclusion of the research on the basis of collection data. It also consists of some pedagogical implications for policy level, practices level and further research on the basis of the finding of the study.

5.1 Findings

On the basis of the analysis and interpretation of the collected data, the findings have been listed.

- a) All teachers have clear idea about CLT and their perception on the concept of CLT is clear.
- b) All teachers have positive perceptions on the classroom procedures of CLT likewise presentation of a brief dialogue, oral practice of the dialogue, questions or answers based on the dialogue, questions and answers related to the students' personal experiences etc.
- c) All teachers viewed that it is to make communicative competence the goal of language teaching.

- d) All teachers were used the communicative activities (such as role play activities, question answer activities, drills and dialogues activities and group work) in the classroom.
- e) Three teachers believed that language teachers play a facilitator role.
- f) CLT focused foster learners autonomy and integrate four language skills as well as extra linguistic skills.
- g) Teachers cannot apply CLT approach properly in the classroom because large class size, students' shyness, students, lack of resources, lack of accountability towards learning and teaching, lack of institutional policies on language teaching, over-crowded classroom, lack of teaching aids, infrastructures, and low level of language proficiency of learners.
- h) Teacher (such as T1, T3, T5 and T6) found to show pictures related to the context or text books and managed class.
- i) Teacher (such as T1 and T2) found to use question answer activities and problem solving activities in ELT classes.
- j) Teacher (T2, T4, T5 and T6) they did proper interaction with the students in English to Nepali language in subject matter.
- k) Teacher (such as T1 and T4) focused listening, speaking activities.
- l) Teacher (such as T3, T4 and T6) played the role of class lecturer, translator and reader, manager and participant and need analyst.
- m) Teacher (such as T1, T3 and T4) used picture cards, word cards, realia, authentic materials, and text books. Teacher (such as T2, T5 and T6) were used visual materials, supplementary materials (songs, rhymes, games and puzzles).

5.2 Conclusion

The research entitled “‘Use of Communicative Language Teaching in ELT Classroom: Teachers' Perceptions and Practices.’” is an attempt to find out the teachers’ perceptions and practices on the use of communicative language teaching of secondary level English teacher. This research is based on the

ethnography research design which seeks to explore the data using only qualitative tool. The class observation and interview were the tools of data collection where thirty English teachers' classroom were observed in different parameters i.e. motivation to students, classroom activities, students - teacher interaction, the roles of teacher in communicative classroom and use of materials in communicative classroom. The teachers perceptions was taken by different interview guidelines i.e. perception of CLT, approach, goals of CLT, classroom activities, practicality of CLT in classroom, advantage of CLT, gender difference in CLT classroom and classroom problems regarding CLT. The finding showed that all teachers have clear and positive perceptions on CLT but they were not using communicative language teaching in secondary level to enhance linguistic competence because large class size, students' shyness, students, lack of resources, lack of accountability towards learning and teaching, lack of institutional policies on language teaching, over-crowded classroom, lack of teaching aids, infrastructures, and low level of language proficiency of learners. So, vast gap different between teachers' perceptions and practices using of CLT. This research is an attempt to consolidate the perceptions earned by the teachers on communicative language teaching on various parameters. The title, statement of the problem, objectives, research question, conceptual framework, tools data collection and interpretation and findings were as the key components of the research.

5.3 Recommendations

My study showed that the most of the teacher were not using communicative language teaching in secondary level to enhance linguistic competence because large class size, students' shyness, lack of resources, lack of accountability towards learning and teaching, lack of institutional policies on language teaching, over-crowded classroom, lack of teaching aids, infrastructures, and low level of language proficiency of learners. Also I found that most of the teachers have clear and positive perceptions on CLT. From the interpretation

and summary of the finding of the study, the following recommendation can be suggested.

5.3.1 Policy Related

On the basis of the finding of the research, the following points are recommended for effective policy;

- As the finding of this study shows , so I would like to suggest to the policy makers to implement different types of awareness programmes should regarding the importance of communicative language teaching for teacher and students.
- The government should provide sufficient numbers of trainers, supervisors, resources to train novice teachers and implement modern approaches of language teaching.
- The government should formulate special types of policy for the teachers who are far from the access of resources and materials for teaching and learning.
- The school should provide the constructive environment to the student where they can best communicative.
- The policy makers, text book writers, course developers and curriculum designers should include the teaching learning materials, activities and exercise for students for the communicative language teaching in ELT classroom.

5.3.2 Practice Related

It is related to the actual implementation of the policies into classroom practices. Some of the implications of the study for practice related are as below;

- Teacher should give emphasis on students-students' interaction while teaching communicative activities. They should also give emphasis

on discussion of role-relationship of participants related to the communicative activities in question.

- The teacher should cultivate the habit of students' participation.
- Teachers and students should not use the first language in the teaching and learning process.
- Teacher should use teaching materials which are related to the communicative activities for effective teaching of them.
- To activate the students, teachers should encourage them in the classroom.
- Teacher-students communication should not be limited only to the textbook.
- The teacher should allow the students to do the tasks in the group. Opportunity is one of the important parts for developing speaking ability. So, it is better to provide enough opportunity for the students to take part in speaking activities in the classroom.

5.3.3 Further Research Related

Some of the implications that would be helpful for those who attempt to conduct research under the related are as follows;

- Further experimental investigation can be conducted by focusing on the benefits in language teaching and learning for students in communicative language teaching.
- Further researches can conduct a research on gender participant in speaking skill.
- Further researchers have to pressurize the concern authority to implement learner centered and communicative strategies in language teaching and learning.

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Appendix-I

I am going to carry out the research study entitled **Use of Communicative Language Teaching in ELT Classroom: Teacher's Perceptions and Practices** under the supervision of Mr. **Resham Acharya**, Teaching Assistant of the Department of English Education, T.U., Kirtipur. In order to collect data I will observe the classroom teaching of teachers and conduct interview with teacher. So I have developed the guideline for observation of classroom and guideline for interview with teacher.

Guideline for classroom observation

Name of Teacher:	Observed classroom:
Name of School:	Teaching Item:
Qualification o teacher:	Date:

1. Initiation of lesson
2. motivation of students
3. Classroom procedure/ activities
4. Students - teacher interaction in the classroom
5. Communicative activities in Language skills
6. The roles of teacher in communicative classroom
7. Use of materials in communicative classroom
8. Role of teacher inside in the classroom
9. Role of students in classroom
10. Teachers' activities inside the classroom.

Appendix-II

Interview Guideline for teachers

Name of Teacher:

Name of School:

Qualification o teacher:

Date:

1. Definition of communicative language teaching.
2. Theoretical knowledge of teachers on communicative language teaching.
3. Goal of communication language teaching
4. Activities/techniques adopted in communication language teaching
5. Role of teachers to apply of communicative language teaching.
6. Advantage of communicative language teaching
7. Role of school environment for the proper Implementation of communicative language teaching.
8. Problems and challenges for apply of communicative language teaching.

Appendix III

Interview transcription

Teacher's name: Mr. Prem Chaulagain

School's name Shree Panch Dewal Higher Secondary School, Kalikot

Researcher: What do you think about communicative language teaching (CLT)? How do you explain it in your own words?

Respondent: *CLT method is a modern method in language learning. It depends on new and standard ways, activities, techniques, etc. It stands in giving chances to the students instead being passive.*

Researcher: What procedures do you apply in your class to develop the CLT?

The teacher presents a brief dialogue or several mini dialogues preceded by a motivation and a discussion of the function and situation- people, roles, setting, topic and the informality or formality of the language which the function and situation demand.

Researcher: What is your perception on the classroom activities of CLT?

Respondent: *Role play is one of the activities used in language teaching which sound similar to simulation and dramatization. It enhances the communicative proficiency of the learner. The class can be more interactive and motivated.*

Researcher: What do you think about the goal of communicative language teaching?

Respondent: *It is to enable students to communicate in the target language, i.e. to develop communicative competence in the learners.*

Researcher: What do you think the role of the teachers using CLT in the language classroom?

Respondent:*To facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts.*

Researcher: Do you think using a CLT has Advantage in the teaching-learning process?

Respondent: *yes, it makes the learner use language communicatively and effectively.*

Researcher: What do you think regarding the challenges of using communicative language in your class? Please share your experience?

Respondent:*If I make a plan I cannot apply it in the classroom because of short time. There are no facilities for the students to develop listening skill. We have no cassette player even sound systems which are prerequisite for listening. The environment of the classroom is not suitable for CLT.*

Appendix IV

Interview transcription

Teacher's name: Mr. Hark Sunar

School's name: Shree Janjyoti Secondary School Tikuwa, Kalikot

Researcher: What do you think about communicative language teaching (CLT)? How do you explain it in your own words?

Respondent: *CLT emphasized the centrality of active engagement of students in language classroom as an important principle of CLT. CLT is a communicative approach which aims at providing learners active participation in the situation like group work and pair work which help students to communicate effectively.*

Researcher: What procedures do you apply in your class to develop the CLT?

Respondent: *The teacher allows oral practice of each utterance of the dialogue either in chorus, in groups or individually. The oral practice is preceded by the teacher demand.*

Researcher: What do you think about the goal of communicative language teaching?

Respondent: *It is to make communicative competence the goal of language teaching.*

Researcher: What is your perception on the classroom activities of CLT?

Respondent: *Question answer activities is teacher asks the questions to students. They reply the answers. It helps to develop speaking skills.*

Researcher: What do you think the role of the teachers using CLT in the language classroom?

Respondent: *To act as an independent participant within the learning-teaching group.*

Researcher: Do you think using a CLT has Advantage in the teaching-learning process?

Respondent:*Students are encouraged to interact with other people.*

Researcher: What do you think regarding the challenges of using communicative language in your class? Please share your experience?

Respondent:*The class is over-crowded because in every class there are almost 70 students, lack of teaching aids and lack of accountability towards learning and teaching etc.*

Appendix V

Interview transcription

Teacher's name: Mr. Hemraj Neupane

School's name: Shree Danphe Higher Secondary School Mumra.

Researcher: What do you think about communicative language teaching (CLT)? How do you explain it in your own words?

Respondent: *CLT is the approach in which the main goal is defined as getting the students to Communicate and the ability to deliver the intended message effectively. Here the main aim is interacting effectively.*

Researcher: What procedures do you apply in your class to develop the CLT?

Respondent: *The teacher sets questions based on the dialogue practiced and elicits answers.*

Researcher: What do you think about the goal of communicative language teaching?

Respondent: *CLT aims to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.*

Researcher: What is your perception on the classroom activities of CLT?

Respondent: *Pair work is the communicative activities used in language teaching where the whole students are divided in pair two particulars work together. It helps the students engage in interaction to each other.*

Researcher: What do you think the role of the teachers using CLT in the language classroom?

Respondent:*The roles of the teacher is that of a researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities.*

Researcher: Do you think using a CLT has Advantage in the teaching-learning process?

Respondent: *Develop felling of confidence in the use of real language.*

Researcher: What do you think regarding the challenges of using communicative language in your class? Please share your experience?

Respondent:*Lack of awareness about CLT among the teachers, lack of teacher training, infrastructures, materials, socio-political diversity among the students, low level of language proficiency of learners, and Learners' characteristics (shy, timid, passive...).*

Appendix VI

Interview transcription

Teacher's name: Mr. Purna Bahadur Bam

School's name: Shree Kalika Secondary School Dandakhet.

Researcher: What do you think about communicative language teaching (CLT)? How do you explain it in your own words?

Respondent: *Language should not predominantly learned as grammar rather it should be studied as a means for engaging in communication. He expressed that CLT could make it possible to change existing attention from teaching structures as isolated items to teaching how to use the language for communication.*

Researcher: What procedures do you apply in your class to develop the CLT?

Respondent: *The teacher sets questions on the students' personal experiences. He takes care that the experiences centers on the dialogue theme.*

Researcher: What do you think about the goal of communicative language teaching?

Respondent: *Communicative Language Teaching is to help students move beyond mastering the structures in a foreign language to the point where they can use them to communicate meaningfully in real life situations.*

Researcher: What is your perception on the classroom activities of CLT?

Respondent: *Drill and dialogues activities develop the brainstorming the students as well as develop the speaking abilities*

Researcher: What do you think the role of the teachers using CLT in the language classroom?

Respondent: *To help students providing different activities.*

Researcher: Do you think using a CLT has Advantage in the teaching-learning process?

Respondent: *Foster learners' autonomy.*

Researcher: What do you think regarding the challenges of using communicative language in your class? Please share your experience?

Respondent: *Large classroom size, lack of teaching materials, lack of physical facilities and lack of teacher training, lack of proper knowledge.*

Appendix VII

Interview transcription

Teacher's name: Mr. Keshav Oli

School's name: Shree Sankardev Higher Secondary School Raku.

Researcher: What do you think about communicative language teaching (CLT)? How do you explain it in your own words?

Respondent: *CLT is a very good method to learn English for the students. Nepali students sometimes face problem to understand the CLT because they have no basic knowledge.*

Researcher: What procedures do you apply in your class to develop the CLT?

Respondent: *I have applied CLT in my class such as read one of the basic communicative expressions in the dialogues or one of the structures which illustrates or exemplifies the function.*

Researcher: What do you think about the goal of communicative language teaching?

Respondent: *CLT is helping learners create meaning rather than helping them develop perfectly grammatical structures.*

Researcher: What is your perception on the classroom activities of CLT?

Respondent: *Group work is activities used in language classroom which enables the students to talk and discuss each other. I divided the whole class to different groups to make the lesson more interaction as well as to engage them to perform better. It helps the students develop speaking skills also enhance the learner autonomy.*

Researcher: What do you think the role of the teachers using CLT in the language classroom?

Respondent: *Giving feedback and corrections.*

Researcher: Do you think using a CLT has Advantage in the teaching-learning process?

Respondent: *Teacher is just a facilitator but not an authoritarian.*

Researcher: What do you think regarding the challenges of using communicative language in your class? Please share your experience?

Respondent: *Student's weak background in English, domination of GT method, lack of sufficient training in theory and practice, mixed ability of the students also make challenging for applying communicative approach in teaching learning activities.*

Appendix VIII

Interview transcription

Teacher's name: Mr. Anga Dhoj Bam

School's name: Shree Moti Ram Higher Secondary School Sipkhana

Researcher: What do you think about communicative language teaching (CLT)? How do you explain it in your own words?

Respondent: *I think, Communicative Language Teaching refers to a basic collection of vocabulary, forms, and functions that the learner can use in her/his daily conversations and communications. If the learner can creatively apply that basic collection to daily communication, both oral and written, I think s/he has got what's called Communicative Language Teaching. I believe, Communicative Language Teaching can't be obtained through memorizing that basic collection or repertoire but it can be developed through creative use of that repertoire.*

Researcher: What procedures do you apply in your class to develop the CLT?

Respondent: *Give few more examples of the function, using pictures, real objects or dramatization to clarify the meaning of the function.*

Researcher: What do you think about the goal of communicative language teaching?

Respondent: *CLT is to enable people to communicate and use language in context. It focuses on meaning rather than on form.*

Researcher: What is your perception on the classroom activities of CLT?

Respondent: *Group work is activities used in language classroom which enables the students to talk and discuss each other. I divided the whole class to different groups to make the lesson more interaction as well as to engage them*

to perform better. It helps the students develop speaking skills also enhance the learner autonomy.

Researcher: What do you think the role of the teachers using CLT in the language classroom?

Respondent: *Teacher roles are facilitating the teaching-learning process, encouraging students etc.*

Researcher: Do you think using a CLT has Advantage in the teaching-learning process?

Respondent: *Integrate four language skills as well as extra linguistic skills.*

Researcher: What do you think regarding the challenges of using communicative language in your class? Please share your experience?

Respondent: *Lack of teaching aids, cassettes, students' motivation, the short time of period, the absence of labs, modern technology and design of the text book.*

Appendix IV

Name of the Schools

1. Shree Pancha Dewal higher secondary school Mehalmudi.
2. Shree Janjyoti secondary school Tikuwa.
3. Shree danphe higher secondary school Mumra.
4. Shree Kalika secondary school Dandakhet.
5. Shree Sankardev higher secondary school Raku.
6. Shree Moti Ram higher secondary school Sipkhana

Appendix V

Name of the teachers

1. Prem Chaulagain
2. Hark Sunar
3. Hemraj Neupane
4. PurnaBahadur Bam
5. Keshav Oli
6. Anga Dhoj Bam