

## **CHAPTER: ONE**

### **INTRODUCTION**

This section consists of general background of the study, basic concept of language teaching, background and origin of English Language Teaching (ELT), Communicative Method, theory of language learning, teaching-learning activities, statement of the problems, objectives of the study, research questions, and significance of the study and delimitation of the study.

#### **General Background**

Language is a means of communication. We use languages for communication. It is God's special gift to mankind. Without language human civilization, as we now know it, would be impossible. Language is a means of communication and storehouse of knowledge. Communication is very important to make our life effective and easier. We face many problems in the absence of effective communication. We learn a language through four language skills: listening speaking, reading and writing. The Wikipedia in internet defines language in its webpage as "a system that consists of the development, acquisition, maintenance and use of complex systems of communication. Language is based on region, religion, culture, custom and the status of the society, education and so on. In this regard, it is a means of inter-culture communication as well as social control. Language helps to transfer knowledge from one person to another and from one generation to another.

There are innumerable languages spoken in the world. Among the all languages in the world today, English deserves to be regarded as a world language. It is the most widely spoken language. It is widely accepted as the language of

international communication as it is used by the UNO. Now a day it is lingua franka. English today is not only the window of the world, but the door to success, social power and prestige. Whether we like it or not, English has evolved as the language of opportunity in the fast changing situation of the world and our nation. English in Nepal is taught as a foreign language and is in fact being utilized as a second language. Ever since the opening of Durbar School in Kathmandu, English language is given great importance in the education system of Nepal. It is taught as a compulsory subject right from grade I to the Bachelor's degree. In addition, it is used as an access language to libraries and as a means of instruction and evaluation at the higher levels of education. So, it has significant role in the field of language teaching and learning in our country.

### **Language Teaching**

Language teaching involves the teaching of all the skills and aspects of language. Though language teaching involves the teaching of both the first language and the second or foreign language, here we are concerned with foreign/ English language teaching. Language teaching has been influenced by different philosophical, psychological and linguistic schools of thoughts developed in different countries and in different times. Different methods like G.T. method, direct method, audio-lingual method, communicative method etc. are used in language teaching in harmony with different schools of thoughts and approaches of language teaching. (Subedi 2012, p. 63-76).

### **Backgrounds and Origin of ELT Methods**

We learn languages consciously and unconsciously from different sources. The learner learns the target language consciously. Language learning and teaching is

not an easy task; it is a complex process. A teacher cannot teach a language to the students in a short span of life. It takes lot of time and efforts. With approaches, methods and techniques, a teacher can teach the pupils effectively. A teacher will be successful, if s/he applies different methods in the classroom. Moreover, a teacher should know all the methods, approaches and techniques for the upliftment of students. In the history of language teaching, different approaches and methods emerged. There are some useful methods, approaches and techniques in language learning and teaching. Mainly, they are G.T. method, direct method, audio-lingual method, communicative method, communicative approach (Communicative language teaching), situational approach, structural approach, natural approach, developmental approach, drill, role-play, simulation, pair work, group work, dramatization etc.

No method can suit in all circumstances. It is true to say that there is no perfect method in teaching language. Due to the change in the world, some of the methods are out dated, old fashioned today. They were only popular in those days, so these methods are limited in history, but some of the methods are more applicable now.

Grammar translation method, the 'GT method' in short, which makes use of translation and grammar study as the main teaching and learning activities, is a traditional method of teaching a second or a foreign language. It is also known as old fashioned. This method emphasizes on language learning by learning grammatical rules along with their exceptions and vocabulary items, and applying them into practice and translation. The basic two language skills namely listening and speaking are, to some extent, neglected. Although this method is highly criticized, it will not be an exaggeration to say that it is still widely practiced. This method was used to teach

Greek, Latin and Sanskrit without any particular advocates. In the 19<sup>th</sup> century when European languages such as English, German and French were started to be taught, G.T. method was used and it is still being used in its modified form. (Subedi 2012, p.76-77).

G.T. method came into Nepal along with the English education system in the late 19<sup>th</sup> century and remained quite popular until the implementation of New Education System Plan (NESP) in 1971 A.D. /2028 B.S. The foreign language (English) curriculum under NESP, incorporated in it the Oral Structural Situational Approach as the standard method of language teaching, and recently it has given way to what is known as the Communicative Approach. In spite of the introduction of these modern approaches to teaching English, some teachers still stress heavily on teaching the rules of grammar explicitly and making use of translation as a teaching technique.

In the late 19<sup>th</sup> century the applied linguistics in Europe realized that the G.T. method did not teach language but only about the language. The direct method emerged as the reaction against the GT Method. Mainly this method focuses on oral proficiency of the target language. This method came to be known as direct method and this method was widely accepted during the early part of the 20<sup>th</sup> century as an improvement over G.T. method. Some minded linguists such as Henry Sweet, Wilhelm Vietor and others started to provide the intellectual leadership to revitalize the discipline of linguistics. Linguistics emphasized that the primary form of language is speech. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom. Learners would then be able to induce

rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary using mime, demonstration and pictures.

Though this method enjoyed its popularity over a decade later on it was criticized on its methodological principles by British applied linguist Henry Sweet and others. This method overemphasized the similarities between naturalistic first language learning and classroom foreign language learning and failed to consider the practical realities of the classroom. Moreover, this method was too much challenging for the teachers. It required teachers who were native speakers or who had native like fluency in the foreign language. It was largely dependent on the teachers' skill, rather than on a textbook and not all the teachers were proficient enough in the foreign language to adhere the principles of this method. Strict avoidance of mother tongue was also the drawback of the principle in direct method.

After the 2<sup>nd</sup> world war Americans wanted its people to learn many languages in a short time for which the direct method could not cater the needs. At the same time 'behaviourism' in psychology and 'structuralism' in linguistics had a good influence in the USA and in Europe. They believed that (i) language is speech not writing, (ii) language is a set of habits, (iii) teach the language not about the language, (iv) the language is what its native speakers say not what someone thinks they ought to say (Rivers, 1978: 37). With these slogans emphasizing the oral-aural skills a method came into existence in 1950s out of structural approach, which was popularly known as audio-lingual method. This method emerged as the combination of structural linguistic theory, contrastive analysis, aural-oral procedures and the behaviorist psychology. This method focuses on speech proficiency achieved by the learners. "It

advocated aural training first, then pronunciation training, followed by speaking, reading and writing" (Richards and Rodgers 1995: 47 in Subedi 2012:90). This method was used to teach new languages to the army, so it is sometimes known as 'the army method'. Audio-lingual method is the first method, which was based on the principles and theories and gave full treatment of all aspects.

The reform movement in methodology continued and new views on language and linguistics appeared. Noam Chomsky rejected the structuralist approach in language description as well as behaviouristic theory of language learning. "Language is not a habit structure. Ordinary linguistic behavior characteristically involves innovation, formation of new sentences and patterns accordance with rules of great abstractness and intricacy (Chomsky 1966: 153 in Richards and Rodgers 2001). In the late 20<sup>th</sup> century, language was considered as a vehicle for communication, and the aim of language teaching was to develop communicative competence and to develop communicative competence/ability communicative method came into existence. (Subedi 2012: 63-97)

### **Communicative Method**

Language is a means of communication. To use language appropriately for our communication, we must have the knowledge of the linguistic forms and their functions. That is why we need the knowledge of social meaning of the linguistic forms and their functions. If we have only the knowledge of language rules and forms, we are said to have 'linguistic competence'. If we also have the knowledge that enables us to communicate functionally and interactively in our real- life situation, we are said to have 'communicative competence'. The main objective of the Communicative Approach is to enable the learners to achieve communicative

competence which makes them use the linguistic forms and vocabulary items functionally. Communicative method is one of the famous methods in the field of language teaching. It lays emphasis on developing communicative competence, which demands not only correctness in the use of language but also appropriateness in the use of it. What is appropriate in a particular context is emphasized not only linguistically acceptable in terms of underlying structure. Littlewood (1981: 1) states, "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language."

Communicative method which is based on communicative approach or Communicative Language Teaching (CLT) came in the late 1960s particularly by British applied linguists. British applied linguists emphasized the functional and communicative potential of language, which could not be developed in the learners by applying the current methods to language teaching. They realized the need of communicative proficiency rather than the mastery over the sentence patterns and structures. This method is fundamentally different from other methods that it emphasizes on communication. The main idea under this method is that only the aspects are not sufficient in language learning but the students must be able to apply this knowledge in conveying the meaning or communicative message according to the demand of the situation.

Communicative method of language teaching aims to develop both communicative competence and performance in the learners. It views language as a means of communication and all language skills are treated equally from the very beginning of language learning. This method views errors as a sign of learning and errors in the forms are tolerated as they are natural outcome of the development of

communicative skills. This method views that language is a system for the expression of meaning using functions and notions. The primary function of language is interaction and communication and 'the forms' are not primary but 'functions' are primary. The function of the language is the framework through which forms are taught. Fluency of the language users is viewed to be more important than accuracy in the structures. The role of the teacher and the students is very crucial in this approach. The teacher is a facilitator of his/her students' learning. As such s/he has many responsibilities to fulfill and many roles to play. S/he is a manager of classroom activities. In this role, one of his/her major responsibilities is to establish situations likely to promote communication. During the activities s/he acts as an advisor, answering students' questions and monitoring their performance. At other times s/he might be a "co-communicator" engaging in the communicative activity along with the students.

The most obvious characteristics of the communicative method is that almost everything is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role-plays, peer and group work, problems solving tasks. This method enormously enhances motivation. Instead of learning to manipulate language items in a vacuum, the students are able to recognize the practical value of the language.

### **Theory of Language Learning**

Many Linguists have explained what language is, what communicative competence is and what are the functions of language are; but none of them have overtly explained what the theory or principle of language learning is. They have focused on the conditions required to promote second language learning, rather than

the process of language acquisition. Some principles of language learning are stated here. (Subedi 2012, p. 100-101).

1. **Communication principle:** The activities which involve real communication promote learning. It means that the conversational activities that take place in real-life situation are one of the determining factors to promote learning. The term 'communication' refers to the exchange of ideas, information or message etc. between two or more participants involved. In order to have real communications, there are three elements required. They are:
  - a. the speaker: the sender of the message,
  - b. the message: the subject matter which the communication is related with  
and
  - c. the hearer: the receiver of the message.

Thus, this principle believes that the real communicational activities promote learning. It is a 'real communication-based' principle.

2. **Task Principle:** The activities in which language is used for carrying out or performing meaningful tasks promote learning. It is a 'task-based' principle. Language is used as the means of performing tasks such as making requests, giving commands, etc. for practical purposes in real-life situations, through which language learning is automatically promoted.
3. **Meaningful Principle:** The language which is meaningful to the language learners supports or promotes the learning process of language. The learning activities that engage the learners in meaningful and authentic language use promote language learning. The mechanical and planned practices of language patterns do not play the prime role in language learning. The learners are expected to perceive the meaning of the structures consciously.

4. Chomsky's Principle: As Chomsky views language is an abstract entity; language learning is viewed as the mental process. He believes that language learning is the process of mental intuition. Language is automatically learnt in the presence of the exposure. The exposure activates the innate linguistic principle equipped in the mind, the language development; and consequently language is acquired. He believes that extra conscious effort of the learner is not required for language development. Only Exposure is the determining factor to trigger the language development for language acquisition.

### **Teaching-Learning Activities**

There is a wide range of communicative activities associated with the Communicative Method. These activities are believed to enable the learners to achieve the objectives of the curriculum specified. The learners are required to be engaged in communicative process as information sharing, negotiation of meaning and interaction. All the activities to be carried out aim at developing communicative competence of the learners.

Littlewood (in Subedi 2012, p. 102-103).has distinguished two types of major activities compatible with communicative method. They are:

1. Functional communicative activities: The activities to be done by learners are:
  - a. comparing sets of pictures and noting similarities and differences;
  - b. discovering missing features in a map or picture;
  - c. working out a similar sequence of the events in a set of pictures;
  - d. solving problems from shared clues;
  - e. following directions; and

- f. drawing a picture or a shape according to the instructions.
2. Social interaction activities: These activities include conversation and discussion sessions, dialogues and role plays, simulation, skits, improvisations (speech and activities without preparation) and debates.

The activities associated with the Communicative Method are to be communicative and interactive. They are required to enable the learners to achieve communicative competence of the target language.

### **Statement of the Problem**

Several studies have pointed many ideas to improve the language teaching. The communicative method to language teaching aims at developing communicative competence in the learners. It would include the learners acquiring the knowledge of communicative functions of the language and the linguistic means to perform the different kinds of functions. The learners get actively involved in the process of learning because this method is learner-oriented. As it emphasizes on the process of communication, rather than mastery of language forms, the learners are required to play the different roles. They are expected to interact primarily with each other. "Often there is no text, grammar rules are not presented, classroom arrangement is nonstandard, students are expected to interact primarily with each other rather than the teacher, and correction errors may be absent or infrequent." (Richards and Rogers 2006, inSubedi 2012, p.103).

For English language teachers, the question of how to increase communicative competence and performance was and tends to be the most crucial job from elementary level to advance level in Nepal. As we know most of the Nepali students are not able to communicate in English fluently, accurately and appropriately due to

many reasons such as unwillingness to communicate, lack of motivation, lack of adequate exposures, language learning strategies, aptitude, language anxiety about making errors, teachers' teaching strategies, lack of the use of effective instructional materials and so on. Therefore teachers should use the appropriate and adequate techniques and methods that are enjoyable and interesting.

In the context of Nepal, as the Nepali language cannot fulfill our needs of the scientific and technical knowledge of the world, Nepal needs English language to learn and transmit scientific and technological knowledge for tourism and business and for higher education. The world is changing rapidly but ELT in classrooms seems as it was before because there is no implementation of previous research. Teachers play autonomous role in classroom during their period. There are several trainings and motivation programs for teachers related to ELT but still teachers are unable to use different method of ELT in classroom. This research will be useful to motivate learners to interact each other which lead to the quality education. Teachers should motivate students to interact each other. At present most of the classes are autocratic, teacher centered, based on lecture and so on. To eradicate such problems from classroom this research plays vital role.

### **Objectives of the Study**

The research should be purposeful which helps to identify, analyze and solve related problems. So, followings were the objectives of this research.

1. To trace out the use of communicative method.
2. To find out areas of difficulties in using communicative method.
3. To point out some pedagogical implications.

### **Research questions**

To fulfill the objectives of research the researcher had prepared following questionnaires.

1. What method do they choose to teach language? And why?
2. Do they choose communicative method to teach language? How often do they do so?
3. What areas do they feel difficulties teaching language through communicative methods? How do they can be overcome?
4. What do they think about best way of learning language?
5. Mention some of the important advantages that they have achieved while applying communicative method.

### **Significance of the Study**

This research emphasizes the major problems applying communicative method. This research focuses on the communicative method. The findings of this research are helpful for the learners, teachers, trainers, syllabus designers, textbook writers, researchers, methodologists and all the concerned involved in this field. This research focuses on the pedagogical issues too. The findings of this research are significant to all those who are directly or indirectly involved in ELT. In the same way the research is highly significant for those who want to undertake researches on the field of language teaching. In addition, it also provides the guidelines regarding the selection of appropriate research design, effective sampling procedures, successful data collecting tools, data analysis methods and data interpretation procedures. Directly or indirectly it is helpful to all educational factors from local to global factors.

Today people of Post-modern era are raising their voice towards democratic teaching and learning. So, we must raise the tune of democracy that there should be participatory method of language learning. Learning must be based on real-life situation and it must be useful in real life. This research is related to the way of learning in the classroom. Teachers should focus on functionality of language learning as well as rules and forms of language.

### **Limitation of the Study**

This research had following limitations

1. The Study was limited to Khaniyabas Rural Municipality, Dhadingonly.
2. The study was limited to English language teachers teaching at grade eight of different community schools of Khaniyabas Rural Municipality, applying random sampling procedures.
3. Questionnaire and observation were tools to collect primary data for research.
4. The study was further limited to only Teaching English through communicative methods, and suggested ways to overcome problems.
5. Further activities were done under guidance of provided guide.

This research has not crossed the criteria or limitations which are mentioned above. The above mentioned area and populations are real places and people utilized as a research tool for this paper.

### **Operational Definition of Key Terms Used in This Study**

**Communication:** Exchanging ideas, information and instruction from one point to another.

**Teaching:** Transmitting one's knowledge or skill to the next one especially in classroom is known as teaching.

**Learning:** Changing behavior through practice and training or transmitting knowledge is called learning.

**Motivation:** The process of encouraging learners to learn more effectively in systematic way.

**Classroom:** The place where teachers teach and learners learn; especially in school.

**Language skills:** The mode or manners in which language is used. Listening, speaking, reading and writing are four major skills.

## **CHAPTER: TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with theoretical reviews of literature, empirical reviews of literature and conceptual framework. Researchers get several ideas about their research work from literature review. In the same way, the review of the theoretical principles, theories and concept related to this study and conceptual framework in diagrammatic form are also included. To complete this research following related literature reviews were done as theoretically and empirically.

#### **Theoretical Reviews of Literature**

Communicative Language Teaching found in the late of 1960s in the changes of British Language teaching that exists up to now. Communicative Language Teaching found to develop activity in the classroom reflecting the principle of communicative approach. Communication is as a way to exchange an ideas, information,etc. between two or more people. In the class students are expected to speak English actively to increase their comprehension in studying English.

Speaking skill can be defined as basic of English Language skill for appropriate situation not only in workplace but also in school (Davison and Dowson, 2002, p. 264). Students must have intent to practice speaking English in their daily activity because it will increase their speaking skill. Language is practice, so, without practice, students will get less skill of language. The other word of Communicative Language Teaching is Communicative Competence. Competence defines in terms of the expression, interpretation, and negotiation of meaning which look in both psycholinguistics (Mental Processes) and socio-cultural (social context) perspectives

in Second Language Acquisition (SLA) study to account for its development (The Haven and London, 2002, p. 1).

### **Communicative Language Teaching**

Communicative Language Teaching (CLT) or Communicative Approach (CA) is defined as an Approach to foreign or second language teaching that emphasizes that the goal of language learning is Communicative Competence to make meaningful communication and language use a focus of all classroom activities. The focus of classroom is communicative activities. This interaction occurs between students and teacher but emphasizes between students and students. Students and teacher interaction occur when teacher explains the material or students want to know the meaning of some English words that unknown by them and cannot be found in dictionary and students and students interaction occurs in classroom of Communicative Language Teaching (CLT).

### **Principles of Communicative Language Teaching**

Many theories declare about the implementation of Communicative Language Teaching that had developed since 1960s. Here, the scientists that told about Communicative Language Teaching as follows;

Harmer (1960s) suggested that communicative aspects consist of six criteria, which is shown in opposite continuum below:

**Table 1 :The Opposite Continuum**

<b>Non-communicative activities</b>	<b>Communicative activities</b>
- No communicative desire	- A desire to communicate
- No communicative purpose	- A communicative purpose
- Form notcontent	- Content notform
- One language item only	- Variety oflanguage
- Teacherintervention	- No teacher intervention
- Materialscontrol	- No materialscontrol

Communicative Language Teaching describes how to improve students' ability in communication. The table of communicative activities above has good aspects such as; desire to communicate, a communicate purpose and more emphasize on content than form (grammatical). It makes students use their mind to think about what their intention is, there is no compulsion on them. While about no teacher intervention and no materials control, sometimes it makes difficult interaction for students and teacher, because:

1. Students feel difficult if they do not know the word that they intend, moreover if that word cannot be found indictionary.
2. No material controls; it makes students difficult in doing their final exam, because when they study in the class, they do nothave certain material to discuss, so they just discuss about what in their mind, and it makes them less reference to understand about the material in their whole activities using Communicative Language Teaching theory based on Jeremy Harmer in last principle "no materials control".

While about the activities, the real communication is less important than successful achievement of the communicative task they are performing such as role-play.

The principles of Communicative Language Teaching (CLT) that argued by Jack C. Richard and Richard Schmidt are

1. Learners use a language through using it to communicate.
2. Authentic and meaningful communication should be the goal of class-room activities.
3. Fluency and accuracy are both important goals in language learning.
4. Communication involves the integration of different language skills.
5. Learning is a process of creative construction and involves trial and error.

This is a simple good theory that claimed by Richard and Richard, they claimed that the important activities are using English. Whatever that skill that will be used by students it does not make problem in Communicative Language Teaching theory, although this theory not as detail as Jeremy said but this theory will be easier, which is English as Second Language Acquisition (SLA). While the weakness of this theory is third principle “Fluency and accuracy are both important goals in language learning”, it will feel difficult thing to do, moreover in the new material that they have already know.

This theory is searched by researcher, while the explanation of this theory is discussed bellow

1. Learners use a language through using it to communicate. Teacher asks to students to use English when the students learn language as a way of communication to interact with their friends. He/she (teacher) guiding students

to be able to communicate using English with their friends, this is expected students using English well. For several students, this may very difficult to do. However, after they can pronounce until understand what they say it will make them easier to speaking using English as their second language learning.

2. Authentic and meaningful communication should be the goal of classroom activities

Savignon (1972) is concerned mainly with the skills that are needed to get one's meaning across, to do things in the second language, to say what one really wants to say.

Fluency and accuracy both important goals in language learning Fluency is the features that give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. In second or foreign language teaching, fluency describes a level of proficiency in communication, which includes:

- a. The ability to produce written and/or spoken language with ease.
- b. The ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.
- c. The ability to communicate ideas effectively.
- d. The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication, It is sometimes contrasted with accuracy, which refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently.

3. Communication involves the integration of different language skills

Four language skills are, listening, reading, speaking and writing. In Jack theory just an integration a different language skills, not all of these language skills. For example in role play activity students just integrate between speaking and listening skills, in debate, students integrate three language skills; speaking, listening and reading, in group work activity when teacher asks to discuss about the answer of the question in the book it will integrate four language skill; speaking, listening, writing and reading.

4. Learning is a process of creative construction and involves trial and error.

Communication strategies was defined and related to learning styles learners use obviously use production strategies in order to enhance getting their message across, but at times this techniques can them self become the source of error.

### **Common Classroom Activities in Communicative Language Teaching**

To make this theory enjoyable, teacher can make any activities that related to communication, here are some communicative activities;

1. Drama and Role -Play

Drama is an excellent way to get students use the language. It involves using the other person character; this makes listening and speaking work exciting. By bringing the out world into the classroom in this way, we can provide a lot of useful practice, such as in cafes, shops, banks, streets, parties, etc. six types of drama commonly found in English language teaching in classroom.

a. Role-play

Students act out small scenes using their own ideas and information on role-cards.

b. Simulation

This is a large – scale role-play. Role-cards are normally used and there is often other background information as well. The intention is to create a much more complete, complex ‘world’, say of a business company, television studio, government body, etc.

c. Drama Games

Short games that usually involve movement and imagination.

d. Guided Improvisation

A scene is improvised. One by one the students join in character, until the whole scene and possibly story take on a life of their own.

e. Acting play scripts

Short written sketches or scenes are acted by the students.

f. Prepared Improvised Drama

Student in small group invent and rehearse a short scene or story that they then perform for the others.

2. Pairs Interview

This is useful to help to know one another, especially in the start of school. Put student into pairs; ask them to asking heir pair any question they wish, and noting down the interesting question. When finish, they introduce friend they interviewed to a small group or whole class.

### 3. Dialogue

Usually used in the classroom and see how much information value it has, or in other words how much communication actually occurs. The teacher reads the dialogue aloud from a book or from the whiteboard. He reads the lines of both speakers, A and B, and shows who is speaking by changing his voice or pointing to simple pictures on whiteboard. Then the students copy the teacher and repeat the lines as a chorus drill. The teacher follows this by asking individual students to repeat the lines. He then corrects their pronunciation. After this the students must learn the dialogue. The teacher then divides the class into two parts, A and B, for pair practice. He then goes round the class listening to each pair and correcting pronunciation.

## **Empirical Review of Literature**

A number of research studies related to perception and communicative language teaching methods have been carried and some of them are as follows:

Pokhrel (2000) has carried a study entitled "Teaching Communicative Functions inductively and deductively". The results showed that both group were benefited in most of the cases. Both groups were taught the same subject matter using the same medium and materials. Only the methods were different. There were two groups – Group A and Group B. Group B was taught inductively. It responded the questionnaire better than group A. It implied that Group B learned the selected communicative functions of English better.

Ghimire (2001) carried out a research entitled "A Comparative Study on Effectiveness of Grammar Translation Method and Communicative Approach." He has conducted his research in a lower secondary school of Lamjung district at grade

seven. This research was an experimental research and his finding showed that communicative approach was found comparatively better than G.T. method.

Prasai (2001) has carried out a research entitled "A Study on Formal and Communicative, Competence Acquired by the Ninth Grade Students" of Makawanpur district. Her objective was to find out the students' formal and functional competence and the correlation between those two. She concluded that the students were weaker at using the particular language forms and functions in appropriate situations.

Sharma (2002) carried out a research entitled "Effectiveness of the role play technique in teaching communicative functions: A practical study." He has concluded that the role-play technique has significant role in teaching and learning language behavior.

Adhikari (2008) has carried out a research entitled "The Effectiveness of the Communicative Method in Teaching Reading Comprehension". He has conducted his research in selected school of Chitwan district in standard IX. He found out the effectiveness communicative method in teaching reading comprehension.

Pant (2009) has carried out a research entitled "Perception of Communicative Language Teaching by Secondary Level English Teachers." He found out that different teachers perceive CLT differently depending upon their contexts. The secondary level English teachers were found deprived of the opportunity to involve in the experimental learning cycle to sharpen their skills in CLT. He found that the secondary level teachers perceive examination as a facilitator and the textbook as a cause of interference in the implementation of CLT.

Ram (2014) found in his research entitled "Classroom Management in English Language teaching" that some teachers were unaware of benefits of students talking

time because they were talking continuously without involving the students in any interaction. That was the main cause of classroom problems; however, the majority of teachers were excellent in maintaining balance between student talking time and teacher talking time. They were very clear that it was students who were learning the language not the teachers.

Sah (2019) has carried out a research entitled "Techniques of Teaching Speaking Skill at Lower Secondary Level." She found that 21 communicative techniques of teaching the same skill were conducted in class.

Till now no research has been done regarding problems in applying Communicative method in grade eight. This research shows the problems in applying Communicative method and ways to overcome them.

### **Implication of the Review for the Study**

The different research works regarding the methods of teaching are reviewed. Lots of ideas regarding the communicative methods are achieved after reviewing these research works. In order to conduct this study Pant (2009), Ghimire (2001), Adhikari (2008), Sah (2019), Shrestha (2009) and other research works are reviewed.

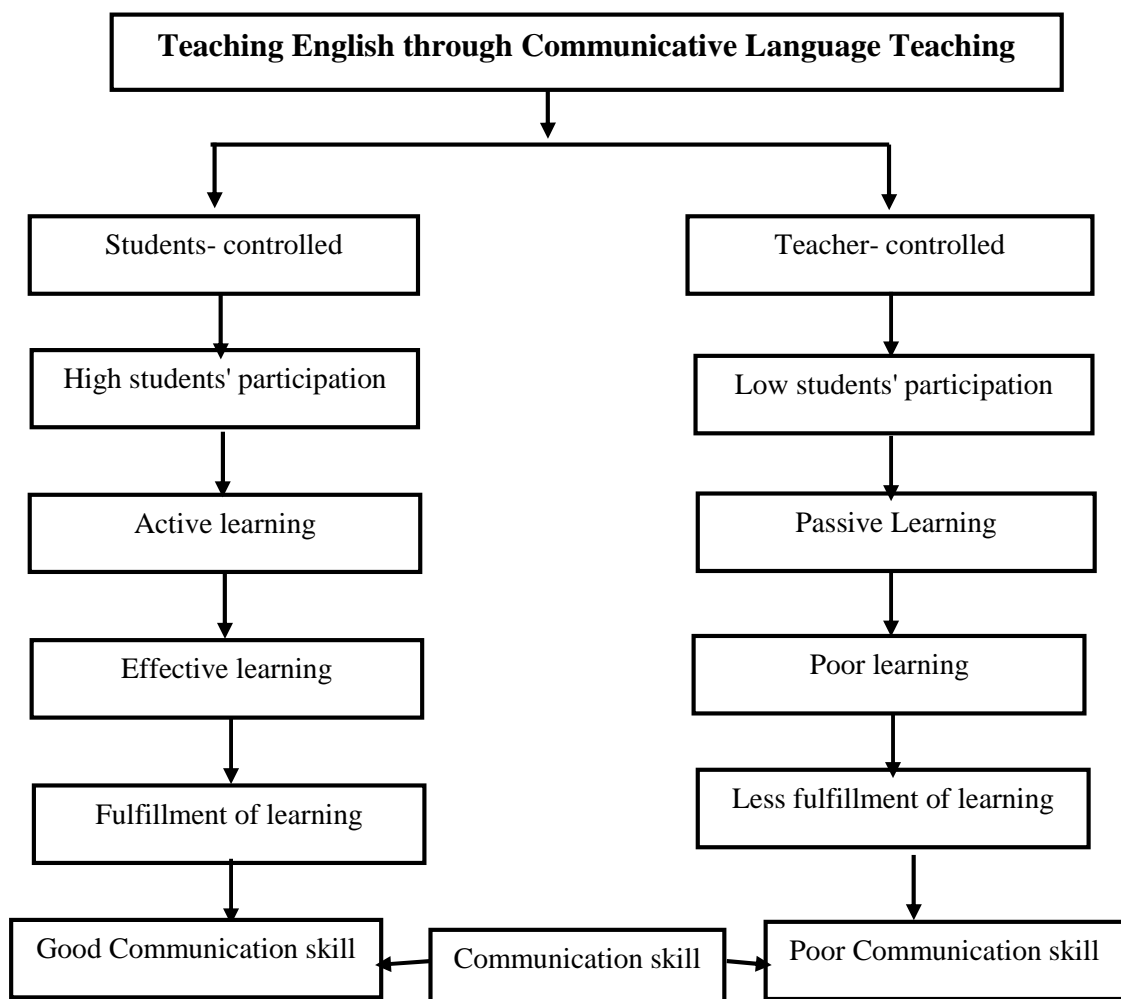
### **Conceptual Framework**

In fact, the conceptual framework is the overall roadmap of the researcher for carrying out the study successfully. This is the image of the researcher about how the different variables interact to each other and what induce the magnitude of accurate findings.

Communicative Language Teaching is fundamentally different from other methods that it emphasizes on communication. The main idea under this method is

that only the aspects are not sufficient in language learning but the students must be able to apply this knowledge in conveying the meaning or communicative message according to the demand of the situation. This method is very useful to increase fluency and confidence of students from elementary level to higher level. Error correction is not necessary and it is done either in pairs/groups or individually. Role plays, information gaps, discussions, surveys, sentence making and parallel writing are activities to increase communicative competence.

The conceptual framework of this study is presented in the following diagrammatic form.



In the above conceptual framework language learning is viewed from two different angles: student-controlled and teacher-controlled. In students-controlled procedure for ELT there is high participation of students with active and effective learning procedure takes place by which both learners and teachers can achieve expected objectives but in another side teacher- controlled procedure for ELT results in low participation of students where passive and poor learning procedure takes place which cannot support to achieve expected objectives of particular lesson. So, teachers must be aware of maintaining balance between student talking time and teacher talking time. It is very clear that it was students who were learning the language not the teachers.

## **CHAPTER: THREE**

### **METHODOLOGY**

This chapter is about the methodological aspects of the study. It includes the methods and design of the study, population, sample and sampling procedures, data collection procedures and data analysis and interpretation procedure. The following methodology was adopted to fulfill objectives of this research work. Indeed survey research design, random purposive sampling, observation and checklist were employed to carry out this study.

#### **Methods and Design of the Study**

To fulfill the objectives of this study, the survey research design was followed. This type of research is the most commonly used method of investigation in educational research. Survey research can be carried out by a group of researcher or by an individual. It mainly depends upon the nature of the study. Survey research studies large and small population or universe by selection and studying sample chosen from the population. According to **Nunan (1992, p. 140)**, the main purpose of survey is to obtain a snapshot of conditions, attitudes and events at a single point of time. Similarly, **Cohen et al (2010, P. 205)**, say: "Surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standard against which existing conditions can be compared, or determining the relationships that exist between specific events .Thus, survey may vary in their levels of complexity from those that provide simple frequency counts to those that present relational analysis."

The researcher has to follow the systematic process. This research is a survey study based on well prepared data collection tools in particular schools to get information only related to English language teaching method in grade eight of community schools. It is a mixed research design. Both quantitative research and qualitative research was used.

### **Sources of the Study**

In order to fulfill the set objectives of this research, the researcher used both primary and secondary sources of data. Questionnaire and observation were used as primary sources and books and journals as secondary sources of data collection through which statistical data were collected.

#### **Primary Sources of Data**

The primary data was collected from the English teachers of Khaniyabas Rural Municipality teaching in grade eight with the help of questionnaire and interview. Classroom activities were also observed with the help of checklist.

#### **Secondary Sources of Data**

Secondary sources of data were collected from literature review and other sources as much as possible. Researcher consulted and studied different books e.g. Subedi(2012). *English Language Teaching Method*, thesis, articles, journals, Newspapers etc, which were related to the research works.

### **Population of the Study**

Total English teachers of basic level and students of grade eight of Khaniyabas Rural Municipality are population of this study. In this study five community schools

of Khaniyabas, Dhading were selected as cluster random sampling procedure because there were no private schools and due to geographical remoteness.

### **Sample Population of the Study**

Only 5 English language teachers of basic level, teaching in grade eight and 100 students of grade eight were sample population of this study as my research was related to English language teaching and learning. Random sampling procedure was used for selecting grade. Purposive sampling procedure was used to select English teachers of grade eight as the purpose of this research was to trace out the use of communicative method, its difficulties and pedagogical implications.

### **Data Collection Tools**

For collecting primary data, the researcher used subjective questionnaires. More specifically, questionnaire and classroom observation checklist were tools to collect data for this study.

### **Data Collection Procedures**

The primary data was collected from subjective questionnaires from English teachers of grade eight. At first, the selected school were visited and talked to the concerned schools and requested the authority to get permission for carrying out the research by explaining the purpose and process of it. The researcher discussed with selected English teachers and distributed questionnaire to them for collecting data. Then the researcher collected the given questionnaires. Real classroom activities were also observed and marked on the already prepared checklist.

## **CHAPTER: FOUR**

### **DATA ANALYSIS AND INTERPRETATION PROCEDURES**

This chapter is about the analysis and interpretation of the collected data. The data collected from the sample were analyzed and interpreted. As we know, the raw data were analyzed and interpreted both descriptively and statistically. As per the nature of the data, the qualitative information was analyzed and interpreted using simple statistical tools like percentage in a tabulated form. Indeed, the chapter consists of the sub-heading as analysis and interpretation of data and summary of the findings.

#### **Data Collected Through Classroom Observation and Guidelines**

This section is mainly concerned with the analysis, discussion, description and interpretation of the elicited data. In fact, the data collected from the informants were analyzed and interpreted to find out the teachers' perception on communicative methods, its implication and problems while using this method.

This section is concerned with the classroom observation of five English language teachers of grade eight in five community schools. I prepared an observation checklist and observed classes of ten teachers to find out their perception and awareness about communicative method for English language teaching. I used three rating scale in the classroom observation checklist to address teachers and students' awareness about communicative method. They were 'fair', 'acceptable' and 'poor'. If the teachers and students were clearly aware about the given issues communicative method then they were ticked under 'fair' and just aware were ticked under '

acceptable', otherwise in 'poor' rating scale. In analysis section, I have given detailed explanation of different issues.

For this study, the data were collected through observation checklist. The collected data were analyzed and interpreted using descriptive devices and simple statistics like percentile and average data. Moreover, the data were also presented in the tabulated form to generate the factual information. The following headings sub headings are described below.

In classroom observation checklist for teachers, I included different techniques under different four headings. They were as follows:

- (i) Teachers' perception on communicative method.
- (ii) Practices of communicative method in the classroom.
- (iii) Effectiveness of activities of students in the classroom.
- (iv) Pedagogical implication of communicative method.

### **Analysis of Teachers' Responses**

A teacher has many roles to play in the class. Among them, one is that of manager. He has to manage everything that makes learning and teaching successful. So while managing the classroom, the teacher should manage his physical presence properly in the class. Furthermore the way he moves and stands in the class, how close to the students he appears, how he maintains personal contact with the students, what degree of formality he exhibits in the class, and so on are very important to manage successful classroom atmosphere.

Due to various natures existing in different teachers, it is not always possible to have uniformity in their physical presence in the class but there are some common

issues to consider while managing classroom environment. They are proximity, appropriateness, movement, awareness, behavior, attitude, active participation etc. Now these issues are discussed and analyzed on the basis of collected data from classroom observation check-list.

### **Teachers' Perception on Communicative Method**

Simply defined, perception refers to general knowledge and a person's view on something. This is an important technique of observing classroom management. Teachers must have the general knowledge and skills about communicative method. Teachers should be conscious of their classroom and in assessing their students' reactions to what was happening in the classroom, they should take this into account. Therefore, teachers are obliged to have general knowledge and skills of communicative method for English language teaching. So, teachers must have knowledge and skills which are motivational to the students and lead to increased cooperation. So it is essential to check whether teachers prefer communicative method or not.

**Table No. 2 : Teachers' Perception on Communicative Method**

Observed items	Responses Rating			Responses in Percentage		
	Fair	Acceptable	Poor	Fair	Acceptable	Poor
Aware of communicative method	2	3	0	40	60	0
Skills on communicative method	2	2	1	40	40	20
Motivational	0	5	0	0	100	0
Cooperative	5	0	0	100	0	0

The above table shows that, 40 percent teachers were fairly aware and 60 percent teachers are acceptably aware of communicative method. In the case of skills on communicative method 40 percent were fair, 40 percent are acceptable and 20

percent teachers were poor. All teachers were acceptably motivational and all are fairly cooperative to students in the case of classroom activities using communicative method.

### **Practices of Communicative Method in the Classroom**

Practices of communicative method in the classroom means, existing techniques used in the classroom. This study had focused on four techniques of classroom management: teachers themselves use of teachers' instructions, use of group activities and activating students. In this study, researcher found that many teachers provide instructions and activate students for group activities. The following table outlines the data:

**Table No. 3 :Practices of communicative Method in the Classroom**

<b>Observed items</b>	<b>Responses Rating</b>			<b>Responses in Percentage</b>		
	<b>Fair</b>	<b>Acceptable</b>	<b>Poor</b>	<b>Fair</b>	<b>Acceptable</b>	<b>Poor</b>
Teachers themselves	0	5	0	0	100	0
Use of teachers instructions	5	0	0	100	0	0
Use of group activities	0	5	0	0	100	0
Focus on students' participation	0	2	3	0	40	60

The above table shows that out of ten classes, all English teachers used communicative method acceptably in the classroom but all teachers gave instructions very fairly, made acceptably group division but only 40 percent teachers acceptably focused on students' participation where 60 percent were still poor to make active participation of students in the classroom activities.

### Effectiveness of Students' Activities in Language Classroom

We can involve students in any way at any cost, but the main objective of this study is active participation of students in classroom activities using communicative method. Students should be involved actively in classroom activities. Most of the practices are done through dictatorial and authoritative way, but this is not suitable in present era, so we must involve students in democratic manner with learner centered techniques for English language learning.

**Table No. 4: Effectiveness of Activities of Students in the Classroom**

Observed items	Responses Rating			Responses in Percentage		
	Fair	Acceptable	Poor	Fair	Acceptable	Poor
Aware on benefits of guidance	5	0	0	100	0	0
Aware on benefits of group works	5	0	0	100	0	0
Aware of benefits of learner centered activities	0	5	0	0	100	0
Aware on active participation of students.	1	4	0	20	80	0
Friendly environment	0	5	0	0	100	0

From the given table it is come to know that 100 percent teachers were fairly aware on benefits of guidance and group works. They were acceptably aware on benefits of learner centered activities. 20 percent of teachers were fairly aware on active participation of students and 80 percent teachers were acceptably aware on active participation of students. All teachers were aware to create friendly environment of English language learning classroom.

## Pedagogical Implication of Communicative Method

How teachers talk to students or in what manner they interact with them is one of the crucial skills of teachers. Teachers talk to students in different ways. Mostly teachers adapt their language to make it understandable to the students. Apart from adapting their language, teachers also use physical movements, rough –tune, gesture, facial expressions and mimes.

**Table No. 5: Pedagogical Implication of Communicative Method**

Observed items	Responses Rating			Responses in Percentage		
	Fair	Acceptable	Poor	Fair	Acceptable	Poor
Aware on use of local materials	0	2	3	0	40	60
Use of learner centered materials	0	5	0	0	100	0
Contextual classroom management	0	2	3	0	40	60

Only 40 percent teachers were acceptably aware on using locally available materials where still 60 percent teachers were poor to do it but 100 percent teachers were found to use learner- centered techniques acceptably for classroom activities using communicative method. Contextually, 40 percent teachers were acceptably managing their classroom but rest 60 percent were still getting confusion on it.

### Analysis of Students' Responses

This observation was done to find out the teachers' attitudes and abilities of classroom activities. It was done [in the absence of teachers in classroom because children give real information what they are being faced the problems or facilities from the ELT teachers. Students are the main part of classroom. So, it is important to analyze students in case of classroom activities. To analyze students for communicative method researcher had prepared a checklist and observed over 100

students from five different schools on the basis of four heading with different issues/terms which are below:

- a. Students' perception on communicative activities
- b. Practices of communicative activities in the classroom
- c. Pedagogical implications of communicative activities

Detail description and analysis of given topics are shown in figures below:

### **Perception of Students on Communicative Activities**

Researcher observed the classroom activities in selected five schools by using checklists from students' side. Most of the students were aware on it. When teacher tried to manage proper environment for teaching and learning through communicative method they cooperated to the teacher. They were sitting properly, raising hands before asking questions to the teacher, making group discussion and so on.

**Table No. 6: Students' perception on communicative activities**

<b>Observed Area</b>	<b>Responses Rating</b>			<b>Responses in Percentage</b>		
	<b>Fair</b>	<b>Acceptable</b>	<b>Poor</b>	<b>Fair</b>	<b>Acceptable</b>	<b>Poor</b>
Aware of communicative activities	10	90	0	0	10	90
Active participation	0	91	9	0	91	9
Aware of group working	100	0	0	100	0	0
Cooperative	100	0	0	100	0	0

Above table shows that 10 percent students were fairly aware on communicative activities where 90 percent were acceptably aware on it. 91 percent students acceptably want to participate but 9 percent do not want to participate in

communicative activities. All of them were fairly aware on group working so they were cooperative in manner.

### **Practices of Communicative Activities**

Different teachers in different classes practice different techniques of teaching. Teachers try to do different communicative activities in the classroom. Active participation of students is needed for effective learning with proper learning environment.

**Table No. 7 :Practices of Communicative Activities**

<b>Observed Item</b>	<b>Responses Rating</b>			<b>Responses in Percentage</b>		
	<b>Fair</b>	<b>Acceptable</b>	<b>Poor</b>	<b>Fair</b>	<b>Acceptable</b>	<b>Poor</b>
Following teachers' instruction	93	07	0	93	7	0
Group division	100	0	0	100	0	0
Timely execution of task	20	70	10	20	70	10
Friendly environment	100	0	0	100	0	0

In the above table, 93 percent fairly and 7 percent students acceptably got instructions of teachers and followed accordingly. All students worked on group division as their teachers do it very fairly. However, 20 percent fairly and 70 percent acceptably executed activities on time but 10 percent took long time to execute the given task. Whatever the original classroom environment was friendly.

### **Pedagogical Implication of Communicative Activities**

In the research field, whatever we assess limited to those day to day activities that may have effective implication in our future daily activities. We discover

problems as they arise and study these to arrive at solutions and apply these solutions to related fields. Here teaching through communicative method can also be applied in the field of education. Researcher collected the following data related to pedagogical implication of communicative method.

**Table No: 8: Pedagogical Implication of Communicative Activities**

Observed Item	Responses Rating			Responses in Percentage		
	Fair	Acceptable	Poor	Fair	Acceptable	Poor
Benefits of guidance	100	0	0	100	0	0
Benefits of group work	100	0	0	100	0	0
Effective learning	50	40	10	50	40	10
Use of local materials	25	60	15	25	60	15

All students were aware of pedagogical implication of communicative activities for English language classroom. In that sense they were fairly aware of the benefits of group work and teachers' guidance. 50 percent students were fairly aware, 40 percent were acceptably aware and 10 percent were poorly aware on effective learning through communicative activities. 25 percent students were fairly aware, 60 percent were acceptably aware and 15 percent were poorly aware on use of local materials for learning through communicative activities.

## **Analysis and Interpretation of the Data Collected Through Questionnaire**

This section is mainly concerned with the analysis and interpretation of teachers' views towards communicative method in English language teaching. Data is analyzed on the basis of objectives of the study. Data was collected through questionnaires. I provided different types of open-ended questions on the basis of objectives I had previously set for this study to identify teachers' personal views on communicative method for effective learning of English language. Not only this, these questions were also intended to find out English teachers and students' beliefs and experiences on pedagogical implication of communicative method. These questions were also used to find out problems of communicative method while applying in the real classroom. All together ten English teachers' views were collected through questionnaires which are described as follow:

Regarding the first question, 'what method do you choose to teach language? And why?', most of the teachers chose communicative method. Some of them chose grammar translation (GT) method and direct method to teach. Because of the large size of classroom, lack of facilities, students' participation, they chose GT method. But they insisted that the best way is to teach English is through communicative method.

The second question was related to whether they use communicative method to teach English, and the frequency of using that. Majority of them used communicative method. The number of using other methods like GT Method and direct method was not less as well. Because of the over population of the classroom, lack of facilities and furniture they prefer to use other methods rather than

communicative method. It seems that practical aspect of communicative method is not properly used amongst all the teachers.

Regarding the third question, majority of the teacher choose to use communicative method to teach but they responded that they were limited to theory only. Because of the nature of the course and compulsion to finish it with in time they use GT method and Direct Method, practically they felt the difficulties in using communicative method in language classroom though they know that it is the best way to teach.

Regarding the fourth question, majority of the teachers felt difficulties in using communicative method at first. But they felt ease when students get participated in it. Most of the teacher felt the problem in using it while teaching grammatical items and so the untrained teacher felt because of the large size class and inadequate training on it. Most of the teachers, listed out the following difficulties they have faced while applying communicative method.

- a. Lack of knowledge about classroom management
- b. Lack of materials
- c. Lack of sound knowledge in English to the students part
- d. Lack of proper teaching environment
- e. Large class size
- f. Lack of sufficient vocabularies
- g. Hesitation to speak and poor pronunciations
- h. Students from different language groups
- i. Lack of time

Regarding the fifth question, the teachers listed out the following ways to overcome the difficulties teaching through communicative method.

- a. Proper classroom management with sufficient materials
- b. More active participation of students
- c. Motivating students for speaking, group works
- d. Increasing classroom time
- e. Applying student centered activities.
- f. Class division for large class size

Regarding the sixth question, most of the respondents believed that the best way of learning language is to know and be able to understand the contents appropriately in meaningful situation. To learn language, it is to be used and it should be given proper exposure in the school and outside as well. It also should be practical and task based for real life scenario.

Regarding the seventh question, all the respondents gave their view on advantages of the communication method in ELT classes. The advantages are as follows:

- students took part actively in the learning activities
- students knew the form and function of the language
- students got motivated towards learning
- students hesitation was reduced while talking openly in the class
- teacher had less time to talk and students exposure to teaching language was increased

## Findings of the Study

The main findings of this study was active participation of students is compulsory for effective learning as it promotes learning more lively, systematically and meaningfully. Most of the teachers shared the opinion that providing instructions/ guidelines, framing group works, making students responsible. Most of the teachers were aware of democratic, student centered and post methodologies of teaching and contextual classroom management and it is recommended that mostly, it is the duty of teachers to manage their classroom for effective teaching and learning of language. Teachers and administrations should pay more attention on planning and designing classroom. Everything should be according to rules and regulations of particular field. Administration and teachers should be in favor of students. It is recommended that teachers should adapt postmodern method of teaching and they should activate students for engagement in classroom activities.

After the completion of analysis and interpretation of the data, the major findings of the study are summarized as follows:

- a. Most of the teachers were aware of variables like perception of communicative method, importance of active participation of students, way of providing instructions, benefits of activating students, seating arrangement and their implication in classroom.
- b. It was found that communication method is very important to develop their capacity to communicate not only in classroom activities but in any program.
- c. It was found that teachers should be only being a guide for classroom activities. There must be maximum involvement of students because their

learning may be permanent if they follow the process of learning by doing, it will be a foundation for their career.

- d. It was found that most of the students were happy to participate in different classroom activities but some of them were hesitated to participate in group activities.
- e. Regarding perception of teachers on communicative method it was found that 40 percent teachers were fairly aware and 60 percent teachers are acceptably aware of communicative method. In the case of skills on communicative method 40 percent were fair, 40 percent are acceptable and 20 percent teachers were poor. All teachers were acceptably motivational and all are fairly cooperative to students in the case of classroom activities using communicative method.
- f. Regarding practices of communicative method in the classroom, it is found all English teachers used communicative method acceptably in the classroom but all teachers gave instructions very fairly, made acceptably group division but only 40 percent teachers acceptably focused on students' participation where 60 percent were still poor to make active participation of students in the classroom activities.
- g. Regarding effectiveness of students' activities in the classroom, it was found that 100 percent teachers were fairly aware on benefits of guidance and group works. They were acceptably aware on benefits of learner centered activities. 20 percent of teachers were fairly aware on active participation of students and 80 percent teachers were acceptably aware on active participation of students.

All teachers were aware to create friendly environment of English language learning classroom.

- h. Regarding implication of communicative method, only 40 percent teachers were acceptably aware on using locally available materials where still 60 percent teachers were poor to do it but 100 percent teachers were found to use learner- centered techniques acceptably for classroom activities using communicative method. Contextually, 40 percent teachers were acceptably managing their classroom but rest 60 percent were still getting confusion on it.
- i. Regarding using communicative method, it is found that most of the teachers prefer it in the classroom. Some of them chose grammar translation (GT) method and direct method to teach. Because of the large size of classroom, lack of facilities, students' participation, they chose GT method. But they insisted that the best way is to teach English is through communicative method.
- j. It is found that majority of the teachers felt difficulties in using communicative method at first. But they felt ease when students get participated in it. Most of the teacher felt the problem in using it while teaching grammatical items and so the untrained teacher felt because of the large size class and inadequate training on it. Other problems as they mentioned were lack of materials and proper teaching environment, hesitation to speak and poor pronunciations of students and students from different language groups.
- k. Although most of the teachers felt difficulties teaching through communicative method but they also agreed that these difficulties teaching could be overcome. Proper classroom management with sufficient materials,

more active participation of students, motivating students for speaking and group works, increasing classroom time, applying student centered activities and class division for large class size were the ways as they mentioned to overcome difficulties.

On the basis of the findings of the study, it is concluded that effective teaching and learning of English language depends upon the contextual classroom environment, techniques and methodologies used according to the context. Students' active participation is essential in order to practice the methods and techniques being sensitive to particular context and particular group of learners. So, to be particularly students' active involvement in democratic manner is needed.

To conclude the whole study, it can be said that this study is successful in terms of the findings the perception of teachers on communicative method, some problems related to using communicative method and some implication of this method. It was found what it is supposed to find out during investigation. The data collection tools can be assumed reliable and valid for eliciting required information. Data analysis and interpretation were reliable since all the information were vividly described and presented in the tabulated forms and percentile.

## **CHAPTER: FIVE**

### **CONCLUSION AND RECOMMENDATION**

This is the final chapter of this research which deals with the conclusion and recommendation made by the researcher after summarizing the major findings of study. This chapter is divided into two parts conclusions and recommendations. The recommendations of the study provided to be effective for policy, practice and research related areas respectively.

#### **Conclusion**

Conclusion is the final outcome or theme drawn after the successful conduction of the study. It is crucial message that the researcher draws after the systematic synthesis o his whole study. As my study was on "Teaching English Language through Communicative Method in Grade Eight", it tried to find out the perception made by ELT teachers while teaching through communicative method and problems faced by them in grade eight standard. Technique in teaching English is ways of presenting the language to the students. Method ofteaching is needed to achieve the teaching-learning purpose, because teaching will besuccessful if the teacher implements the appropriate method in the class.

The games, drama, role play and pair work activities enhance the communicative function. Active participation of the students is needed, so the pupils should be encouraged to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation.

In order for any communicative activity to be successful children need to acknowledge there is a real reason for asking a question or giving a piece of information. Therefore teachers should make sure that the activities they present to the pupils, provide a reason for communicate whether this is to play a game or to find out real information about friends in the class.

The whole study has been presented dividing into five different chapters. The first chapter, 'introduction' includes the background of the study, statements of the problem, rationale of the study, objectives of the study, research questions, significance of the study and operational definition of the key terms. This chapter provides the picture of the content that necessities the study of the rationale behind the selecting the topic, problem that are to be answered in the study, purpose of the study, significance of the study, usefulness of the study and scope of the work to be performed.

In the second chapter, I attempted to review of the knowledge or the theories which could guide my study. The theoretical literatures of **Savignon (1972), Richard et. al. Rogers (2001), Davison and Dowson, (2002), Nunan (2003). Harmer (2007 and 2008), SubediHiraLal (2012),Sharma Bikash(2016)andSapkota Ashok, (2016)** on communicative method of English language learning were reviewed to form the theoretical body of the study. I reviewed the previous works done in the department applying the related to my topic. In this chapter I tried to provide authenticity presenting theoretical literature review, empirical literature review and conceptual framework developed on the basis of the review.

The third chapter deals with the methods and procedures employed methods and procedures employed to conduct the study. It gives information about the design

and method of the study, population sample and sampling strategy, tools for data collection procedure of data collection and data analysis and interpretation procedure.

The collected data were presented, analyzed and interpreted in the fourth chapter. The data were tabulated and analyzed using language and simple statistical tools. Findings are presented on the basis of teachers' responses by using questionnaire and classroom observation checklist. The perception of teachers on communicative method, skills, tendency and frequency of using communicative method, some problems related to using communicative method and some implication of this method are described in fourth chapter.

The last chapter presents the conclusion and recommendations. At the end, some recommendations are presented. The recommendations of the study are provided for the policy related, practice related and for further research related. This chapter is followed by references and appendices to make the study reliable, valid and authentic.

## **Recommendations**

The findings of the study suggest some of the major guidelines to be followed for the betterment of the ELT class. These major guidelines are regarded as the recommendations for various purposes.

### **Policy Related**

On the basis of the findings of the study, some of the recommendations for policy making level have been made:

- a. Administration and policy makers should be in favor of students and teachers. Classroom should be friendly and learner centered. Appropriate size of classroom with good amount of materials should be managed.
- b. There should be a compulsory provision of teaching English collaboratively from primary level. For that, effective monitoring should be employed.
- c. Maximum contents should be designed for communicative skill by the curriculum designers.
- d. ELT teachers should be trained frequently and they should also be encouraged to apply the learnt knowledge into the classroom. The government should make the compulsory provision of different workshop, conferences and interaction programs on various topics at school level.
- e. The government should encourage all the schools to teach English using innovative audio-visual aids, locally available materials in democratic and harmonious environment.
- f. There should be the provision of prize and punishment for the teachers on the basis of the communicative competence of the students.
- g. The concerned authorities should devise healthy plan and policy which ensure the active involvement of the weak students.
- h. The ELT teachers should address the heterogeneity of the student while teaching English.

## Practice Related

On the basis of the study, several pedagogical implications can be drawn as the useful insight for the educational bodies. Some of the practice level recommendations from the findings of the study are as follows:

- a. Priority should be given to communicative activities.
- b. Teachers as well as administrations of the school should manage their classroom in such a way where communicative activities can be practiced easily, i.e. provision of required materials, classroom size, furniture and appropriate number of students.
- c. The ELT teachers should prepare and use motivating, interesting and local materials. They should be laborious for preparing effective teaching materials.
- d. Songs and rhymes', 'problem solving', 'story telling, dialogue, drama and pair works are interesting and motivating for students. Thus, the teachers should use these techniques.
- e. Real life situations should be created in class by the teachers in class while teaching.
- f. Teacher- students and students-students interaction should be employed in the classroom.
- g. The teachers should select and use appropriate techniques and materials on the basis of the subject matter, level and interest of the students.
- h. Teacher should inspire and motivate the learners in order to make them able to take part in every activity.

- i. Teachers can carry out experimental research to find out effectiveness of learner-centered technique.
- j. Teachers should be familiar with the latest innovation in the field of ELT.
- k. It is recommended that teachers should give more time to students in any type of activity. Teachers should demonstrate it but students should fulfill the task.
- l. Lastly, it is recommended that teachers should divide students in different pair groups, group works, so that they learn collaboratively.

### **Further Research Related**

Research is regular process of investigation and exploration. In fact, no work is final and no research completes in itself. The results and findings of one research help to identify the new areas for further research. I do not claim that the present study covers the perception of all ELT teachers in classroom management Regarding the further researches in the field of communicative method, it is important that a large scale qualitative research should be carried out taking all most all the lower secondary schools into consideration in order to find out the current trend of communicative method in ELT class. Considering limitations of the study, some directions for the further research seem to be fruitful.

- a. This study would be a valuable secondary source for the researchers.
- b. Instead of one-to-one conversations, language learning in alone and only depending on teachers, future research should require group conversations group tasks, shared goals and responsibility so that each participant has to tackle individually the shared common problems and tries to compensate the communicative gaps for effective communication.

- c. Further researcher should investigate into the relationship between methods of teaching and learning of English in more vivid way.
- d. The researchers should explore the various problems of teachers teaching through communicative method in ELT class. For this, they should give more attention to carry out a macro level study is problems of lower secondary level in our context.
- e. The further researchers should on the communicative skill and development of communicative competence in students.
- f. This study was limited to the Dhading district. So, similar study should be conducted in other areas/ districts or as a whole in related topic.

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## APPENDIX-I

### Teaching English through Communicative Method in Grade Eight

#### Guidelines for classroom observation

Name of the teacher:

Qualification:

Name of the school:

Class:

	Observed Items	Responses		
		Fair	Acceptable	Poor
<b>1.</b>	<b>Perception of communicative method</b>			
	-Aware of communicative method			
	-Skills on communicative method			
	-Motivational			
	-Cooperative			
<b>2.</b>	<b>Practices of communicative method in the classroom</b>			
	-Teachers themselves			
	-Use of teachers instructions			
	-Use of group activities			
	-Focus on students' participation			
<b>3.</b>	<b>Effectiveness of activities of students in the classroom</b>			
	-Aware on benefits of guidance			
	-Aware on benefits of group works			
	-Aware of benefits of learner centered activities			
	-Aware on active participation of students.			
<b>4.</b>	<b>Pedagogical Implication of communicative method</b>			
	-Aware on use of local materials			
	-Use of learner centered materials			
	-Contextual classroom management			

Researcher

Sangita Kumari Singh

Koshi Multiple campus

## APPENDIX-II

### Teaching English Language through Communicative Method in Grade Eight

#### Guidelines for classroom observation

Number of the student:

Class:

Name of the school:

Date:

	Observed Items	Responses		
		Fair	Acceptable	Poor
<b>1.</b>	<b>Students' perception on communicative</b>			
	-Aware of communicative activities			
	-Active participation			
	-Aware of group working			
	-Cooperative			
<b>2.</b>	<b>Practices of communicative activities</b>			
	-Following teachers' instruction			
	-Group division			
	-Timely execution of task			
	-Friendly environment			
<b>3.</b>	<b>Pedagogical implication of communicative</b>			
	-Benefits of guidance			
	-Benefits of group work			
	-Effective learning			
	-Use of local materials			

Researcher

Sangita Kumari Singh

Koshi Multiple campus

## **APPENDIX–III**

### **Teaching English through Communicative Method in Grade Eight**

#### **Questionnaire for the Teachers**

Date:

Dear Sir/Madam

This questionnaire is a part of my research study entitled "**Teaching English through Communicative Method in Grade Eight**" under the supervision of **Mr. Ganesh Prasad Dulal**, Lecturer of the Department of English Education, Koshi Multiple Campus. My study tries to find out the perception, problems and implications of communicative method for effective classroom activities. Your cooperation in completion of the questionnaire through the authentic and reliable information will be of great value to me.

Thank You.

Researcher

Sangita Kumari Singh

Koshi Multiple campus

## APPENDIX IV

### Teaching English through Communicative Method in Grade Eight

#### Questionnaire for teachers

Name of school: ..... Date: .....

Name of teacher: ..... contact: .....

Academic qualification: .....

6. What method do you choose to teach language? And why?
7. Do you choose communicative method to teach language? How often do you do so?
8. If you have to choose communicative method or any other methods which would you choose to teach language and why?
9. What areas do you feel difficulties teaching language through communicative methods?
10. How do you think can they be overcome?
11. Write your brief on the best way of learning language?
12. Mention some of the important advantages that you have achieved while applying communicative method.