

CHAPTER ONE

INTRODUCTION

The present study is entitled as **Teachers' Practice of Communicative Activities in English Classroom**. This introductory chapter includes the background of the study, 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

In the context of globalization, English is one of the most widely used languages in the world. It has been regarded as a language that people around the world use for communication and collaboration. English language teaching is really challenging job in EFL classroom. Becoming a good foreign language user is really a critical task. Regarding this, Gass and Selinker (2007, p.1) view that most second language learners do not achieve the same degree of knowledge and proficiency in a second language as they do in their native language.

Communicative language teaching (CLT) tries to minimize the gap between the two languages focusing on the authentic use of language. It emphasizes on various activities which are useful to use the language in real setting. It is, therefore, Harmer (2007, p.69) opines “activities in CLT typically involve students in real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use.” Activity based language classroom supports natural language production. So, CLT is being one of the burning issues among the ELT practitioners, teacher trainers and curriculum designers. However, most of the teachers are not really aware about the application of CLT. CLT, on the other hand, requires teachers having good command over the subject matter and effective skills of pedagogy.

They need to have good communicative skills in order to apply CLT in their classroom instructions appropriately.

One of the strong arguments of communicative language teaching is its focus on communicative activities that enhances language learning. In CLT the teachers encourage and require a learner to speak with and listen to other learners. This method intends to create real life situations that generate communication.

Communicative Language Teaching is a broad approach rather than a specific teaching methodology. At present, it has become the accepted and standard method in the field of teaching language. CLT provides great emphasis on helping students use the target language to perform various language functions in real life communication. Hymes (1978) explains that communicative activities can enable learners to use language or interpret it correctly in social interactions. It focuses on the student centered methods and innovative classroom activities. CLT is against the traditional grammar translation method and direct method. In short, communicative activities encourage the learners to use language in appropriate situation and in appropriate manner conveying the complete meaning.

Communicative activities like pair-work, group work, role play, story-telling, communication games and problem solving activities are demanded in CLT. However, most of the teachers are using drill as an ultimate solution of CLT. So, this research will try to find out whether there is some lacking in their theoretical knowledge or there is some gap in practice.

1.2 Statement of the Problem

In EFL context, communicative language teaching (CLT) is being popular method to train the students. It is for developing communicative competence and to improve their oral skills. Teachers need to have good command on communicative activities to deal with the issues in their classroom teaching properly. There are various arguments about the effectiveness of CLT. At first, the instructors should

be competent and skillful for the effective implementation of CLT in language teaching. They should have adequate knowledge and skills about the activities to be implemented in the classroom instructions.

In the context of Nepal, ELT curriculum and textbooks are designed based on communicative approach. They intend classroom instructions to be communicative. But, we are not sure whether they are communicative or not. All the English language teachers are not well aware about the recent approaches of ELT. Most of the research studies show that teachers themselves are not competent enough to apply the recent approaches in their classroom instructions. English language teaching need to be communicative but in the practice it is not. Most of the teachers enjoy using drill and lecture method. There might be various reasons behind such practices. Lack of confidence, taking drill as the ultimate method of ELT instruction, lack of practical skills and unsupportive environment are the major ones. So, this research has tried to bridge the gap between the demand of curriculum and the recent practices of communicative activities in classroom teaching.

As an ELT practitioner, I studied various approaches, methods and techniques. CLT is the most effective language teaching method. So, I attempted to carry out the research on CLT to find out the real communicative activities of teachers in their ELT classroom instructions. The observation helped me to be informed about the communicative activities of teachers in our context. This research study has provided with some effective and applicable classroom teaching strategies for the teachers and ELT practitioners. Moreover, I came to find out that teachers mostly used question answer activities to engage the learners in communication. Likewise, picture description, group-work, pair-work and role play activities are some of the fruitful communicative activities in English language teaching.

1.3. Objectives of the Study:

The main objectives of the study were as follows:

- a. To explore the teachers' practices on the use of communicative activities.
- b. To find out the teachers' use of communicative activities in English language teaching.
- c. To provide some pedagogical implications based upon the findings.

1.4 Research Questions

This study was specific in finding out the answer of the following research questions:

- a. What are the communicative activities used by English teachers in their real classroom interaction?
- b. How do English language teachers perceive CLT and the activities to develop learners' communicative abilities?
- c. What is the real classroom situation of using communicative activities?

1.5 Significance of the Study

This research seems to be significant to the students for understanding more about the effective communicative activities and their use in the classroom. It will also be helpful to enrich students' knowledge about communicative language teaching and the activities that they follow. It is equally significant for the teachers who are teaching English and want to perform well in the field of teaching. Furthermore, it is applicable for all the ELT practitioners who are familiar about the theoretical aspects of CLT but not about the techniques which are applied in classroom instructions. Moreover, this research will also be fruitful to teacher educators, experts, trainers and other stakeholders. In the same way, this research is

applicable to all the ELT practitioners to be more aware about the activities of CLT.

1.6. Delimitations of the Study

This study was specific on following points of limitations:

1. The study only focused on the exploration of the activities of CLT in classroom instructions.
2. It was entirely based on classroom ethnography and interview.
3. The study was limited to 5 English teachers of Kathekhola, Baglung.
4. Purposive sampling was the strategy for sampling.

1.7. Operational Definition of the Key Terms

The key terms of this study are as follows:

Teachers: Secondary level teachers who have been teaching English and have some level of theoretical and practical knowledge on CLT. Especially, this research indicates the in-service teachers.

Practice: Here, the term practice refers to the system, action or behavior that English teachers perform in their classroom teaching.

Communicative Activities: This research particularly analyzes the communicative activities like pair-work, group-work, role play, picture description etc. that the teachers carry out in ELT classroom in order to develop communicative competence of students.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This unit is basically concerned with the review of theoretical literature related to the study. After that, a glimpse of previous studies related to the present study is discussed in followings sub-headings. Then, how the particular reviewed study is beneficial for the researcher is discussed in the subsequent section. At the end, the whole summary of the study is shown in the conceptual framework.

2.1 Review of the Theoretical Literature

Foreign language teaching is the need and call of the day. In the context of globalization, the scope of English language instruction in EFL context is expanding day by day. The major essence of English language teaching is to develop the communicative competence of the learners. It was developed by teachers and applied linguists as a response to the shortcomings of the audio-lingual and grammar translation methods. The ultimate aim of communicative language teaching is the focus on communicative activities that fosters language learning. Here, I have tried to review which are associated with communicative language teaching and the activities that are applicable in CLT.

2.1.1 Communicative Language Teaching: An Introduction

Language is the means of communication and medium of thought to enhance the communication skills. The communicative language teaching is ultimately a learner centered method. CLT is different for different people. Richards and Rogers (2009.p.66) claim, “There is no single text or authority on it, nor any single model that is universally accepted as authoritative. For some, Communicative Language Teaching means little more than an integration of grammatical and functional teaching.” It can differently be applied in language instructions but the ultimate goal is the same. CLT is a western idea born in Europe but now it has

spread all over the world. Its application seems to be challenging because of teachers, students, environment and other various factors. The main factor is how it has been implemented and how effectively the activities of CLT are used in the classroom instruction.

Littlewood (1981 as cited in Richards and Rogers 2009, p. 66) opines “One of the most important characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language.” CLT demands for structurally well-formed and functionally appropriate language structures. In addition, Heaton (1975) states that in ELT classes all the four language skills should be carefully integrated and used to perform with genuine communicative activities. Moreover, Richards (1985) views that The communicative approach is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence. The goal of CLT is to make use of real-life situations that initiates language learning and makes it easier. Littlewood (2000) characterizes CLT means to pay systematic attention to both functional and structural aspect of language merging these into communicative view. These all discussions show that activity based instructions in the classroom is the most important to address the need of CLT. On the other hand, all the language skills should be given equal emphasis in course of language instruction. Almost all the arguments in ELT foster in favor of activity based communicative language teaching in order to foster communicative competence in the learners.

2.1.2 History of Communicative Language Teaching

Communicative Language Teaching developed as an alternative to the memorization and grammar centric methods. The origins of Communicative Language Teaching are to be found in the changes in the British language teaching system dating from the late 1960s. Second language educators tried to create new

methods that were more theoretically sound and effective than those of the previous. The conceptual foundations for CLT began after Noam Chomsky developed theories that foster the linguistic competence of the learners (CLT) is one of the most leading methods in the field of language instruction. The term 'communicative competence' was for the first time introduced by Dell Hymes (1972) to refer to the ability to use linguistic system appropriately and effectively. Kibbe (2017) says, Hymes was the first to write about the notion of communicative competence while he was expanding upon the narrow scope of Chomsky's original ideas. Communicative language teaching came into practice to address the hardships of the previously practiced methods namely Grammar Translation Method, Audio-lingual method and direct method. However, in the present context, communicative competence is the need and call of the day in the field of language teaching and learning. As we know, various methods and techniques emerged in the field of language instruction. However, few of them remained in practice for a long time. Communicative language teaching is found to be effective in order to develop communicative competence of the learners as its major aim is to make the learners communicatively competent.

2.1.3. Communicative Classroom

Communicative language teaching is a learner centered approach for language teaching and learning. In communicative classroom learners' role changes from that of a passive recipient to an active participant engaging in diverse classroom activities that promote communicative competence. While dealing with communicative classroom a teacher should conduct the communicative activities like role play, group discussion, pair work, debate, dictation and information gap activities. So, such activities promote learners participation and support the language acquisition.

In a communicative classroom a teacher should be dynamic and competent enough to deal with the subject matter. Regarding the communicative classroom management Hedge (2008) argues that many communicative tasks involve learner face to face encounter in the classroom. Interaction provides them with a basis for language acquisition. It helps students practice in communicating and negotiating meaning and maintaining communicative activities properly. EFL learners can only learn language by using it for different tasks and taking part in various activities inside the classroom.

To make a classroom communicative a teacher has to play various roles according to the need and interest of the learners and the demand of the curriculum. In this regards, Hedge (2002, p.63) says, “Communicative classroom involves the teacher in the wide range of roles beyond that of providing and presenting new language.” The teacher has to spend time for managing, organizing and encouraging the learners and classroom to maintain a good communicative classroom. The effectiveness of communicative classroom widely depends upon the knowledge and skill of the teacher. So, without having sound atmosphere inside the classroom and the competent teacher, communicative activities inside the classroom may not be fruitful.

2.1.4 Roles of Teacher in CLT

In communicative classroom, a teacher has to perform various roles as per the activities to be performed inside the classroom. Different scholars present the role of teachers in communicative classroom differently. Harmer (2008) presents the role of teachers as follows:

Controller: Controller is one of the major roles a teacher has to perform inside the communicative classroom. The teacher should be able to control unnecessary talk and discussion among the students in the class. Harmer (idid) when teachers act as controller; they are in charge of the classroom throughout the process of diverse

activities and provide learners with knowledge mostly by lecturing or bringing a class to order. The teacher therefore organizes and controls the lesson according to his own ways of skill and knowledge.

Prompter: Teacher needs to encourage students to participate in the various activities perform inside the classroom. Moreover, the teacher should motivate the students to take risks in order to perform various roles as students. Sometimes the students may not be quite confidence about how to proceed the task. At that time, the teacher has to promote them in a supportive way. So the teacher needs to encourage the students to think creatively rather than accept the things as they are. Often the teacher has to prompt students to speak English rather than using their mother tongue.

Participant: The teacher in communicative classroom is not an authority. He sometimes needs to become a students and interacts with the students as a friends. Teacher should not be afraid to participate since it only won't improve atmosphere in class, but it will also give students a chance to practice English with someone who speaks better than they do. So the teacher should enjoy in the participation with students with their activities.

Facilitator: This is one of the major roles of teacher in communicative language classroom. A variety of communicative activities can be done in the classroom with the well facilitation. Students sometimes may not be able to perform the tasks in a proper way. In such situation the teachers need to facilitate and encourage them to do the 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 a way that they can understand. The activities for students should be assigned genuinely to engage them properly. Without proper organization classroom becomes less effective and improper. So, as an organizer, the teacher

should have a sound knowledge about the activities, the need and interest of students and the demand of the subject matter.

Counselor: providing good counselling to the students is one of the major roles the teacher has to perform inside the classroom. He or she has to be a source of counseling so that students are encouraged to participate in the assign tasks effectively. As a counselor the teacher needs to simplify vague ideas and provide feedback to make the students feel secure while learning.

Summarizing the role of teacher it can be said that the teacher is a facilitator and a good friend of his or her students' learning. As a teacher there are various responsibilities to be fulfilled and many roles to be performed. So the teacher should be dynamic, dedicated, competent, skillful and devoted to the profession.

2.1.5 Roles of Learners in CLT

Learners are the active participants and receivers of the message. The teacher provides new concepts and ideas for learning language through communicative activities. The learners should be autonomous in the sense that they have to involve themselves in learning activities. They have to be actively engaged in negotiation of meaning and to construct ideas according to sociolinguistics setting. The learners need to be more responsible to manage their own learning. 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 an interacts with in the classroom procedures. So, learners need to be encouraged to take greater degree of responsibility of their learning by being involved in various classroom activities as well as the activities beyond the class.

Furthermore, Hu (2002) proposes that the roles of students in CLT classroom are supposed to be “those of negotiators for meaning, communicators, discovers and contributors of knowledge and information” (pp.95-96). So, the learners should

get actively involved in the process of language learning because they required performing different roles. Moreover they are expected to interact primarily with each other and with the teacher. Therefore, learners are active participants in teaching and learning activities. However, the learners need to play the roles like knowledge constructor, active participant, collaborative learner, thinker, creative agent and strategic learner.

2.1.6 Issues and Problems in Communicative Classroom

Creating the communicative environment in second language classroom is one of the major challenges in teaching profession. All the language skills and aspects should be equally highlighted in order to make communicative environment in the classroom. However, most of the language instructors find it difficult to practice four language skills together. In this sense, Ur (1996, p.121) opines that students are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. Because of these reasons most of the language learners feel afraid to use the target language in the classroom. It is the well known fact that we can never learn the language unless and until we use that language for communication.

Most of the research studies show that in Nepalese ELT classes, most of the teachers are not competent enough to use the language communicatively. In the context of Nepal, large classes are the most serious problem for conducting communicative activities in classroom teaching. Harmer (2007) says that large class foster undisciplined, group work becomes noisy, assessment becomes difficult, there will be low participation and interaction; difficulty in classroom organization; difficulty in determining the individual needs of each student; difficult to address learning styles of all students; excessive use of mother tongue, problem for finding suitable materials, difficulty in checking students class work

and homework. There are various problems regarding the lack of communicative environment inside the classroom. Sah (2016) says, “It is a common problem in Nepal that teachers sometimes learn new teaching skills but they do not have a proper environment to implement them into their practice because of the lack of teaching resources.”

2.1.7 Communicative Activities

In the present context, communicative competence has become the desired goal of language teaching. It has occupied the significant place in the field of language teaching and learning. To develop the communicative competence in learners’ communicative activities should be performed by the teacher inside the classroom. To make the learners able to perform communicative task various communicative activities should be implemented inside the classroom. Communicative activities are vital in language classroom since the students can be their best users to use the language appropriately.

Harmer (2002) opines that communicative activities are aimed in developing students’ ability to use language to interact with people in real situation. Various interactional activities can be conducted in the classroom to develop communicative competence of learners. Students learn to speak second language by performing various activities and using the language. Communicative language teaching is based on real life situation that requires communication. So, the teacher should create an effective classroom environment to promote the communicative competence of the learners.

Prabhu (1987) gives a useful typology of activities which have performed on the basis of contemporary material:

- a. **Information-gap Activity:** It involves a transfer of given information from one person to another or from one form to another or one place to another. Generally, information gap activity is calling for the decoding and encoding

of information from one language to another. Information gap activity often involves selection of relevant information as well and learners may have to meet criteria of completeness and correctness in making the transfer.

- b. **Reasoning-gap Activity:** It involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. The activity necessarily involves comprehending and conveying information, as an information gap activity, but the information to be conveyed is not identical with that initially comprehended.
- c. **Opinion-gap Activity:** This activity involves identifying and articulating a personal reference, feeling, or attitude in response to a given situation. The activities may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong and no reason to expect the same outcome from different individuals or on different occasions.

Communicative language teaching is an approach of language teaching which integrates four language skills at the same time. To some extent, it focuses on productive skills but gives importance to other skills as well. Listening is the basic and receptive language skills. Without proper habits of listening students cannot produce even a single well-formed sentence. Hedge, (2008, p. 68) mentioned role play, news items, children's stories, travel news, weather forecast, airport and station announcement, radio talks, debates, extracts from recorded guided tours, relaxation tapes and interviews as the useful materials to develop the listening skills of the students.

Reading is the third language skills in the order of language development. It is the process of getting information or extracting information from the text. It is also known as the understanding of the text. Hedge (ibid) suggested letters, recipes, menus, newspaper articles, train time tables, horoscopes, advertisements, publicity

brochures, weather forecast, curriculum vitae and poems as the effective materials for developing the reading skills of the students.

Speaking refers to expressing ones ideas, emotions, and feelings through the oral medium fluently. Speaking skill received the considerable attention in the field of language teaching after the emergence of CLT approach. In the same way writing is also one of the productive skills in the field of language teaching. It is the way of transferring the information through the use of graphic or visual symbols.

Hedge (ibid) says that speaking and writing activities can also be referred to as authentic if they reflect the relevant criteria for task design and also mirror the real world purposes and situations in which and for which language is used. From the above mentioned ideas it can be generalized that teaching learning activities incorporated with authentic materials is the best way for developing communicative skills of the students.

Communicative activities can be of several types according to the nature of the course and the ideas of the course instructor. Littlewood (1981, p. 86) has classified communicative activities into two types. They are:

- a) **Functional Communicative Activities:** Functional communicative activities include such task as learners comparing set of pictures, noticing similarities and differences, working out a likely sequence of events in a set of picture and discovery missing features in a map or pictures. In this case, the learners may instruct on how to draw a picture or shape, or how to complete, there will be some clues to problem solving.
- b) **Social Interaction Activities:** Social interaction activities include conversation and discussion sessions, dialogue, role play, simulation and debate.

However, we can find some other communicative tasks being practiced in the field of language teaching. Being based on the textbooks and some research articles we

can find the following communicative activities most of the teachers are applying in their classroom. They are elaborated in following ways:

Pair Work

In a communicative classroom pair work is one of the most important learner centered techniques. It makes students engage in interaction to each other. The teacher has to play the role of monitor and a resource person to handle the pair work activities. In a pair work a lot of opportunities are provided to the learners for interaction. Byrne (1981) says that unless you have a very small class, you will never be able to give your students enough oral practice through whole class work. If you divide your students into pairs just for few minutes, each student will get more talking time. So, it is one of the most effective classroom activities to develop the communicative competence of the learners.

Group Work

In communicative classroom, group work plays very important role to develop the self-confidence of the learners and to develop the speaking habits. It also helps the learners to minimize their hesitation while speaking. Similarly, Ur (1996, p. 228) says, “students work in small groups on tasks that entail interaction: conveying information for example, group discussion”. Students perform a learning task through small group works among them. It is one of the forms of learner centered activities that has a great value in the practice of oral fluency of the learners. This activity can be used in teaching all language skills as listening skill, speaking skill, reading skill and writing skill.

Problem Solving Activities

We can find different levels of learners inside the classroom due to the diverged cultural background and levels of proficiency. Managing such classes is really a challenging task.

Ur (1996) states, “participants tend to become personally involve: they begin to relate to the problem as an emotional issue as well as an intellectual and moral one.” Teacher can assign various problem solving tasks related to speaking, writing, reading and listening. Such task focuses on practicing inside the classroom. But the teacher should provide adequate support to the learners to solve the assigned problems in the classroom. Such activities demand the authentic use of language by creating the real environment in the class.

Communication Games

Games are designed to improve the communicative competence and performance of the students. Communication games emphasize the use of language in an authentic situation. Such games help to minimize the gap between the students and make them familiar with each other. Littlewood (1981) proposed that through games, teacher should help learners go beyond the mastery of structures, to the point where they can use them to communicate meaning in real situations. So, to enhance the communicative skills of learners the teacher should use different communication games in the classroom.

Role play and Simulation

Role play technique refers to the acting out of small scenes using one’s own ideas and information in the role cards provided by the teacher. It is the simple and brief technique which encourages the communication and develops the social relationship among the students. The aim of these activities is to create the real life situation in the classroom: students stimulate the real world. It means they can express their own views. During the simulation the teacher may act as a participant, that is to say as one of the people involved. Harmer stresses the necessity to focus not only on the linguistic accuracy but rather communication efficiency-which is the main motive for this kind of activities (Harmer, 2007: 123-124). So, role play and simulation makes the classroom relaxed, funny and interesting where the shy students are also benefitted.

Information-gap Activities

Information gap activity is another communicative activity that follows the system of learning activities in the classroom. The most common information gap activity is spotting the differences in the pictures, exchanging information, guessing games and also creating a story based on flash cards shown to the students in random order. Thornbury (2005, pp. 80-84) claims that in these kinds of tasks there is a knowledge gap among the learners and it can be bridged by using the language. So, this activity makes the students cooperate and communicate with each other to find the lacking information.

Drama Activities

Most of the language teaching course books these days include drama as an important CLT technique. Dramas are performed in groups or pairs by the students in the classroom or outside the classroom. It requires a long rehearsal and repetition before the performance takes place. It develops confidence to speak in front of large number of people and it really makes students competent in second language learning.

Dramatization encourages the genuine communication and involves the real emotions, use of body language, facial expression and gestures. It is enjoyable as it is performed in groups. So, such activities reduce hesitation and help to remember the dialogue of the main character.

Debates

A debate can be described as a formal discussion where two opposing sides a set of exchange different points of view on an issue. It is a valuable tool to make the students logical or competent in the subject matter. Halvorse (2005) says debate forces students to think about the multiple sides of an issue and it also forces them to interact with each other. In the same way, Krieger (2007) says that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. So, debate can be the useful classroom activities in second language teaching.

Discussion

Discussion is a useful communicative activity to deal with the students in the communicative classroom. In discussion the students are asked to discuss on a given topic into perform short presentation about the topic. In this activity the seat arrangement plays a vital role because of the students from diverse sociolinguistic background. Discussion develops the students communication habits in their real life situation. So, the teacher should be the competent facilitator in the classroom to handle the discussion properly.

Questions and Answers

Questioning and answering activities are the simple activities most of the teachers use inside the classroom. Klippel (1991) divides these activities into several parts such as warming up activities, interviews, guessing games, jigsaw tasks and questioning activities. Simple questions and answer activities are often used as warming up activities. Such activities develop the knowledge of the students in subject matter and help them to develop their fluency in language use.

Story Telling

Story telling is such an activity in which the teacher and students tell the stories that they have heard. The aim of this activity is to get students to produce longer connected text so students can develop imagination and some skill in the foreign language (Klippel, 1991). Such activities can be in the forms of chain stories, picture stories, talking about the folk stories and others. Such activities are fruitful to develop students creativity and fluency in the use of language.

2.2 Review of Empirical Literature

This sub section is an attempt to review the related studies and articles. The literature review is an important part of analysis that contributes a valuable role during the process of research work. The most important role of a review is to generate and collect the ideas from the previous studies in the related literature as evidence and guidelines to the present study.

Nepal (2011) carried a research entitled 'Use of Communicative Language Teaching in Nepalese Context'. The main objective of his research was to find out the problems faced by the English teachers in the use of Communicative Language Teaching. He selected 20 English teachers using non-random sampling procedures. Questionnaire was used as the research tools. From the findings, he concluded that factors like, lack of sufficient training on ELT, lack of sound knowledge on communicative approach and large size of the class prevented the teachers from applying communicative method in their language teaching classroom.

Bhatta (2012) conducted a research on 'Teachers perceptions of Communicative Language Teaching'. The objective of this research was to find out the teachers' perceptions about CLT and its use in Nepal to find out the difficulties that Nepalese EFL teachers faced in implementing CLT in their classroom. He selected 40 teachers from different schools. Then he followed random purposive sampling procedure while selecting teacher of English. He used a set of questionnaire. His findings concluded that the teachers are not able to create English language environment in their classes due to large number of students and their disruptive behavior. Moreover, he found that the use of mother tongue is another major factor to implement CLT in their classes.

Vongxaya (2013) carried out the research on 'The Implementation of Communicative Language Teaching in an English Department in LAO Higher Educational Institution'. The objective of this study is to explore the understanding and attitude of LAO EFL teachers in adopting CLT in their classroom teaching practice in order to better understand the appropriateness and effectiveness of CLT activities in their classroom teaching practice. He used in-depth interview as a data collection tool. Ten EFL teachers were participated in the interview. And the researcher concluded that all the teachers were interested in CLT and it was

helpful for students because it provides opportunities for students to communicate and interact with their friends and the teachers in the classroom.

Islam (2016) conducted the research on 'Effectiveness of Communicative Language Teaching at primary level in Bangladesh'. The objective of this study is to investigate how far CLT is implemented by looking at its principles, teacher student roles and activities practiced in the classroom. This study was based on qualitative research design. Interview and observation are the data collection tools. He interviewed ten English teachers who are currently teaching in Bengali medium schools in Dhaka. Moreover, he conducted group interview with forty two students of grade five. The researcher concluded that CLT is not effective in primary level due to the excessive use of their mother tongue.

Sah (2016) carried out research on the topic 'Challenges Faced by Teachers of English in Applying Communicative Approach'. The major objective of the study was to find out the challenges faced by the teachers in teaching English and their perception about communicative approach. The research is based on quantitative research design. The researcher used random sampling of thirty English teachers teaching in Dhanusha district. The major findings of his research show that most of the teachers do not have effective strategies to apply communicative approach in real classroom setting. Teachers have good theoretical knowledge but they did not have proper plan to apply CLT in ELT classroom.

Shrestha (2017) conducted a research study on 'Teachers Perceptions Towards Communicative Activities for Developing Speaking Skills'. The main objective of his study was to find out the teachers' perception towards communicative activities for developing speaking skill of secondary level. To accomplish his objectives, he used questionnaire as research tools for data collection. He gathered information from 30 teachers of 27 public schools of Surkhet district. His research came with the finding that all the English teachers had positive perceptions on

communicative activities as they believed that it develops students' critical thinking skill, communicative strategies and maximize the students' speaking skill.

Owen and Razali (2018) studied on 'The Effect of Communicative Activities on Libyan Secondary School Students' Speaking Performance in Malaysia'. The main objective of this study was to investigate the effect of communicative activities on Libyan secondary school speaking performance. This research was based on quasi experimental research design. Non equivalent pre-test and Post-test was the research tool to find the effectiveness of CLT. His experiment was limited to 42 first year students. This research came with the findings that there was a significant difference between the pre-test compared to the post-test. Students' speaking performance improved after implementing the communicative activities in the classroom.

2.3. Implications of the Review for the Study

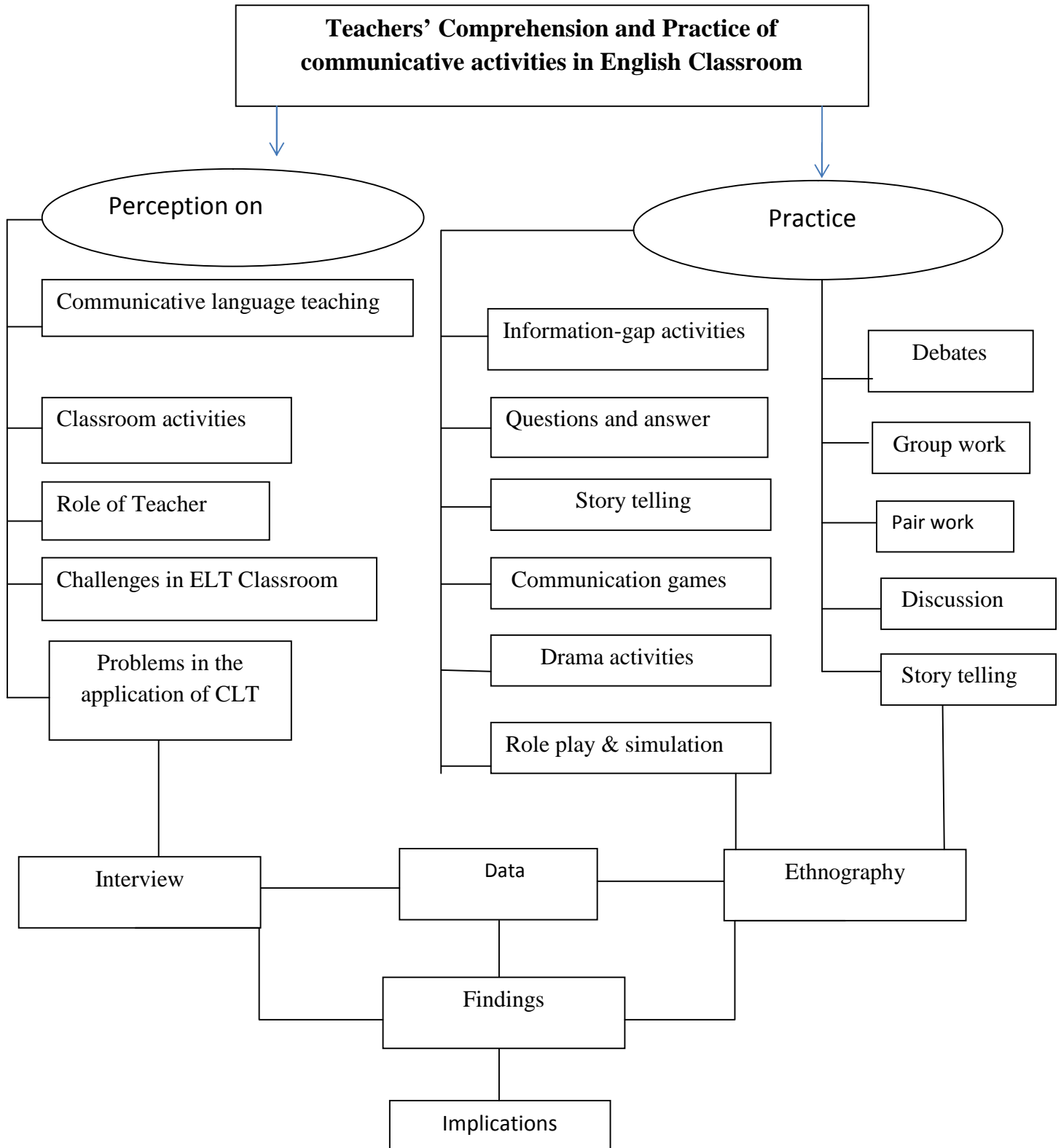
Literature review is one of the important tasks for the completion of any research. According to Kumar (2009, p.30), "one of the essential preliminary tasks when you undertake a research study is to go through the existing literature in order to acquaint yourself with the available body of knowledge in your area of interest". It helps to establish the theoretical roots of our study, clarifies our ideas and develops our methodology and the process of data analysis.

The abovementioned research works proved really helpful for my study in order to bring clarity and focus on research problem to improve my methodologies and expand my knowledge related to my study. To be specific, the study of Bhatta (2012) helped me to select the issue for my research study and to have certain ideas about the teachers' perception on CLT. Likewise, the study of Nepal (2011) supported me to analyze the practices of CLT in the context of Nepal. Similarly, the study of Sah (2016) helped me to develop the statement of problems and

objectives of my research study. In the similar way, Shrestha's (2017) study guided me to construct the research questions. However, all the reviewed research studies made me informed about Communicative Language Teaching and the present scenario of its application in the real classroom teaching of EFL context. Moreover, these sources helped me to make the concept that there are several research studies about the perceptions of teachers on CLT, challenges faced by the teachers in the implementation of CLT and the effectiveness of CLT. But, I could not find the research studies on communicative activities of the teachers in ELT. So, I have found this issue a bit more different from that of the previous ones.

2.4 Conceptual Framework

The conceptual framework of the study is presented diagrammatically as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Under this chapter, design and methods of study, population sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation procedures and ethical considerations have been included.

3.1 Design and Methods of Study

Research design is the concrete guideline for researcher to collect, analyze and interpret the data with research issues, objectives and methods of study. This research was qualitative in nature. It was conducted in natural setting to understand the actual practice of ELT in classroom situations. Kothari (2004, P. 5) states:

Qualitative research is concerned with subjective assessment of attitude, opinions and behaviors. Research in such a situation is a function of research's insight's and impressions. Such an approach to research generates results either in non-quantitative form or in the form which are not subjected to rigorous quantitative analysis.

Being based on the above ideas it can be said that qualitative research is based on researcher's subjective judgment on attitude, opinions and behaviors of informants. Ethnographic observation was my research design which is based on qualitative approach. Ethnographic observation is a useful research design to study certain groups in education to observe their behaviors, beliefs, activities and language use inside the classroom. Harries (as cited in Creswell, 2007) defines that ethnography is a qualitative design in which the researcher describes and interprets

the shared and learned patterns of values, behaviors, beliefs and language of a culture-sharing group.

In the same way Le Compte and Preissle (as cited in Cohen et al. 2011) present ethnographic research as a process involving methods of enquiry, an outcome and a resultant record of the enquiry. Ethnography is a portrayal and explanation of social group and situations in their real life context. Starfield, (20015, p. 138) opines, “Ethnography comes under qualitative research however; it is not synonymous with qualitative research which involves fixed category observation, belief, engagement or study based on few in-depth semi-structured interviews.” Ethnographic research is a bit different from other research design because it is retrieved from prolonged observation of a particular professional or ethnic group. It needs about a month field study to get the realistic information. Ethnographic research design needs the prolonged engagement of the researcher in the research setting. So, I had prolonged engagement with the participant and minute observation of their classes including in-depth interview. I attempted my best to collect the valid and reliable information.

3.2 Sources of Data

Both primary and secondary sources of information have been used in this study.

I. Primary Sources

Primary data were taken from secondary level in-service teachers dealing with English language teaching in Baglung. Classroom observation and semi-structured interview was used to get the information from the participant.

II. Secondary Sources

I went through different books, journals and research articles for the detail information and ideas about the issue e.g. Prabhu (1987), Harmer (2002),

Heaton (1975), Hedge (2008), Richard (2009), Thornbury (2005), Ur (1996), Littlewood (1981), Klippel (1991), Byrne (1989) and others.

3.3 Population, Sample and Sampling Strategies

Population of the study refers to the whole area of study. All the English language teachers of Baglung district were the population of my study. Sample is the subset of population that is representative of the total population under my study. I selected five in-service teachers as the sample for the study. I used non-random purposive sampling for selecting the participants. The brief introduction of the participants is given below. However, I have not mentioned their names to maintain confidentiality.

The first participant was an experienced teacher who has been teaching for more than twenty years. He has earned master's degree in English language education.

In the same way, the second participant was an experienced teacher teaching for thirty years. He has completed M.A from Tribhuvan University.

Likewise, the third participant was a teacher having 15 years experience. She told that she has earned M. Ed from Prithivi Narayan Campus, Pokhara.

The fourth participant was a teacher having more than five years of teaching experience. He has done M. Ed from Department of English Education.

The fifth participant was an experienced teacher with M. Ed from Tribhuvan University. He has been teaching English language in different educational institutions and got chance to teach from basic level to University level.

3.4 Data Collection Tools and Techniques

Classroom observation and semi-structured interview were used as data collection tools. Classroom observation provides the opportunity to relate the theories which we have learnt with the practical one. It also provides the opportunities to reflect

on various incidents happen inside the classroom. Wragg (1999) states “Good classroom observation can lie at the heart of both understanding professional practice and improving its quality.” So, classroom observation can be taken as a useful technique to understand the real classroom practices and to deal with the problems that frequently occur in the field of teaching. The researcher has observed the five teachers six classes and wrote the memo of the details of classroom activities. Then, I got required information from classroom observation diary and semi-structured interview to the participants.

3.5 Data Collection Procedures

I went through the following process in order to collect the data for this study.

-) At first, I selected five teachers.
-) Then I met each of them in order to develop good rapport with them.
-) After that, I shared the purpose of my study with the participants.
-) I provided adequate information about the use of collected data for the research.
-) I assured them that I will maintain proper confidentiality.
-) I observed their classes and wrote the descriptive memo.
-) I took semi-structured interview with the participants after observing their classes.
-) Finally, I expressed my sincere gratitude to the participants.

3.6 Ethical Considerations

Completing a research study is a collaborative task. So, it requires mutual understanding between the researcher and participants. A good research should not harm to any castes, ethnicity and religion. However, participants should be free and they should be made sure about having no risks. Ethical considerations of this research were as below:

-) Proper credit has been given to the researchers and authors whose research studies and books have been used in my research.
-) Participants were selected voluntarily.
-) Proper space was given to all the ideas of participants.
-) The language used in the research is free from any sorts of biasness.
-) Unnecessary information and ideas were avoided.
-) Privacy of the participants has been maintained properly.
-) The report has been presented honestly by the researcher.

CHAPTER -FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter mainly deals with the analysis and interpretation of data taken from the respondents. Primary data for this research were taken from the classroom vignette of secondary level English teachers of Baglung district. The analysis is based on researcher's observation notes and semi-structured interview with the teachers. I observed six classes of five teachers. I observed thirty classes of the participant teachers to get the ground practices of classroom activities.

4.1 Analysis of Data and Interpretation of Results

This section deals with the presentation, analysis and interpretation of the collected data from the primary sources. The data were analyzed in terms of the activities that teachers used in the classroom. Likewise, the themes developed out of interview guidelines. Since, it was an ethnographic study, the record of every minute activity was made so far happened in their classroom. The analysis part has been incorporated into two broad sections, viz; Classroom activities and Teachers views on communicative classroom and interrelated issues.

4.1.1 Communicative Activities in English Classes

One of the objectives of this study was to explore the communicative activities of the teachers practiced in English classes. Based on the very objectives, I took the moments of classroom through observation for my own convenience. I have analyzed and interpreted the classroom details in terms of the activities so far I examined throughout the observation.

4.2.1 Question and Answer

Question answer is one of the mostly used communicative activities. Teachers used this activity in most of the classes. So far I observed the teachers asked some questions to the students in order to attract their attention and know their background knowledge of the content. Sometimes teachers asked the questions to warm them up like; Are you all right? Is there any problem? Are you ready to learn? and so on. This technique was also used to evaluate the students whether they had clear concept on the lesson that has been taught. One of the representative classroom vignette is given below:

The first participant teacher performed the following activities in his first class.

Topic: Greeting culture around the world

He wrote the topic on the board and asked some pre-reading questions:

-) Why do you greet the people?
-) What are the people doing in the picture?
-) How do you greet the people?

However, very few students responded the teacher. I found the new term "Naranyam" which is used to greet the people. The teacher asked students to read the text and write the name of the countries and their greeting culture. Some students shared their assignment in the class.

In the same way, T5, while dealing with the reading text “Sushila’s Determination”, asked the following pre-reading questions:

-) Do you know the meaning of marriage?
-) Which age is suitable for getting married?
-) Have you ever involved in marriage ceremony?
-) Do you like Dowry?

Likewise, T3, asked some questions to the students before dealing with the text, “Jitiya Festival”. The questions were:

-) What does the picture show?
-) What festivals are celebrated in your society?
-) Do you celebrate Jitiya festival?
-) Why do people celebrate festivals?

The above evidences of observations show that teachers used a series of question answer to involve the students in speaking. More or less, questions and answers were used in almost all the classes I observed. However, only some good performer students were actively involved in responding the questions. So, this activity didn’t seem effective to involve all the students in communication.

4.2.2 Group Work

Group work is a useful technique as well activity that provokes the involvement of students in small group. Real interpersonal interaction takes place in groups where each group member has to make the equal contribution in completing the task. Teachers in their classes used this activity to engage the students in the communication. Here is a vignette of classroom:

It was the class of T1. The teacher wrote the topic ‘Suggesting, advising and Persuading’ on the board.

The teacher wrote the following structure on the board and an example of each structure verbally.

) If I were you I would+v1.

) Why don’t you + v1?

) You should/ought to +v1?

) You’d better+ v1.

) How about you +v-ing?

The teacher divided the students into five groups and asked them how they give suggestions and advices to their friends. The teacher provided the situation; suppose your friend is sick. Each group representative gives a suggestion by using the given structure.

A: If I were you I would visit the doctor.

B: Why don’t you visit the doctor?

C: You should take a medicine?

D: You would better go to the hospital.

E: How about visiting the doctor?

In the same way, T5, did some warm up activities before writing the title on the board. 'Sushila's Determination' which was related to marriage from unit seven, page No.183. The teacher described the marriage system in few sentences. The students were informed about the marriage system practiced in Nepal like, love marriage and arranged marriage.

Then the teacher got the students into four different groups. Two groups were from girls and remaining two from boys. Then he asked front two groups to make a discussion about the importance of dowry for girls when they get married and prepare a note. Then next two groups were assigned to write about the importance of education before getting married. Then the teacher informed them that they will get only ten minutes for discussion and note preparation.

The students started to make discussion and the class became noisy. The teacher sometimes walked around the class. After ten minutes the teacher asked them to stop their activities. Then, he called a boy from one group to the front of the class and assigned him to present the note they had prepared. He read out some sentences being nervous.

In the same way group leaders from remaining three groups presented their notes. The students seemed happy in the class. The group who were asked to write about the importance of education presented their ideas nicely in comparison to the remaining two groups. The teacher asked them to read the text once at their home and make some questions to be discussed in their next class. Finally he completed the class by saying good bye to the class. By observing some group-work activities conducted in the class, I found that students enjoy the variety inside the classroom. In group works, most of the students talked with their friends. But some of them were using their native language with their friends. However, students seemed to be smiling in most of the group work activities. Some students were feeling shy while talking about marriage.

The above stories of teachers' classes show that group work technique can involve the students in real like communication. In such activities, students get chance to use the language. I was quite satisfied by observing the effective group work task inside the classroom. However, some of the students were found to be inactive in such group work activities in their classes.

4.2.3 Picture Description

Picture description is a useful classroom activity for developing speaking skill and fluency of the learners. In this technique the students are provided with clear picture to interpret something about that picture. Some teachers used picture description activity to engage the learners and make classroom activities more communicative in their classes. While using it, they gave clear instructions to the students. Teachers mostly used the pictures from the text book. However, they could bring the variety of pictures from the newspaper cut-outs, magazines and so on.

One of the representative vignette is given below:

The first participant teacher conducted following activities in the class.

After revising the previous lesson the teacher wrote the topic, “Talking about past (comparing past and present)”. Then, he started the class by showing two pictures which show the same places of now and twenty years ago. He asked some of them to compare the changes in the pictures and present in the class. He helped them to express changes by using the correct tense structures of past and present as like;

He didn't use to eat meat.

He becomes happy to eat meat

Past tense: S+ used to+v1 / S+ didn't + use to +v1

Present tense: S+v1/v5 + object

S +is/am/are+v4+object

S +has/ have+v3+object

S+ has /have+ been +v-ing+ object

Then, he provided sample sentences of each structure. After that, he asked some of the students to express the activities they used to do when they were small and compare the activities that they do now.

Similarly, T3, after responding students' greeting wrote the topic on the board 'Jitya Festival'. He recapped the previous class by asking a couple of questions about the lesson that he taught the previous day.

He began teaching by displaying a picture. In the picture included some women worshipping the god and celebrating the festival. He divided the total students into three groups. He asked some questions to discuss and guess the answer.

-) What does this picture reveal?
-) Which festivals are celebrated in your community?
-) Do you celebrate Jitya festival or not?

After five minutes he selected three different students from each group and asked to share their ideas regarding the given questions. Among them two students responded him very well but the remaining one could not give the appropriate answer. Then the teacher described the topic in his own words. At last he asked some questions to make sure if they get the ideas from the topic or not.

Similarly, after doing the pre-reading activities, T4 asked one group to talk about the past life and another group talk present situation of life. Then, the teacher pasted the picture on the wall. He provided ten minutes to see, think and compare the picture. He selected the students randomly and asked them to speak up what they had felt and seen in the picture. He asked them to use the structure 'used to' for past event. Four students tried to speak on the picture. Later on, she herself told about the past using used to..... and other past structures.

“I used to sleep with my mother.”

“I had prepared a house made up of paper.”

“I used to quarrel with my brother”

She ended the class by assigning the students to write about the differences they found in their places in the past and at the present.

I became very happy by looking at such activities in Nepalese ELT classes. Some of the students produced really nice sentences while describing the given pictures. Some students used some gap filling words when they had to pause for a while to think about their ideas. It shows some of the signs of improvements in ELT classes of Nepal.

4.2.4 Story Telling

Story telling is a communicative activity where teachers and students have to share the story that they have heard. The story should be related with the lesson. In some classes the teachers used story telling activities as well. They used this technique mainly in teaching listening, reading and writing. Some evidence from the observations has been included here.

The first teacher shared a story; Once upon a time, a man was polishing his car; his four years old daughter picked up a stone and scratched on the side of the car. In anger, the furious man took his child's hand and hit many times, not realizing that he was using a wrench. At the hospital, the child lost all her fingers due to the multiple fractures.

When the child saw her father, with painful eyes she asked 'Dad, when will my fingers grow back?' The man was so hurt and speechless. He went back to the car and kicked it many times. Then he looked at the scratches, his daughter had written 'love you dad'.

Moral: "Things are to be used and people are to be loved. But the problem in today's world is that People are being used and Things are being loved."

Similarly, T4 shared another story; Once upon a time, there was a crow. It was thirsty since it was hot summer season. He flew here and there in search of water. But he could not find water anywhere. After few minutes, he saw a pitcher under a tree. He peeped into it and found that there was water, but at a very low level and it was not possible for him to drink water. He tried to drink water but his all efforts went to vain.

Suddenly, a wonderful idea came to his mind that by dropping the pebbles into the pitcher, the level of the water could be brought to a higher level. So, he began to drop the pebbles and finally, the level of the water was raised by the process, and he drank it and satisfied himself.

Moral: Where there is a wheel, there is a way.

It was the class of T2. The teacher, after attracting the attention of the learners, presented a video about war through the projector. Then he introduced the topic 'Anthem for Doomed Youth' composed by Wilferd Owen. Before starting the poem he asked his students to share about their family members and their relatives who have joined in armed force. A boy named, Shrijan shared a story of his uncle who is doing his job as a soldier. And he asked students if they are interested to join in the same profession their upcoming future. In that class a boy named Yubraj Chhantyal, shared that he was interested in the field and practicing running and other physical exercises from the very days.

Meanwhile, the teacher presented the poem through power-point presentation and asked each bench to recite the poem accordingly and started from the first bench. He assisted, when the students were found to be unable to pronounce the words appropriately. After that, he described the theme of the poem and wrote some

points on the board. Some of the students copied the points and many of them didn't write that. He told some stories about the painful condition of war and its destruction. He exemplified the differences between the funeral of common situation and in the battle field.

Similarly, I went to the class of T5 with the teacher. It was grade nine. All the students greeted us together and we responded them. As usual I went to the back of the class. The teacher started his class. He told the students that he was going to share an interesting story. Then the class became totally silent.

The teacher started to tell the story slowly. The story was about "A Greedy Wolf". All the students listened story very attentively. Then the teacher told the students that he will tell the next story but when he finishes telling the story, the students should write the same story in their own words.

The students became prepared with their copies and pens. The teacher told them that they should wait until he finishes telling the story. He started the story of "A Stupid Donkey". All the students were listening story curiously. Finally they started to write the story. Some students were asking each other and some were copying from their friends. The class became really engaging.

After about ten minutes the teacher asked them whether they had finished or not. Only a girl stood and gave her copy to the teacher. He returned her copy after a minute. Other students didn't show their copies to the teacher.

At last the teacher wrote the same story on the board. It was short in length. All most all the students copied the story. He waited until they finished writing. Finally, the teacher assigned them to write a readable story as their homework being based on the clue. He also wrote the clue on board.

An old farmerthree lazy sons.....old man dyingtells sons treasures hidden in the fields....dies before spotting the place....sons dug the field.....no treasures plants crops.....more cropsrealizes truthlabour....productive.....moral.

The above details project that story telling activity can enhance the speaking and listening skill of the students. Moreover, if they are frequently involved in such activities, they try to bring new stories inside the classroom and they have to read new stories from the books outside their textbooks. It enhances their reading skills too. So, story-telling has become one of the effective activities of language teaching. Students can be easily motivated and impressed from the moral stories shared by the teachers. Sometimes, students enjoy sharing their stories if they are given chances to speak.

4.2.5 Reading and Discussion

Reading is the process of getting information through orthographic text.

Discussion is sharing own ideas and receiving others ideas in the mass. Here, the term ‘reading and discussion’ refers to the learning events where first the reading activity is carried out. After reading activities students are involved in the discussion with the facilitation of their teachers. The following vignettes represent the events that actually happened in the classroom.

T2, after doing the pre-reading activities the teacher wrote the title on the board “Human Trafficking”. He asked whether they know the term or not. Only a girl named, ‘Sarita’ responded that she knew the term. She said, “It is the activity of selling people”. The teacher smiled and thanked her. After that the teacher defined human trafficking as an illegal trade of human beings for sexual exploitation, forced labor and so on.

Then, he selected two students and assigned them to read the two paragraphs accordingly. All other students were assigned to underline the new words that they were not familiar with. When they finished reading he explained the ideas in few sentences. He asked the words that were underlined by the student. Some students wrote the words and their meaning in the note copy. And he asked them to solve question no 1 and true false items from question no 2 as their class work. After

five minutes the teacher told the right answers and asked all the students to verify their answers. Finally, he told the students to solve the questions and answers from the text book.

T5, The teacher was already in the class. I went there saying 'good morning class'. I took the back bench and started my task. The teacher had already written the title on the board. He asked three students to stand and named the boy as Mr. Ojha, one girl as Mrs. Ojha and another girl as Sushila.

Then he asked them to read the parts of drama as they are named with. All other students were already asked to listen carefully and list the unfamiliar words from the text. The students started to read their assigned parts turn by turn. Girls were found to be smart in reading than boys. The teacher facilitated when they felt difficulties to pronounce the words like rudely, clinics, profession, consideration, fortunate and horoscope. Then the teacher talked about the drama using simplified language. Finally, he told that Sushila's determination is praise worthy.

Then he asked the students to think what would they do if they were in the place of Sushila? The students laughed. After that he asked two girls to share their views and only a girl told that she would choose study not by arguing like Sushila but by crying and insisting. After that, the bell rang and the teacher asked them to solve the first and the second items from their book as their homework.

From the observation of this activity, I came to the conclusion that reading and discussion can be effective activity to enhance the communicative skills of the students. Discussion makes the students produce the language automatically. However, some of the students remained silent in the classes. So, the teachers should try their best to engage all the students to make their classes more communicative.

4.2.6 Debate Competition

A debate can be described as a formal discussion where two opposing side shares a set of exchanges in different points in a single issues. It is helpful technique to be logically competent in the subject matter. Some participants talked in favor of the title and other participants talked against the topic. The following vignette shows what activity happened in the classroom.

It was the class of T4. I entered in the class with the teacher. We both greeted the students together. I took a back bench. First, he discussed the conversation that they have studied in the previous day.

After that, he distributed the lottery for and against on the topic ‘Reading is better than sports’. The students who got the topic either for or against were divided into two parts. Then he conducted the debate competition in the classroom. Only eight students got chance to speak. Four students spoke in favor of reading. And remaining four students spoke in favor of sports. Finally, he told that remaining students will get chance to speak the next day. He assigned them to prepare the debate in their note copy.

From the story above I came to realize that some teachers are trying to imply some fruitful techniques in their classroom teaching. Debate competition was also found to be effective to strengthen the speaking skill of the students. The students who got chance to speak tried their best to perform better as far as possible. Remaining students listened the arguments of their friends. However, some students found to be hesitated to speak English from the front of the class. They paused for few seconds and repeated the same words again and again. So, such activities should be conducted frequently to enhance their confidence in speaking.

4.4.7. Listen and Write

Listening is the basic and first language skill in the order of language development. It is also called receptive language skill. CLT tries to integrate the four language skills in the classroom. The fourth informant tries to teach with the integration of writing skill.

It was the class of T4. I entered into the class with the teacher. All the students greeted us and we responded them together. The teacher brought the audio player in the class. He distributed A4 size paper to the students. He assigned all the students to write their names and roll number. Then she asked them to go through the questions mentioned in the paper.

After that he played the audio for the first time and asked them to go through the questions again and solve the first item. After about two minutes she again played audio for the second time and asked them to answer the questions. After about three minutes the audio was played again to recheck their answers. The class was ended by collecting their copies.

From the observation, I came to the conclusion that, the use of audio player to facilitate the listening skill was really motivating. All the students paid their proper attention towards listening and the writing task they were assigned. Listening material was suitable for the level of students and it was audible for the whole class. This shows some of the improving symbols in the field of ELT scenario. However, I was not quite satisfied from the class because the teacher did not apply pre-listening activities properly. He did not talk about the listening text and some major words included in the text. So, it would be better to discuss about the key words and their meaning before the real listening phase.

4.2.8. Experience Sharing

Experience sharing is one of the useful communicative activities. Both the teacher and students shared their experience related to the topic. It develops the speaking skill of the learners. Most of the teachers shared their experiences related to the lesson of their classes in order to motivate the learners and sometimes to control the disruptive students.

It was the class of P4. The teacher attracted the attention of the students by asking some questions from the previous lesson. Then he wrote the title on the board. He shared one of his memories of his childhood. After that he asked his students to think about their best memories of their childhood. Then, he asked them to write down their memories collectively.

After about seven minutes he asked some of them to present what they had written. It took about six minutes. Then he told them to read the poem carefully. Then, he asked them to make a column and write how the past life of the writer was and how is it now. They tried their best and she walked to each bench and observed their copies.

Similarly, P5 after doing the pre-reading activity the teacher wrote the “Conditional Sentences” on the board. The teacher wrote the two sentences:

-) Ram’s sister is poor in English.
-) He is about to go out.
-) He is in dilemma because the climate shows the rain is going to fall.
-) Then he asked the students to share their ideas about the given situations. He told him that what would they do if they were in the same situation? The students did not speak clearly but they started to whisper. Then the teacher wrote the sentence on the board.

Then the teacher wrote the following structure.

Type 1: if +simple present- will/shall/ can/ may+v1 or simple present

Type 2: If +simple past- Would/ should/ could might +v1

Type 3: If + past perfect would /sould/could/might+have +v3

The students copied the structure. Then the teacher provided following situations and asks them to write conditional sentences of their own.

) Hari is too fat.

) The head teacher is suffering from common cold.

) He is painting the wall with very small brush.

After that, T2 moved to each corner of the classroom silently to watch their activities. He played the role of guide at the side. After few minutes two students showed their note book together and he wrote their original sentence on the board. He corrected the verbs of two sentences. Immediately the bell rang then he asked all the students to make fine sentence of each structures given to them.

From the vignette presented above from the concrete class, I came to conclude that experience sharing was a strategy to engage the students in communicative activities. However, it was less than the expected one. As a researcher I expected many classes with such activities. However teachers didn't conduct such activities frequently.

4.2.9. Brain Storming

Brain storming is an activity of engaging mind to think in a particular topic. This activity recalls the ideas which are in passive memory. Brainstorming is mostly useful for strengthening the writing skills. It is an important part of academic writing.

It was the class of p4. I went to the class with the teacher. All the students greeted us together. And we respond them. I went to the back of the class and sat there. The teacher shows the chart having advantage and disadvantage of computer in bullets form. He posted it on the board. Students read them silently. After that he asked students to make similar types of bullets of any topic on their area of interest. Then he told the importance of brainstorming in writing to generate the innovative ideas of writing culture.

The teacher remained silent for few minutes then students listed down the important point related to the topic. He randomly selected one girl and assigned her to present what sort of points she has written. She presented her points about advantage and disadvantage of internet. The teacher listed the points on the board and developed a couple of paragraphs on the board. Most of the students copied the paragraphs. After that the teacher assigned all the students to prepare essays following the same idea.

From the above observation, I came to the conclusion that brain storming is one of the effective strategies of language teaching. Students showed their concern in the activities and engaged themselves.

4.2.10. Parallel Writing

Parallel writing is a type of writing that entails using the same pattern of words, phrases and clauses. In parallel writing, students are assigned to read a text and reproduce another similar kind of topics. During the observation, I found the use of this activity.

It was the class of T5. I went inside the class with the teacher. All the students greeted us together. We responded them and I went to the back of the class. The teacher wrote the teaching item on the board “Expressing Condolence”. She asked the students to share their ideas if they have about any neighborhood having untimely death. A boy told that his neighboring uncle died recently in Japan who was only forty years. She listened to him and remained silent for a while. Then she asked some questioned like what is condolence? Why we express condolence? When do we express condolence? Students did not response his question.

Then they said that they expressed and wrote condolence when their intimate, close friends, relatives and neighborhoods get untimely death. Then she asked all the students to look letter of condolence in their book. Then she asked them to read the condolence properly. After that he wrote the clues on the board.

Kishan Paija.... born 2038-11-4 and died2075-9-17....senior doctor of Dhaulagiri hospital....died in an accident....condolence to bereaved family and relatives....departed soul ...never forget.
--

Some students started to copy the clue. After that she asked them to use the clue and develop a letter of condolence by reading the given condolence of book. I found her activity as parallels writing because students can look the complete condolence as a sample and write another condolence letter.

After about eight minutes two girls stood together to show their copies. She went through their letters of condolence she did not keep any feedback to them. Immediately the bell rang and she left her class by asking them to solve activity on one and two from their book.

4.2.11 Speech Competition

Teachers can engage students in various activities if they wish to see the communicative classroom. When I observed the classes, I found them conducting speech competition in their classes. The assigned topics were really fruitful. So, I was really influenced by their activities. Such activities certainly help the students to develop their speaking. One of the classroom vignette was;

It was the class of T5. I went to his class. It was the second period in grade ten. The teacher was already in his class. I went there and greeted the students and teacher. I went to the back. I saw the title “Habit cultivation” on the board. The teacher had already written speech competition I also saw six students name on the side of board.

As it was his previous plan. He asked the boy named Surendra to the front of the class for conduct the program. He sat on the chair in front of the class. The boy started to call the participants. The teacher reminded him to speak English again and again as he was using Nepali. Later, the boy tried to use English as far as possible.

The teacher was writing something. Turn by turn, all six participants delivered their speech on the topic “Habit Cultivation”. Among six participants there were two boys and four girls. All the students tried their best. However I found two girls speech really praiseworthy. At last, the boy who conducted the competition told a funny joke from the front of the class. The bell rang and the teacher told the class that they will get the result the next day. Then we both left the class.

From, the observation of speech competition, I concluded that students can perform better if they are engaged enough with proper guidance of teacher. Some of the arguments presented by the teachers were influencing. The performance of students was far better than my expectation. I came to feel that the involvement of students in the competition was really praiseworthy.

4.3 Teachers' Views on Communicative Classroom and Interrelated Concerns

Interview is the process of getting information from the collaborative effort of interviewer and interviewee. I have taken semi-structured interview with five in-service teachers from Baglung district. The interview was based on their experience about communicative language teaching. I transcribed, analyzed and interpreted the interview into the following themes.

4.3.1 Communicative Classroom to the Teachers

Communicative classroom is the place where different communicative activities are conducted. The learners get chance to use the language in real like situation. Such situation enhances their language skills. While studying on communicative activities, one of my intension was to examine whether the participant teachers are familiar to the notion of communicative classroom. So, I asked them to share their ideas on it during the interview.

The first participant responded that the concept of communicative classroom was introduced by Dell Hymes. CLT deals with the use of language rather than teaching and learning about the language. He said" *CLT asserts the view that learning about the language is not adequate.*" Moreover, he added that if most of the time is provided for teaching grammar than it can't be communicative class. He states that the functions of language should be practiced inside the classroom. Again, he said, "*we should create the real like situation inside the classroom to make our classroom communicative.*"

In the same way, the second participant was also familiar with CLT as he said, "*Communicative classroom is the class which is conducted engaging the students in an interactive way.*" Students are involved in different activities. He also added that students get opportunity to use language for functional purpose if the classroom is communicative.

Likewise, the third participant expressed that the communicative classroom is the place where we conduct different communicative activities to develop communicative competence of the learners. She further said that she uses the activities being based on the content and the level of the learners.

In the similar vein, the fourth participant defined communicative classroom as the language learning context in which language is taught applying different techniques. He said, "*The main intention of language teaching is to make the learners able to use the language to fulfill language functions*".

The fifth participant responded that communicative language teaching enhances language learning because it intends to create real like situations to generate communication. He further added, "*Communicative language teaching is a learner centered method which tries to focus on the real use of language to fulfill the communicative function.*"

From the responses of participant teachers, I came to conclude that teachers are familiar with the theoretical concept of communicative classroom. They expressed their well familiarity with communicative language teaching. However, it was not well reflected in their real classes.

4.3.2 Communicative Activities

Similarly, the second concern in the interview was to find out the teachers perceptions on CLT. The first participant said that he tried to present some dialogues and tries to create real like environment inside the classroom. He

presented model sentences than the students can internalize the certain pattern and make the students practice the dialogue. He mostly used pair work in the class. Sometimes he provided the opportunity to the students to perform the model role.

The second participant responded that he applied drill and question answer method while dealing with the reading passages. He argued that question and answer method helped the students to develop listening, speaking and reading skills together. He made his students to talk with each other and made a conclusion in a reading text.

The third participant said that she use different activities like role play, simulation, interaction group discussion, question-answer, problem solving activities presentation, information-gap activities and so on.

The fourth participant said that he is trying to use communicative language teaching in his ELT classes from the very beginning of his teaching career. Moreover, he added that he uses the activities like group work, pair work, group discussion, note-taking and classroom presentation.

The fifth participant said that he uses the communicative activities like; question and answer, story-telling, games, group work, pair-work, discussion and so on.

From the discussion with the teachers on communicative activities, I came to identify that teachers are well familiar with some of the communicative activities like question and answer, story-telling, games, group work, discussion, problem solving activities and so on. Though we talked about communicative activities to the greater extent and find much theoretical ideas related to it, the actual application of its' is still questionable.

4.3.3 Applicability of CLT

Communicative language teaching is the need and call of the day. Our present ELT curriculum is fully based on the communicative activities. So, all the ELT practitioners claim that CLT is totally applicable in language teaching.

In the same way, the first participant responded that communicative language teaching is applicable and it should be applied inside the real classroom teaching. He added, *"It is not easy task as teachers' role is very important in communicative classroom because we should play the role of scene shooter, problem shooter and facilitator."* Teachers should motivate the language learners to make them involve in the activities conducted in the classroom. Communicative classroom should emphasis the fluency rather than accuracy. Moreover, he emphasized on exposure. He said that students should be provided with lots of exposure to learn the target language easily.

Likewise, the second participant replied that the communicative language teaching is applicable in classroom teaching and teachers have to apply it as far as possible. Without applying activities in classroom, it is almost impossible to develop language skills of our students. He said, *"We have challenges to apply activity based teaching due to the poor performance of the students from their basic level."* He added that the major essence of language teaching is to enable the students to use the language properly and it is almost impossible to enable their spoken skill without creating activity based classroom teaching.

The third participant has also somehow similar view with the previous participants. She said, *"The main intention of language teaching is to enable the learners to communicate using the language."* Communicative language teaching is useful to enable the students to make them use the second language. If we use according to the context it could be fruitful.

The fourth participant replied that communicative language teaching is applicable in classroom teaching. He added, *“This curriculum is very suitable for communicative language teaching of secondary level students, but the size of classroom, the level of students and the lack of materials are the hinders for the application of communicative activities in classroom teaching”*.

The fifth participant replied that communicative language teaching is fruitful in real classroom instruction. He said, *“The major goal of language teaching is to make the learners able to use the language to fulfill the need of language function.”* He further said that communicative language teaching is mostly applicable and it should be applied by the teachers. But, the teachers must be skillful to address the essence of communicative language teaching.

By the discussion with the teachers, I came to the conclusion that teachers feel communicative language teaching as applicable approach in ELT. The teachers know its importance and effectiveness. However, the application did not seem as effective as they expressed theoretical knowledge about the concept.

4.3.4 Relevance of Communicative Activities

Present ELT curriculum is guided by communicative approach because it emphasis on language function rather than the content included there. The first participant was strongly agreed that present ELT curriculum is activity based curriculum. The curriculum has demanded number of activities to be done from the side of students and teachers. He said, *“Sometimes it asks the students to do project work and group work visiting the people of their community. They should talk to the people, collect data and prepare the report from the collected data.”*

Likewise, he added that the present ELT curriculum is fruitful if it is handled in well manner. He finds present ELT curriculum as students centered curriculum.

The second participant responded that present ELT Curriculum is totally based on activities. However, teachers are not performing their best as they are expected to.

He added that there are several functional language skills in curriculum. Specially, curriculum focuses on functional approaches. Then he said, "*If we use the activities suggested in our curriculum and textbook, it can be supportive for the students to develop their competence and performance together.*" He further adds that curriculum and textbook are in favor of activity based classroom teaching but its application depends on the teachers. So, teachers should be ready to apply the activities as they are expected to apply.

In the same way, the third participant found the ELT curriculum based on activities. Listening, speaking, reading and writing activities are mostly focused. After reading activities, writing activities are given there. There are some listening activities. She said, "*The major focus of present ELT curriculum is to address the four language skills at the same level.*" So, CLT is a route to develop both the competence and performance of the learners.

The fourth participant responded that the present ELT curriculum is based on activities but the level of competency of students do not match with the curriculum. It is full of activities but unsupportive environment and lack of resources are the major problems for the implementation of communicative activities. He further added, "*I never discourage the students while they are using the language even if it is incorrect from the grammatical point of view.*"

Furthermore, he expressed that present ELT curriculum does not match with the real classroom environment of Nepal.

The fifth participant responded that present ELT curriculum is totally based on activities as it has focused on all language skills and aspects. He added, "*Reading text is followed by the listening and writing activities, moreover, separate marks has been allocated for all the language skills.*" The textbook has assigned the students to complete some group tasks and project works. So, we can claim that present ELT curriculum is based on activities.

From the overall conversation with the teachers, I came to the point that they experienced that existing ELT curriculum is relevant to the student's level and the communicative activities are really fruitful for the students to learn the English language.

4.3.5 Problems and Challenges

Theoretically the concept of communicative language teaching looks sound but we can find some challenges in its practical implication. The first participant responded that nothing is out of challenges. So, ELT can't be exception. He said, "*Lack of trained and well prepared teachers, mother tongue influences, cultural & ethnic varieties, lack of exposure in English and lack of learning culture are major challenges while applying CLT in ELT classroom.*" He added that teachers lack fruitful ideas and techniques and they do not create motivating learning environment inside the classroom. Moreover, he said that unsupportive environment, student's low level of performance in basic level and lack of refreshment trainings for English teachers are the challenges in the field of ELT.

The second participant responded that there are number of challenges to run activity based classes in Nepalese context. He prioritized that lack of good practice from the side of teacher at basic level and students' readiness to learn is one of the major challenges. Likewise, lack of reference materials and low knowledge of ICT in teachers are other challenging aspect in the field of ELT. Practical based training and well supervision is needed to apply CLT in ELT classes.

The third participants responded that no method is free from problems and challenges. She said, "*Most of the shy students do not want to interact and large class is another challenges for the implementation of CLT.*"

The fourth participant states that there are number of challenges for the application of communicative activities in ELT classes. He said, "*Old and traditional teachers, traditional approaches of teaching, lack of task based teaching, lack of*

participatory approaches, unsupportive environment and poor administration in the field of education are the major challenges.”

The fifth participant says that teaching English in the context of Nepal is really challenging task. Teaching English using communicative activities in the context of Nepal is full of challenges. He said, *“To be specific, lack of trained and dedicated teachers, traditional GT method, lack of English environment, low performer teachers in basic level, lack of effective materials and poor assessment system can be taken as the major challenges for the application of communicative language teaching.”*

From the discussion and observation I came to note that communicative language teaching is not free from challenges. There are problems in each and every steps of Nepalese ELT scenario. Teachers should have to bear different hardships due to the unsupportive environment, students' diverged linguistic background, students' interests and level and the lack of ELT related resources and materials and so on. In this way, the observation and interview enabled me to get information about the real practices of Nepalese ELT situations.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the findings, conclusion and recommendations of the research. The study intends to find out the communicative activities performed in the classroom. From the observation, interview and interpretation I have derived the findings, conclusion and recommendations which are presented in this section.

5.1 Findings

From the study, I have derived the following findings:

A. Communicative Activities Used in the Classroom

-) From the observation, it was found that teachers mostly used question answer activities to engage the students in communication. Though there are a number of activities like pair interaction, small group discussion and so on. This shows that they were not familiar to the wide range of communicative activities.
-) Most of the teachers seemed to be confident and happy when they assigned their students a task to describe the pictures. On the other hand, students also enjoyed the activities and tried to produce English language. This shows that, picture description is really a fruitful activity to enhance the speaking skill of students.
-) Most of the teachers tried to create communicative environment in their classes as far as possible but the performance of students was relatively poor. At the same time, most of the students felt being hesitated to involve in the communicative activities conducted in the classroom.
-) From the observation, it was found that only the good performer students became active in the classroom activities. However, the teachers

encouraged the students and provided facilitation to them. This reveals that teachers' role was friendly and motivating inside the classroom.

-) Students were found to be more happy and engaging in the writing tasks than in speaking tasks. It shows that they felt hesitation when they were assigned to speak.

B. Teachers' Perception and Reflection

-) While analyzing the teachers' views it was found that, theoretically, all the participants were well familiar with the concept of communicative language teaching and effective communicative activities used in English language teaching.
-) The interview excerpt depicted that teachers take communicative language teaching as an applicable approach in English language teaching and they know its importance in classroom instruction.
-) While talking about the relevance of communicative language teaching, the teachers expressed that the existing curriculum is relevant to the student's level and the communicative activities are fruitful for the students to learn English language.
-) From the discussion with the teachers, I came to note that CLT is not free from challenges. Teachers are obliged to deal with number of problems and challenges in English language classroom.

C. Gaps Related

-) A comparison was made between the data from observation and interview. Though teachers felt free to express their proper understanding in interview, the classroom practice was not in that line.
-) While talking about communicative activities, all the teachers expressed their well familiarity with some communicative activities. But, their classes

were not as effective as they were expected. So, it can be said that theoretical awareness and the practical utility are the two different aspects.

) While observing the classes, there was huge gap between the high performer students and the low performer ones. So, the teachers should try their best to engage the less engaged students in the classroom activities.

5.2 Conclusion

Communicative activities are taken as the basics of present day language pedagogy. Different scholars also have discussed the relevance of them. Such activities help the students improve their quality of language and develop abilities to comprehend and produce the language. Thus, a number of studies have been done in the concern of communicative language teaching. However, very few of them are based on classroom ethnography and interview so as to explore details. In my study on communicative activities has explored some potential insights on the use of such activities while teaching English language.

From the observation and interview with the teacher, I came to conclude that teachers have made their efforts to apply communicative activities inside the classroom. Moreover, it can be said that, teachers are being motivated to teach language using ICT tools. Before the study, I thought that secondary level English teachers are not performing well in their teaching and they only apply grammar translation method and lecture method. However, after observing their classes their strategies made me realize that different sorts of changes could be found in the field of English language teaching.

As Harmer (2002) says communicative activities are aimed in developing students' ability to use language to interact with people in real situation. We can strongly argue that language learning is only possible by using the language in real like situation. This has been clearly proved from the findings of the research. Some of their classes revealed that there was huge gap between the performances

of students in the classroom activities that they carried out. Some teachers were found to be aware about the theoretical concept of communicative activities but their classroom implication was not as effective as their theoretical awareness. On the other hand, it has been proved that most of the teachers prefer the activities that don't require much preparation. So, language teachers should be encouraged to use different sorts of activities in their language classes. They should be provided with different sorts of refresher trainings, workshops and seminars.

5.3. Recommendations of the Study

On the basis of findings of the study, I would like to recommend the following points of recommendations to be applicable in policy level, practice level and for the further research.

5.3.1 Policy Level

Policy level is the highest level of implementation. If there is proper policy and provision in concerned authority, the entire education system can be changed in a limited period of time and the quality of education will be raised. The main recommendations of the study for policy level are mentioned below:

-) One of the findings of this study shows that there is a huge gap in teachers' theoretical understanding and classroom practices. So, the concerned stakeholders should empower the teachers to maintain theory practice praxis in the classroom by means of trainings and workshops.
-) Similarly, I observed that there is no financial and non-financial reward for the teachers who are dedicating themselves in teaching profession. So, the concerned authorities should think about the financial reward for teachers in order to motivate them in the profession.
-) Teachers expressed that they did not get opportunity to get effective trainings from experts and the existing system of teachers training is only of

surface level. So, the training agencies should form effective training packages for language teachers focusing on skill and knowledge about language teaching. The training must be need based to address the problems faced by the teachers.

-) From the findings of my research shows that educational policies should make the provision of rewarding the best performer teachers.

5.3.2 Practice Level

The main recommendations of this study at this level are as follows:

-) During the observation, most of the teachers did not address all the students because of the lack of soft skills. So, the teachers should be conscious enough to involve all the students in classroom interaction.
-) One of my findings shows that students get interested to learn when the teachers use ICT related tools. So, the ICT related tools should be incorporated in English language instruction by the teachers.
-) The school administration should create supportive environment for the students and teachers to use English language. Adequate resources and materials should be managed by the administration.
-) During the observation, I found the rare use of language games. However, it would be interactive and supportive classroom activity. So, the teachers should try to teach through games and activities related to fun.
-) Most of the classes of my observation showed that teachers did not use the supporting materials even if they were easily available. Teachers lacked adequate consciousness about the importance of teaching materials in language teaching. So, teachers should incorporate the supportive materials with their classroom teaching.

5.3.3 Further Research

In the further research level, this research has following implications.

-) To carry out the similar research being specified on communicative language teaching such as students' performance, teachers' knowledge, roles of teachers and role of ICT in communicative language teaching.
-) This research is limited on five in-service teachers. So, further research can be carried out to the large number of participants.
-) This research is based on qualitative research design. So, further research can be carried out in quantitative research design.

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Appendix I

Interview guidelines

1. Background of the participant:
 - Introduction
 - Teaching experience
 - Academic achievement and interest

2. Talking about communicative language teaching
 -) Communicative classroom
 -) Classroom activities
 -) CLT and its application in their classes
 -) Activity based curriculum
 -) Teaching methodology they have been practicing

3. Problems

4. Issues and challenges

Semi-structured Interview

Here, I have presented the interview of the first participant and I have pseudonym the name of the participant to maintain confidentiality.

Interviewer: Good afternoon sir. Please, introduce yourself with your teaching experience and academic achievement.

Interviewee: Good afternoon. It's me Krishna Kandel (pseudonym). I have been working as a teacher of English language for more than 20 years. I have earned Masters' Degree in English Education and I am interested in the field of ELT pedagogy.

Interviewer: What do you mean by communicative classroom? What sorts of activities do you apply in your classroom teaching?

Interviewee: The concept of communicative language teaching/ communicative classroom was introduced by Dell Hymes. CLT deals with the use of language rather than teaching and learning about the language. CLT asserts the view that learning about the language is not adequate. If most of the time is provided for teaching grammar than it can't be communicative class. Functions of language should be practiced inside the classroom and functions like; greeting, inviting, asking for permission and apologizing etc. should be practiced inside the classroom.

I try to present some dialogues and try to create real like environment inside the classroom. Moreover, I apply pair-work, group-work, role play and picture description techniques as classroom activities.

Interviewer: Do you find communicative language teaching applicable in classroom teaching? How?

Interviewee: Yes, I find communicative language teaching as an applicable method in the field of language teaching. I am strongly agreed that communicative language teaching should be applied inside the real classroom teaching. it is not easy task as teachers' role is very important in communicative classroom because he should play the role of scene setter, problem shooter and facilitator. So, teacher should motivate the students to use the language as much as possible.

In the same way, in communicative classroom, fluency should be emphasized then accuracy. In such classes, accuracy can be neglected to emphasize fluency. So, communicative language teaching is obviously applicable in the field of ELT as it can provide lots of exposure to the learners to learn the language easily.

Interviewer: Do you find the present ELT curriculum based on activities? Present your view.

Interviewee: Obviously, present ELT curriculum is activity based curriculum. The curriculum has demanded number of activities to be done from the side of students and teachers. Sometimes, it asks the students to do project work and group work visiting the people of their community. They should talk to the people, collect data and prepare the report from the collected data. I can claim that the present ELT curriculum is fruitful if it is handled in well manner. All the activities given in the curriculum prove that this curriculum is really communicative curriculum.

Interviewer: What sorts of problems and challenges do you face while applying CLT in ELT classroom?

Interviewee: Umm... nothing is out of challenges. So, ELT can't be exceptions. Lack of trained and well prepared teachers, mother tongue influences, cultural and ethnic varieties, lack of exposure in English, lack of exposure in English and lack of learning culture are the major challenges while applying CLT in ELT classroom. Mostly, teachers lack fruitful ideas and techniques and they don't create good learning environment inside the classroom. In the same way, unsupportive environment, students' low level of performance and lack of trainings for teachers are the challenges in the field of ELT.

Interviewer: Finally, what do you like to say to the novice ELT practitioners like me?

Interviewee: ELT has very large scope for the updated and innovative youths like you. English language teaching requires positive reforms. These days, teachers need to incorporate ICT in ELT. Your future in this sector is really nice.

Interviewer: I am very grateful to you for your precious time and support. Please, accept my sincere gratitude. Wish your successful teaching career. Thank you.

Interviewee: Thank you for giving me the opportunity to share my experience here. Wish you the same.