

ENGLISH LANGUAGE TEACHERS' PERCEPTIONS TOWARDS USING PROJECT WORK IN ELT

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Prem Prasad Bhattarai**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2017**

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DEDICATION

Honestly dedicated to my parents who spent their entire life to make me what I am today.

DECLARATION

I hereby declare that to the best of knowledge, this thesis is original; and no part of it was earlier submitted for the candidature of research degree to any university.

Date: 20/12/2016

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ABSTRACT

This research work entitled **English Language Teachers' Perceptions towards Using Project Work in ELT** has been carried out to find out lower secondary level English teachers' perception towards using project work as an instructional technique in ELT and its usefulness in ELT. I used non- random purposive sampling procedures to select 30 English language teachers teaching at lower secondary level schools of Kathmandu district. Attitudinal data were elicited through using a set of questionnaire consisting of close-ended and open –ended questions. The data obtained from 30 participants were analyzed and interpreted descriptively using simple statistical tools and tables. After the analysis and interpretation of collected data, it was found that the majority of participants had positive perceptions towards using project work in ELT. It was also found that project work is useful technique in ELT. It integrates four language skills, contextualizes learning presenting the learners to the problems to solve. It helps learners to be self-dependent in evaluating their own work and helps to develop the students' language performance improving their language skills and functions. It was also revealed that project work can be more effective and relevant if it is carried out on the basis of socio-cultural aspects of students.

This study consists of five chapters. The first chapter is an introduction which includes the background of the study, statement of the problems, objective of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Chapter two consists of the review of literature. It includes the review of theoretical literature, empirical literature and conceptual framework. Chapter three deals with the methodological part adopted for the study. It includes research design, population, sample, sampling size and sampling procedures, research tools, sources of data and procedures of data collection and ethical considerations of the study. Chapter four incorporates with the analysis of data and interpretation of result and chapter five encompasses the findings, conclusion and recommendations of the study.

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LIST OF ACRONYMS

/	:	Slash
%	:	Percentage
CBI	:	Content Based Instruction
CLT	:	Communicative Language Teaching
e.g.	:	For example
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
ESL	:	English as a Second Language
ETC	:	Educational Training Center
GW	:	Group Work
i.e.	:	That is
L1	:	First Language
NCED	:	National Center for Educational Development
PBL	:	Project Based Learning
PW	:	Project Work
SSRP	:	School Sector Reform Plan
TBLT	:	Task Based Language Teaching
TCS	:	Teaching Communicative Skill
TPD	:	Teacher Professional Development
USA	:	United States of America

CHAPTER- ONE

INTRODUCTION

The present study entitled ‘**English Language Teachers’ Perceptions towards Using Project Work in ELT**’ centralizes its focus on the perception of teachers’ towards using project work as an instructional technique for teaching English at lower secondary level. This introduction part consists of 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 definition of the key terms.

1.1 Background of the Study

Project work generally refers to the communicative practice highlighting student-centered language learning through combining content and tasks from real life. Project work can be defined as a set of tasks that require learners to do an in-depth investigation into a particular topic beyond the classroom via communication with texts and people, to produce their own outcomes out of their research, and to present them in written and or oral form to a set of audience in an extended period of time (Haines, 1989; Eyring, 1997). It is an instructional means to promote language learning by research and interaction conducted extensively beyond the classroom or within the classroom. It is a quintessence of experiential learning (Eyring, 1997). Project work may also serve as an assessment means to evaluate the language performance of the learners and serve as an alternative for standard pen-and –pencil tests (Gokcen, 2005).

Project work to language learning is defined as a strong version of Communicative Language Teaching by Legutke and Thomas (1991), as its main focus is on meaningful and purposeful interaction at every levels of the process. As an output of CLT, PW is underlined by the view that language is meaning potential rather than a set of structures (savignon, 1991 as cited in Kemalglue, 2006). Regarding project work William and Burden (1994) states that project work is also underpinned by the social constructivist learning view that language can be acquired and improved by relating the background knowledge and experience of each learner to the content in

real life through interactional tasks. It is clear that the language contents in real life that surrounds learners is both outside and within the classroom (Savignon, 2001 as cited in Kemaloglu, 2006). Therefore, project work acts as an extended mega task, through which this cross curricular language potential is activated by means of multi-skilled tasks (Haines, 1989). Similarly, using project work, students can also improve their technological skills, for example using internet. In the same way, Eyring (1997) alleges, an ideal project work should allow students to work independently in terms of choosing topics, determining the methods to process it and defining their own end product to achieve. Project work has the potential to foster creativity and self-expression, and enhances the confidence, self-esteem, autonomy and motivation of the students (Lee, 2002). As defined by Stoller (2001), project work involves collaboration and negotiation at all levels of the process such as planning, implementation and evaluation. The students work independently either in group or in isolation and share the ideas and resources. The teacher on the other hand works as a guide, coordinator and facilitator. Thus, project work is claimed to be the experience of democratic learning which focuses on the goal of enhancing collaborative learning. It can be said that project work is an instructional and assessment means with the potential to contribute to the linguistics, academic, cognitive, affective and social development of students.

Besides these, the successful implementation of project work is influenced by various factors such as time, accessibility, receptiveness of the learners, the possibilities of training for both teachers and learners and the flexibility of institutional timetabling (Hedge, 1993p. 276). The factors mentioned above may influence the perception of both teachers and students towards project work. There are very few researches on these aspects and there is scarcity of research on project work in ELT in Nepalese context. In the global level there are few researches on the project work which have shown the discrepancies between the attitudes as Eyring, 1997; Beckett, 2005 as cited in Beckett (2002) mentions, some students presented a positive attitude towards PW due to its several benefits and some students perceived it negatively as they believed that ESL courses should be limited to the study of language and should not involve

non – linguistics aspects. Similarly, researches on teachers perception as mentioned by Beckett (2002, p. 61) suggests mix attitudes that some teachers perceived PW as a pedagogically valuable technique whereas some teachers reported that PW was too demanding and as work load. In this global scenario, this study mainly centralizes its focus on exploring English language teachers' perception towards using project work technique in ELT in the context of Nepal.

1.2 Statement of the Problem

Generally speaking, Nepal is a country where there are very limited resources for teaching English language. The ELT teachers of Nepal are teaching in such a way as the teachers taught in many years ago. They have been using the traditional techniques for teaching English even in this globalized era of post method. Therefore, in order to upgrade the Nepalese ELT teachers towards innovative teaching methods and techniques which promote effective teaching and learning, various teaching techniques have been emerged in the field of language teaching. Project work is one of the recent techniques which has been started in ELT for the purpose of effective learning. Similarly, considering the usefulness of project work in ELT, there is trend of providing training on project work to the teachers and students. Project work is integrated in the English curriculum as an important instructional technique for teaching English. But still there is gap between theory and practice of project work. Theoretically, it has been implemented as an important means of teaching English in all levels of school education but due to various problems, it has not been practiced appropriately. Very few schools started assigning project work in ELT.

Similarly, in the context of Nepalese ELT curriculum and classes, the project work and its practice is relatively new. Since, it has been integrated into the English curriculum recently. Before it, the performance assessment instrument were limited to paper and pencil tests aiming to test grammar , vocabulary, reading, writing and listening performance of students. The students were used to be relatively passive, and transformative approach was highly emphasized where teachers used to transform the knowledge. It made the teachers and curriculum designers to think to move to a more

learner centered techniques where the students can actively use English and make their own decision about their own learning. Therefore, project work has been started in the curriculum as an aid to facilitate language learning and teachers have started getting training on it. But, till now, no any initiative practices have been started to evaluate the practice of project work, its usefulness in ELT, positive points it brings in teaching English and how do teachers and students perceive it? Therefore, it is needed to carry out research on project work in order to find out the perception of teachers who are using it. In my research, I tried to address the above mentioned aspects. I have selected lower secondary level because project work has been heavily practiced at lower secondary level though it has been integrated in the curriculum of all levels of schooling.

1.3 Objectives of the Study

Objectives of the study were as follows.

- i) To find out the lower secondary level English language teachers' perceptions towards using project work as an instructional technique in ELT,
- ii) To explore the usefulness of project work technique in ELT and
- iii) To suggest some pedagogical implications.

1.4 Research Questions

The study was oriented to find out the answer of the following questions.

- i) What are the perceptions of lower secondary level English language teachers towards using project work as an instructional technique in ELT?
- ii) Is there any usefulness of using project work in ELT?

1.5 Significance of the Study

This study on ‘English Teachers’ Perceptions towards Using Project Work in ELT’ may be useful in informing about the project work to theoreticians and practitioners of it. This study may be useful to curriculum designers to design a sound and defensible framework for implementing project work that helps to achieve what it intends to achieve. Similarly, it may be useful to practitioners i.e. teachers at local levels to get the information about the project work, its current practices and the way of implementing it in ELT. In the same way, it helps them to understand what is the teachers' perception who are implementing it and practicing it and serves as an important guideline for those who are about to use it. It may inform the teachers about the current status of project work and its use which helps them to think about what might be kept added to or eliminated in future practice. Furthermore, Nepal is a country where English is taught and learnt as foreign language. The context of using project work in EFL context may differ from ESL. So, to understand these differences, researches should be done in EFL context. Since, there are very few researches carried out in EFL context including Nepal. In this scenario, exploring teachers’ perception on the use of project work in Nepalese context may serve as an important sample for other teachers, students and other prospective researchers who want to undertake researches in this area for gaining information about theoretical ideas related to project work and how teachers perceive it in the context of Nepal.

1.6 Delimitations of the Study

The study had the following delimitations.

- The study was delimited to find out the English teachers' perceptions towards using project work in ELT at lower secondary level only.
- This study was delimited to survey research design and questionnaire only as a data collection tool.
- The study was delimited to find out the perceptions of lower secondary level English teachers from Kathmandu district.
- Thirty teachers who have been practicing it in teaching were the participants of this study.
- The study was delimited to teachers' perception on the use of PW as a teaching technique and its usefulness in ELT only.

1.7 Operational Definition of the Key Terms

Project work: Project work is a progressive teaching technique which meets the modern educational system. Here, project work means an instructional technique used for teaching English at lower secondary level.

Instructional technique: Technique is a particular trick, stratagem and contrivance used to complete the task. Instructional technique means activity or the strategy used for instructional purpose.

Project Based learning: It is the comprehensible approach which is designed to engage students in the investigation of real life problems and exploration of the solution through in-depth study. Project based learning means here engaging students in real task or projects in order to learn the language.

Perception: Perception is the attitude or view of people towards something. Here perception refers to the attitude or view of teachers towards using project work technique.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is the essential element of any research to operate it. It is an integral part of the entire research which contributes for shaping the way of carrying out the study and functions as a guideline in every step of operation. In this study, I have reviewed the related literature in two major sub headings: theoretical and empirical review.

2.1 Review of Theoretical Literature

Review of theoretical literature provides an insight to researcher related to a number of aspects that have a direct and indirect bearing in the research topic. It serves as a basis for developing a theoretical framework, which helps to investigate the problems that researcher wishes to find out. In this study, I have tried to relate some theoretical ideas which are contributing to my study such as major foreign language teaching methods and approaches in relation to project work, definitions of project work, historical background of PW in the global and local context, major characteristics and benefits of project work in ELT, different types of project work, project works and teacher professional development, rational and usefulness of using project work, major problems of using project work, stages of project work and finally status and use of project work in school level English curriculum in the context of Nepal under this chapter.

2.1.1 Major Foreign Language Teaching Methods and Approaches

Method refers to the theoretically consistent set of teaching procedures that define best practice in language teaching. It is an overall plan for the orderly presentation of language materials (Richard and Rodgers, 2001 p. 19). Various methods and approaches have been emerged in the history of English language teaching. Some of them occupied important place in foreign language teaching and some of them couldn't. Traditional methods of language teaching were based on teaching the

classical languages such as Latin and Greek. During that period, learners training in memory and application of logical process were highly emphasized. Classical languages like Latin grammar and to some extent Greek language were taught through rote learning of grammar rules, study of declensions and conjugations, translation and practice in writing sample sentences, sometimes with the use of parallel bilingual texts and dialogues (Kelly, 1969; Howatt, 1984, as cited in Richard and Rodgers, 2001, p. 3). Later, modern languages were emerged and focus was given to modern language teaching. Teachers of modern languages wanted to justify their subjects by making equal to classical languages and therefore adopted the traditional method of language teaching called Grammar Translation Method which was well established for teaching classical languages.

But the demand of learning foreign language have been changed and the focus was given on spoken languages and communicative competencies in order to read the difficult literature of specific field of language teaching and to participate in every day conversation. Consequently, various approaches have been emerged during 20th century which focuses on spoken and communicative ability of students. These approaches are Communicative Language Teaching, Community Language Learning, Suggestopedia, Total Physical Response. Content Based Language teaching which can be regarded as a logical development of some of the core principles of CLT provides an approach that is particularly suited to prepare ESL students to enter elementary, secondary, or tertiary education and widely used in English speaking countries in the world (Richard and Rodgers, 2001, p. 151). Similarly, Task Based Teaching which can be regarded as recent version of Communicative Language Teaching has been widely used in second language teaching and EFL teaching. These various methods and approaches give birth to various techniques of teaching and learning such as lecture, illustration, translation, dramatization, group work, pair work and discovery techniques.

Project work is the natural extension and output of communicative language teaching, content based language teaching and task based language teaching. So it is worthy to discuss project work in relation to these approaches.

Communicative Language Teaching: Communicative language teaching marks the beginning of a major paradigm shift within a language teaching in the 20th century (Richard and Rodgers, 2001, p. 151). It is popular and relatively uncontroversial approach which focuses on the communicative aspects of language teaching. Emerging in the late 1960s, it rejects the idea of other traditional methods and focuses on constructivist idea of language teaching. The main feature of CLT is it takes language as system for the expression of meaning which allow interaction and communication. The primary units of language are not its grammatical and structural features but categories of functional and communicative meaning. Communicative language teaching focuses that the main goal of language learning is learning to communicate and contextualization of the language is the basic premises of CLT. It engages the students in a range of activities which enable the learners to attain the communicative objective of the curriculum through interaction and negotiation. Classroom activities in CLT often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing (ibid). Learners in CLT are regarded as active participants who construct meaning of their own involving in communication. The role of learners as negotiator between the self, learning process and the object of learning (Breen and Candlin, as cited in Richard and Rodgers, 2001). Teachers in CLT are the facilitator and organizer of sources and tasks for learning.

Project work is the recent version of CLT which shares the some feature of communicative language teaching as both focus on developing the communicative competencies on the part of students.

Content Based Instruction: Content based instruction has been used in variety of language learning contexts though its popularity and wider applicability have increased dramatically since early 1990s (Stoller, 2001). It is an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than linguistics or other type of syllabus (Richard and Rodgers, 2001). Krahnke (1987) defines CBI as the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the

language itself separately from the content being taught (as cited in Richard and Rodgers, 2001). In this approach, the activities of language class are specific to the subject matter being taught and are geared to stimulate students to think and learn through the use of target language.

Content based approach allows for the natural integration of sound language teaching practices such as alternative means of assessment, apprenticeship learning, cooperative learning, integrated- skill instruction, project work, scaffolding, strategy training and the use of graphic organizers. It draws on the principles of communicative language teaching where focus should be on real communication and exchange of information. The integration of project work in content based instruction creates lively environment for learning. If the goal is to learn both content as well as language, project work is effective because it represents the natural extension of what is already taking place in class. Stoller (2001) says project based learning should be viewed as versatile vehicle for fully integrated language and content learning.

Task Based Language Teaching: Task based language teaching is an approach based on the tasks as a core unit of planning and instruction in language teaching (Richard and Rodgers, 2001, p. 223). It proposes the tasks as central unit. As a strong version of communicative language teaching, task based instruction takes tasks as the activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome and tasks generally bear some resemblance to real life language use (Skehen, 1996 as cited in Richard and Rodgers, 2001, p. 224). Similarly, Nunan (1989:10) offers the definition of tasks as;

The communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target

language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right (as cited in Richard and Rodgers, 2001 p.224).

Task based language teaching focuses on process and takes basic element of language learning is task that emphasizes communication and meaning. It claims that learners learn by interacting communicatively and purposefully engaging in the tasks. Project work, since it is taken as mega task shares the principle of task based language teaching. Project work is the natural extension of task based language teaching which engage learners in task or projects for developing the real life skills on the part of learners.

2.1.2 Defining Project Work

Wallace (1991) defines project work as a kind of task based activity which usually involves an extended amount of independent work either by an individual student or by a group of students. Projects are the multi skill activities focusing on topic or themes rather than on specific language tasks (Haines, 1989 as cited in Ke, 2010 p. 100). Project work provides students with opportunities to recycle known language and skills in relatively natural contexts. Legutke and Thomas (1993) defines project work as a theme and task centered mode of teaching and learning which results from a joint process of negotiation between all participants (as cited in Lipova, 2008). Project work is considered not as a replacement for other teaching materials but rather as an approach to learning which complements mainstream methods and which can be used with almost all levels, ages and ability of students (Haines, 1989 as cited in Trabelsi, 2013 p. 81). Project work must incorporate some forms of input, their contents must derive from the real second language world either through extensive contact with native speakers or native texts; they must integrate language skills and they must extend over a fairly long period of time (Eyring, 1997 p. 1). Regarding project work Kilpatrick (1918), one of the proponents of 20th century says, it is hearty purposeful act (as cited in Knoll, 1997). The project work is the set of teaching strategies which enable teachers to guide children through in-depth studies of real world topic. It is mainly a process involving planning, collaboration, execution, constant feedback, reflection, end product, display, linguistics and non- linguistics outcomes and the development of social skills.

2.1.3 Historical Background of Project Work

The use and practice of project work is new and recently developed in ELT in the context of Nepal but it is not new methodology as Hutchinson (1991) says in his book 'Introduction to Project Work'. The history of project work in language teaching dates back to 1970s but become popular in 1980s (Eyring, 1997). According to Knoll (1997) the project work in education started in 1590s at architectural schools in Italy. Italian architects were taken as the first educators who recognized the inadequateness of traditional methods in meeting demands of art and science as well and recognized the importance of project work. The main aim of these projects was to promote students training. Since then, projects were recognized as both an instructional and assessment means to promote learning. The students were given more challenging project assignment such as designing church, monuments or places which allowed students to work independently and required them to present their projects through formal lectures and demonstration workshop.

Similarly, by the end of 18th century, projects become the part of engineering education. The method was transplanted into United States during that period. Students were asked to design their own machines. In the second half of 19th century Prof. Robinsion of mechanical engineering at the Illionis industrial University at Urbana declared for the first times that use of project work method does not only contribute to the development of practical and professional skill of students but also for their development of democratic citizens because they experience the equality of men and dignity of labor in practice (Knoll, 1997).

In 1990, the project method was popularized by Rufus W. Stimson through his so called home project plan where children were taught theoretical knowledge at school and their project was to grow vegetables at home. Many pamphlets were distributed describing his theory among the teachers of academic subjects which helped to popularize the project method (Knoll, 1997). Similarly, an American philosopher John Dewey wrote an essay Democracy and Education in 1916 where the focus was on the role of experience and problem solving. Dewey (1940) says that the school must

represent life – life as real and vital to the child as that which he carries on in his home, in neighborhood and in play ground (as cited in Knoll, 1997). Later, the idea of Dewey was developed by William Heard Kilpatrick who was the first well-known educationalist to discuss the project work in education in his essay *The Project Method* in 1918. Influenced by more than collaborative works in project work, he was interested in the cognitive development of students in project work (Knoll, 1997). Their contribution is seen as the emergence of modern use of project work. Now, most of the country in the world used project work as an important instructional technique of teaching English. Nepal is not the exception of it. Considering the potential benefits of project work in education in general and English in particular it has been used as an instructional technique in Nepal. Though, the history of project work in Nepal is not so long, it has been implemented in the English curriculum recently to provide the learners full potential of learning which makes them competent enough to communicate successfully with the people of various cultures and community. In the same way thinking that teachers are the real implementers and facilitators project work, NCED, a supreme agency of teacher training has developed the training packages for teacher professional development under the supervision of ETC. project work was included in the course of TPD training where teachers used to develop and design their own project and presented it. Now, project work is used for teaching English and many schools practice it as an instructional strategy in Nepal which was the output of progressive movement in education in USA and the renaissance in the era of method and approaches.

2.1.4 Characteristics and Benefits of Project Work

Project work is a teaching technique and research based activity. It demands from students to involve in practical activities in the classroom and outside the classroom. It can integrate four language skills. Thus, it must rank as one of the most exciting teaching methodologies a teacher can use. It truly combines in practice form both the fundamentals principles of communicative approach to language teaching and the values of good education (Hutchinson, 1991). It has added virtue in this era of rapid change of being long established and well- known method of teaching.

More importantly, project work has the following main characteristics according to Hutchinson (1991).

Hard work: Each project is the result of hard work. The author of the project has to find the information about their topic, collects or draws the pictures, writes down their ideas and puts them together to form a coherent presentation. Therefore, it demands hard work from practitioners.

Creative: By nature the projects are very much creative in terms of both contents and language. Each project is a unique piece of communication, created by the project writer themselves.

Personal: Project work is the main source of personal experience. The elements of creativity makes project work a very personal experience. The students are writing about aspects of their own lives and so they invest a lot of themselves in their project.

Adoptable: Adaptability is the main characteristics of project work. PW is highly adoptable methodology as it can be used at every level from absolute beginners to advanced level with all ages.

It is not always easy to introduce new methodology; we need to be sure that the effort is worthwhile (Hutchinson, 1991). Project work is the natural output of communicative language teaching and task based approach. So, it correspond the characteristics of these approaches. Furthermore, the project work has numerous benefits in language teaching and learning. It contributes to language learning, motivation, stimulation, self-esteem and learners' autonomy. The benefits of project occur in language, language learning and social aspects which are described as following.

Language Benefits

Language is the important asset of human being used for communication. It is only the means to make human adjust in social group. Project work enhances the student's ability to increase language skills. Project work gives the students opportunities for

interaction and negotiation which improves students reading, writing, listening, speaking and grammar. Students are engaged in practice of authentic tasks which needs authentic language to speak. Students prepared to use authentic language skills for lifelong by means of project work. Similarly, project work engages the students in task which leads them to have authentic language experience.

Learning Benefits

The traditional methods of language teaching focused on memorization and rote learning through translation of exercise. But, current approaches like CLT and TBLT focus on communicative aspects of language teaching. As an output of these methods, project work focuses on the lively ways of teaching centralizing learner centeredness. It leads to increased motivation and arouses the curiosity among the learners about subject matter. Stoller (2006) says that project work enhances the high degree of students' involvement and engagement which is associated with motivation and enjoyment (as cited in Yildiz, 2009). Project work enhances learner's autonomy allowing them to select the topic they are interested in, providing opportunities to take leadership roles and giving them responsibility for their own learning. Likewise, it suggests students to discuss about projects, its themes, procedures and so on which lead them to develop the sense of collaborative learning. Another benefit of project is that it allows the students to consider whether they have completed the tasks satisfactorily and achieved the goals. More importantly, project work enables students to improve the abilities of decision making, the skill of analytical and critical thinking. It fosters the student's imagination and creativity, self discipline, responsibility, collaboration, research study skills and cross curricular work through utilizing the information learned from other disciplines. Katz and Chard (1998), states that project work assists students in developing problem solving skills, collaborative working skills and organization skills during the implementation.

Social Benefits of Project Work

Project work is a technique of teaching which demands much insight from learners. The benefits of project work depend upon how much students and teachers involved

in the exercise. In order to promote students ability to communicate and collaborate with others, they need to carryout outside classroom activities which project work does. Project work serves as an important tool to develop student's social skills. During project students involve in collecting, synthesizing and reporting information about their project work which improves collaborative, cooperative and social skills. Students construct their meaning through interaction with other members. As Eyring (1997) says through the implementation of procedures of project work students are involved in overcoming contradiction, sharing responsibilities and making suggestions. Thus, project work provides a democratic atmosphere for the learners and ultimately leads to the development of social skills.

2.1.5 Types of Project Work

Project work differs according to its properties, functions, activities and the age of learners. Similarly, it varies on the basis of resources available. Haines (1990) describes project types as information and research project. These projects necessitate the gathering of information through researches. Students retrieve information from different sources such as email, internet and library research and work on specific topic. Second is Survey projects which entail creating a survey instrument such as questionnaire and interviews and then collecting data from informants. Similarly, production projects which engage students to produce posters, reports, letters, bulletins, videos, photo essays brochures, and written reports. These projects demand to produce something from the sight of students. Next type is organizational projects. In organizational projects, students make the planning and organize the program. The students organize the program, conference and public meeting (as cited in Stoller, 2001).

Similarly, Legutke and Thomas (1991) classified the project works on the basis of resources available. They are: Encounter projects, text projects and class correspondence projects. Encounter projects engage the learner to have face to face interaction with guest speaker individual outside the class. The best example of encounter project is that students make interview with guest speaker. Similarly, in text

projects students used written texts such as literature, reports, and news media and encounter with them rather than people. The class correspondence projects engage the students to solicit the information from people or different organizational agencies such as businesses, governmental agencies, schools through the means of letters, phone calls and mail.

Likewise, North (1990) classifies the project work into four categories. They are: Community projects, case study, practical projects and library projects. In community projects, students gather information from community through interview and questionnaire. Case study is the detail study of case to find out the problems. In case study students carry out detail study to solve the problems. Similarly, Practical projects are those projects which engage students in some sort of practical works such as doing experiment and designing materials. In library projects, students gather information through reading library books and library research.

Project work can be classified in terms of length and age of learners. On the basis of length project work can be classified as Bridging strategies, medium length projects and long term projects. Similarly, in terms of age, projects can be classified as young learners and language beginners, teenagers and adult learners.

2.1.6 Project Work and Teachers' Professional Development

Teacher professional development (TPD) is the process of enabling teachers to generate their own ideas about classroom practice. Richard and Farrell (2005, p. 1) states that teacher professional development is next step when once teachers' period of formal training is over. It is the way of moving teachers forward in terms of knowledge and skills. Teachers' professional development is required for teachers' education. It is clear that the educational climate of teacher education recently shifted from teacher training to teacher professional development with the view to transforming today's schools from traditional knowledge transformation to knowledge creating schools. TPD, since it is buzz word in the field of teacher education, has been adopted to provide full fledged knowledge and skills in order to make teachers

creative and innovative enough rather than diffident and mechanical. It is necessary for the improvement of current practices in the field of education.

Teacher professional development is the outcome of various strategies and approaches. Project work is one which provides valuable insights for teacher professional development. Project work as mentioned earlier is the recent technique which demands much insight from teachers. It engages the teachers in various tasks such as selecting project topic for teaching, collecting information, carrying out in-depth study and organizing the project and finally presenting the project output. Such a wonderful activity helps teachers to foster their creativity and self-directedness which ultimately leads to their professional development. Teachers are such persons who play a very interactive and effective role in the teaching and learning contexts. Teachers of language especially ELT have been facing the challenges of how to encourage their learners in learning, how to involve them more in lesson and learning and how to involve them more with authentic language use in the class. Through using project work in ELT, teachers can best involve students in effective learning. Project work helps teachers to know how much their students learn and reflection on action and reflection in action. It enhances the teachers' skill of creatively handling their teaching and developing the sense of collaborative teaching. Thus, project work is regarded as an important technique for teachers' professional development.

Thinking the usefulness of project work as an important means for both instructing students and teacher professional development, it has been taught as an important course for teachers under TPD training. In the context of Nepal, the concept of training on project work has been developed after the implementation of TPD program under school sector reform plan (SSRP) since 2066-2072. Teacher professional development (TPD) program is conducted in three different phases and the second phase of TPD is self study project in which teachers are trained to design and use project work. They are trained how to design project, selecting project topic, organizing project and conducting project in the class which helps them to gain the knowledge and skills about project based teaching. It helps them to bring change in the traditional

paper pencil methods and adopting recent approaches of teaching and leads them to their professional development.

2.1.7 Rational and Importance of Using Project Work in ELT

Project work contextualizes learning by presenting learners with problems to solve or products to develop. It functions as a bridge between using English in class and using English in real life situation (Fried- Booth, 1997). Project work does this by offering the learners to work in situations that require authentic use of language in order to communicate. When learners work in pairs or in teams, they find they skill to plan, organize, negotiate, make their points and arrive at a consensus about issue such as what tasks to perform, who will be responsible for each tasks, and how information will be researched and presented (Carol, 1998). These skills have been identified by learners as important for living successful life and necessary in a high performance workplace. Because of the collaborative nature of the project work, development of those skills occurs even among the learners at low level of language proficiency (Carol, 1998). Project work strengthens the team work through individual strengths and preferred ways of learning by reading, writing, listening and speaking (Lowerence, 1997 as cited in Carol, 1998).

Apart from this, Trabelsi (2004) discusses the rational and importance of using project work as an appealing technique to English language teaching. According to him, project work raises the students' awareness of the unity and use of English both for the present and future. It functions as an auto feedback for students. Students get support and backing from other specialist subject teachers through materials, discussion, feedback and guide. Similarly, it increases the students' level of motivation. It provides the required framework to make research and learn. He further discusses that project work provides the opportunities to the students to work at their own pace and leave comfortable and secure in the team as they choose their partners themselves. It enhances the students' challenges to surmount obstacles and manages the new undertaking. It develops the sense of ownership in students towards project. Moreover, projects works are interdisciplinary and multi-skilled which encourage students to work across different fields.

Finally, project work is the natural output of task based activity which can be used within CBI approach for teaching English to enhance the task authenticity as well as learner centeredness. It creates more vibrant environment for learning and collaboration in English language classroom. Engaging students in project work can benefit for the empowering experience that result from participation and collaboration in projects.

2.1.8 Problems of Using Project Work

It is not always easy to introduce new methodology and every new emergence has both positive and negative aspects. So as the case with project work, it can't go beyond this notion. The successful implementation of project work may be affected by various factors which are often called the main problems of project work. One of the main problems of using project work in education and ELT is the lack of receptiveness in teachers, learners and administrators. It is not only the problems of Nepalese teachers but the problems of the whole universe. Learners from traditional classroom may resist changing. They may also find that the use of project work as work load and hard to control. Similarly, teachers who are the real insiders of using project work may be unwilling to give up their traditional role of close monitoring and assume a new facilitating role. Some teachers complain that project work as onerous and high work load. Sheppard and Stroller (1995) states that traditional school governed by strict curricular guidelines and systematic testing is often not very receptive to project work. They find project work as elaborate activities and these may hinder students from preparing the required exam.

Similarly, Hutchinson (1991) discusses some of the problems of using project work in his book *Introduction to Project Work*. They are:

Noise: Noise is the main problem of many teachers who use project work. They expect the project work to be very noise activities. But, Hutchinson argues that what teachers afraid of is not the amount of noise but lack of there control over noise. He further suggests that this is also the part of learning. He says students are responsible

for their work therefore; they are also responsible for their learning environment. It is teachers' responsibility to teach them to work quietly and sensibly.

Time: Project work is very time consuming. It takes much longer time to prepare and present a project than it does to do more traditional activities. Some projects need to be done in the classroom and some may be outside the class. Similarly, when choosing to do project work students are making choice in favor of the quality of the learning experiences over the quantity. It is unfortunate that language teaching has tended to put most emphasis on quantity. And yet, there is little evidence that quantity is really the crucial factors. What really matter in learning is the quality of learning experience and project work provides rich learning experiences. That's why project work is actually a very cost effective use of time.

Use of Mother Tongue: most of the teachers afraid that when they leave students free to work on their own they will speak their L1. Hutchinson agrees that most of the students will spend a lot of time speaking in their mother tongue and he suggests the teachers taking it positively. He further suggests that students will work in product that will be in English and mother tongue is only the means to achieve it. He says sometimes use of mother tongue will be desirable and need for learning for example; interviewing with people, writing about result which leads to realistic translation work done by students.

Mixed Ability Class: some teachers worry about that without the teachers' firm control, the weaker students will be lost and not be able to cope. Hutchinson argues that there are mixed ability learners and teachers should pay much attention to slower students because talent can work independently.

Monitoring: this is also the problem perceived by many teachers. Teachers think that there is problem of evaluating when students are engaged in longer project. Specially, with longer project teachers need a realizable feedback in terms of language learning. He has to find out if any learning is taking place. To overcome this problem, Fried – Booth (1990) suggest using a kind of questionnaire to evaluate the student's progress.

Personality and Motivation Problem: When the students engaged in long term project there may occur personality and motivation problems. Students' initial motivation may decrease and there may occur personal problems among students. In order to overcome such problems Fried and Booth (1990) suggest various solutions such as discussion, doing something different, inviting others staffs and students and finally winding up the project.

2.1.9 Stages of Organizing Project Work

Project work is the procedural activity which is unique and differs from learners to learners. It has certain stages which project practitioners should follow in order to achieve final output. Fried – Booth (2002 as cited in Yildiz, 2009) mentions three different stages of project work such as: planning, implementation and conclusion of the project. Planning is the first phase of organizing project work in which students and teachers come together to decide the topic, the final product and the required task of project work. Implementation is another stage in which students gather information and process the information and to produce the outcome. The final stage according to Fried- Booth is conclusion of the project, also called the presentation of end production in which students present their final product such as report, poster, wall display, magazine, newsheet, website, video film, audio recording among the audience. This is also the evaluation phase; evaluation of the production will be made by teachers and students.

Besides this, Stoller (2001) presents 10 steps model for organizing and implementing project work. This 10 steps process focuses on the teachers and students role at each stage of the process. The steps of the process are described here.

The first step of organizing project work is student and teacher agrees on a theme for a project. To set this step, both students and teacher work together. Instructor gives students opportunities to shape the project and develop some sense of shared perspective and commitment. He will make the decision and encouraged the students to fine tune the project theme. Second step is students and instructor determines the final outcome. It involves students and instructor defining the end point or the final

outcome. They consider the nature of project, its objective and most appropriate means to culminate the project. They can choose it from variety of options like written report, letter, poster or bulletin-board display, debate, oral presentation, information packet, handbook, newspaper and so on. Thirdly, students and instructor structure the project. In this step they structure the body of the project. In this phase students mainly consider these types of questions such as what information is needed to complete the project. How can this information be obtained? How will the information, once gathered, be compiled and analyzed? What role does each student play in the evolution of the project? What timeline will students follow to get from the starting to end point? These information can be obtained from so many ways and differ from location of the language program. Fourth step of organizing project work is instructor prepares students for the language demands of information gathering. In this step the instructors plan language instruction activities to prepare students for information gathering tasks. Students gather information from variety of sources by means of interview, library search. The instructor teaches them and might plan exercise on questions formation, introduce conversational gambits, and set aside time for role plays to provide feedback on pronunciation and allow students to practice listening and note taking or audio taping.

Fifth step is students gather information. In this phase students gather information from variety of sources. After learning the strategies in step four for collecting data, they are ready to collect information in this phase. The instructor also brought in information which is potentially relevant for student's consideration. In the sixth step, instructor suggests the students to organize evaluate, analyze the data in terms of their pros and cons. Students are instructed to inter-relate the information and form a coherent text showing with the graphical representation. In seventh step, students compile and analyze the information. They choose the data try to summarize the date combining them coherently. Similarly in the eight steps, instructor prepares students for the language demands of presentation of the final product. The instructor supplies the students' necessary input for final presentation. Instructor may inform the students about the strategies for oral presentation and offers them chance to practice. He/she

may edit the students' written product and provide necessary guidelines. Then, in ninth step students present the final product which they prepare after rigorous study and investigation. Finally, in tenth step, students evaluate the project. In this step students reflect on their experience they have in working with project. They think and evaluate the effectiveness of the project. They realized how much they learned from the project and to some extent they prepare themselves for future classroom projects.

2.1.10 Status and Use of Project Work in English Curriculum

English has been taught and learnt as foreign language in Nepal. It has been introduced in formal education with the establishment of Darbar School in 1954 by then prime-minister Jung Bahadur Rana. He was the founder of English education in Nepal. Since then, various methods and approaches have been used in teaching English. Grammar translation method has occupied important place in teaching. But, after the introduction of National Education System Plan 1971, there found slight changes in teaching. The curriculum has been changed and focus was laid on objective based teaching. Thereafter, syllabus of English has been changed and teachers were started given training on approaches of teaching. Consequently, now there is function based curriculum. The present secondary and lower secondary English curriculum is functional which envisages learners competent in target language through students centered approaches and techniques. To fulfill this objective of curriculum, curriculum has provisioned number of approaches and techniques. Project work is also one of them which have been considered as an important technique for teaching English. Now, project work has been used as an instructional technique for teaching language skills and aspects in lower secondary level. Some of the examples of project activities mentioned in the lower secondary English curriculum are mentioned here.

Activities	Objectives
Collecting information about different natural places and writing about them.	to develop writing skills, reading and inquiry skills
Asking people about the festivals they observe, developing posters and	to develop speaking skills listening skills, discussion ability,

discussing in the class.	presentation skills and inquiry skill
Visiting different places in a group and writing about the places.	writing skill, collaboration and group work
Visiting tailor and learning about the measurement and writing about the measurement.	socializing skill, writing skill, learning about subject matter
Visiting people in the community and asking about their wishes and presenting in the class.	inquiry, presentation, socialization skills, listening and speaking
Writing biography of some specific people.	writing skills
Collecting information about the festival observed in the community.	inquiry skill, socializing skill, collaboration
Making small library and reading and sharing the ideas.	reading skill, learning in collaboration
Drawing detail map of planned place indicating the activities for doing.	imagination and reflection skills
Developing greeting cards and invitation cards.	Creativity, language function
Attending specific events in the society and writing an account.	listening, speaking, writing, inquiry, collaboration and socialization
Preparing leaflet on health and hygiene, visiting zoo and writing story about the past incidents.	language skills, functions, reflection skills, creative thinking ability

(Source: English Textbook: Grade Seven)

The main purpose of using such activities is to develop students' language skills and communicative competencies. Similarly, such activities engage the students in real life situation which promotes students social and cognitive skills as well as collaborative

learning. Therefore, project work is now heavily used at lower secondary level as a student center technique for developing self-competency and autonomy in learners.

2.2 Review of Empirical Literature

Several researches have been carried out in the field of English language teaching in the foreign countries and Nepalese context as well. But very few researches have been carried out in project work especially in foreign English speaking countries as well as countries where English is taught and learned as second and foreign language. But, in the context of Nepal, I found no any systematic study has been carried out regarding teachers' perception on project work though it is regarded as one of the best instructional techniques for English language teaching. Some of the related researches from foreign as well as Nepalese context are reviewed here.

Gokcen (2005) carried out a research on 'Instructors and Administrators attitude towards project work as an alternative assessment tools and as an instructional approach at Karadeniz Technical University School of Foreign Language Department of Basic English.' This study aimed to detail the teachers attitude towards the revised language program based on project, both as these are used as alternative assessment tools and as an instructional tools. All the English instructors staffs and administrators of Karadiniz technical University school of foreign languages basic English were the population and 45 English instructors and 3 administrators were the participants of this study. The participants were divided into two groups. The first group of participants was made up of all the current English instructors working at University and the second group of participants was composed of the administrators of the department. The first group of participants was participated in both questionnaire and interviews and only interview was conducted in second group. Both questionnaire and interview were piloted before administration. The result revealed that both instructors and administrators working in the department had positive attitude towards project work as an alternative assessment tool and as an instructional approach. Most of the instructors found using project work as an assessment tool more satisfying and acceptable than using traditional pencil paper tests. The analysis of interview revealed

that some of the instructor has difficulties in implementing projects in the class. Similarly, the result of the interview conducted with administrators also revealed that there is a need for in-service training for instructors in respect to use of projects. It showed that if the instructors are given enough training about the use of projects, the benefits of project work may be maximized in the curriculum.

Another research carried out by Kemaloglu (2006) on 'Project work: How well does it work? Assessment of students and teachers about the main course Project work at Yildiz Technical University School of Foreign Language Basic English Department' which aimed to investigate the students and teachers assessment about the main course project work applied at the English preparatory classes of Yildiz Technical University School of Foreign language in Turkey. There were two groups of participants involved in this study. The first group of participants was comprised of two main course project coordinators in the department whereas second group of participants were volunteer A and B level teachers and students. Altogether 100 students and four teachers were participated in the study. They were mainly asked the questions regarding three aspects: achievement of institutional project goals, learning gains acquired from project work and problems experienced with project work accompanied by solutions. The first group were asked both open and close ended questionnaire. Teachers from second group were asked open ended questions. The result revealed that in general institutional project goals were moderately achieved. The reported learning gains included content learning, vocabulary improvement, grammar reinforcement and raising consciousness about the benefits of disciplined studying. Similarly, finding revealed the problems about project topic, inadequate teachers support, lack of improvement in speaking and listening skills at desired level, excessive use of translation and plagiarism.

Similarly, Lipova (2008) carried out a research on 'Benefits of Project Work in ELT.' This study aimed to find out the benefits of project work in English language teaching. There were altogether 28 students as participants. They vary in age from 17 to 19 years and familiar to each others for seven years. The participants were divided into two classes class A and class B. the students in class A were more active and talent

and class B were relatively slower in comparison to class A. The researcher carried out his research in both group. The research tool used in this research was questionnaire which the participants responded twice before and after the project. The main focus was on communication and using individual skills and talents in project work. After the intervention of the project and analysis of questionnaire, it was found that project work is very useful method to be used in English lessons. It provides a new and enjoyable experience with the learning process. The researcher conducted five lessons on project work and concluded that project work in English language teaching proved to be an effective method of teaching and learning which naturally integrates knowledge acquired in additional subjects. Finally, project work puts increased demand on both the teachers and learners.

Likewise, Petersen (2008) carried out a research on 'Project based learning through the eyes of teachers and students: investing opinions of PBL in adult ESL' which aimed to explore the teachers and students perspective and use of project based learning. The participants involved in this study were 118 where 88 participants were students and 30 were teachers. Eighty eight students were selected from two ESL institutions in the Greater Victoria region and teachers from three different ESL institutions from the same region. Questionnaire, interview and artifacts were used as the main instruments for data collection. Quantitative and qualitative data were collected using likert scale questions on the survey, open- ended questions, one to one interviews and collection of artifacts. After the comparison and analysis of both quantitative and qualitative data, it was found that teachers and students had positive, negative and mixed attitude towards PBL. Teachers showed more positive attitude towards some aspects of PBL than students. Such as: use of reflective activities, getting students to work on projects in group, using variety of materials, providing final product, assuming different roles and so on. Students also had positive attitude on these aspects. Teachers and students both were the most favorable to more common practices in ESL classes but exhibited positive perspective towards the some aspects of PBL as well.

In the same way, another study was carried out by Yildiz (2009) on 'the effects of project based learning on students' achievements in vocabulary learning of 6th grade students. This was a quantitative quasi- experimental research which aimed to investigate whether there is significant effect of project based learning on students' vocabulary learning compare to traditional methods. As being an experimental research both pre-test and post-test were used to find out the data. There were altogether 48 students including two classes which have 24 students in each and the study was conducted at Bagyurddi Kazim Dirik primary school in Kemalpassa. Participants were divided into two groups: experimental and control group and both groups were asked to study the same target words. Experimental group studied through project and control group through conventional way. Both of the groups had pre-test and post-test. Pre-test was given before the intervention and post-test was given after the 4 weeks treatment. After the intervention, the comparison between pre-test and post-test was made. The finding of the analysis revealed that there were significance differences between traditional methods and project based learning. Project based learning proved to be more effective approach on the 6th grade student's vocabulary learning.

Similarly, Guragain (2011) carried out a research on ' Role of project work for improving writing proficiency' which aimed to improve writing proficiency of the students of grade eight through the project work. It was an action research which consisted both primary and secondary data. The primary data were collected through teaching the eighth grade students of English medium school and researcher direct involvement in action. The result revealed that project work played better role for teaching English writing in the sense that all the students passed the test and few students scored the highest marks. Only few students showed problems in spelling and use of correct words but they showed positive results.

Moreover, Gupta (2014) conducted a research on ' Effectiveness of Project Work technique in teaching guided writing' which aimed to find out the effectiveness of project work technique in teaching guided writing. Altogether 28 respondents 14 from class nine and 14 from class ten were selected using non- random purposive sampling

procedure and pre-test and post- test were administered to find out information. The participants were divided into two groups controlled group and experimental group. The collected data were analyzed and interpreted descriptively with the help of simple statistical tools and result revealed that there is a great role of project work technique in teaching guided writing and students were found improving their writing ability.

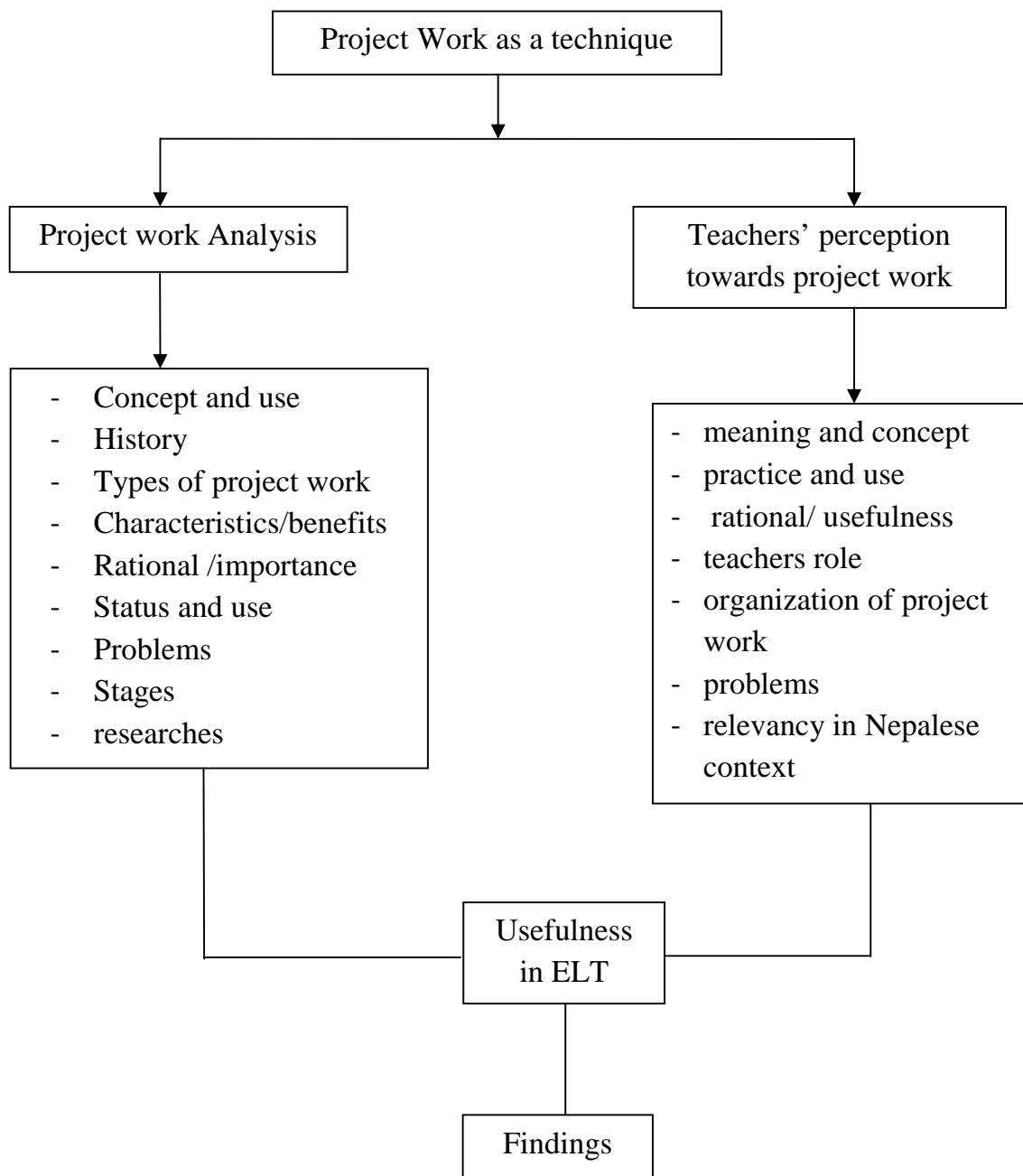
2.3 Implications of the Literature for the Study

The review of literature is significant and serves as milestone for any research. The main purpose of literature review is to provide information about the context and expand the background of the study providing the related information. Here, the study of Gokcen (2005) Kemaloglu (2006) and Petersen (2008) helped me to get some theoretical ideas about project work as an instructional tool which can be applied for teaching English in the classes. Not only this, these studies helped me to get the idea about using project work in education and English language teaching and teachers perception on integrating project work in ELT. Moreover these studies broadened my knowledge of selecting methodology and preparing tools for data collection. Likewise, the study of Yildiz (2009) and Lipova (2008) helped me to get some ideas about goals and learning benefits of project work. Their studied helped me to get the ideas about organizing projects, problems of using project work. Moreover, the studies of Guragain (2011) and Gupta (2014) helped me to gain the idea about using project work for teaching writing skills and supported me to understand the information about project work in Nepalese context

These all literature on project work and project based learning provides me huge source of information and so many ideas for preparing this research study. However, I was not fully depended on these literatures; rather I used the information obtained from these studies while carrying out my study. I carried out my research on English language teachers' perceptions towards using project work in ELT. Therefore, the information gained from these literatures was very much useful for me to analyze and interpret the result in Nepalese context.

2.4 Conceptual Framework

A conceptual framework is mental map or framework, a researcher makes to reach in goal. It is the representation of the understanding of the theories by the researcher and his conceptualization of the relationship between different variables. After the intensive study and analysis of number of theories and researches carried out on project work, I have come up with a framework which is presented diagrammatically as following.



CHAPTER- THREE

METHODS AND PROCEDURES OF THE STUDY

Since, research is the systematic and scientific study, the success of research depends upon the researcher well selection of methods and procedures. The method and procedures here refers to the whole procedural work, the researcher used for obtaining the set objective. The process involved throughout the whole work must be systematic and objective for the achievement of the objective and the success of work largely depends on the way it is performed. The methodological part of research is very crucial in every research that serves as a guideline to obtain the set pre-determined objectives. Methodology provides a procedural guideline that helps the researcher to collect and analyze the data and to reach in point.

Here, in this study, my central focus was to investigate the English Language teachers' perception on using project work as an instructional technique for teaching English at lower secondary level. The methodology that was adopted during the study was as follows.

3.1 Research Design

There are numerous research designs researchers used for their study to find out the truth of their problems. The research design depends upon the problems selected for the study. Among all, I based my study on survey research design which is popular research design in education, since many people use survey design for their study ranged from small scale research to large scale. Survey research design is a kind of research design in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors or characteristics of the population. According to Nunan (1992, p. 140), the main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time. The essential feature of survey is that it is used to collect data from a sample and generalize the result in entire population.

Survey research design was suitable for my study as it was oriented to find out the perception of teachers on using project work as an instructional technique for teaching English. As my study was oriented to find out the current attitude of teachers, it was based on cross sectional survey design.

3.2 Population, Sample and Sampling Strategy

The population of this study was all the teachers teaching English at lower secondary level of Kathmandu district. The sample population of this study consisted of 30 teachers who have been practicing project work technique in their teaching of English. Altogether 30 teachers from government aided schools were selected for the study in order to find out their perception on the use of project work for teaching English. They were selected using non-random purposive sampling.

3.3 Research Tools

For collecting required data for my study, a set of questionnaire was used as a tool. A questionnaire consisted of both open-ended and close- ended questions to find out the perceptions of teachers.

3.4 Sources of Data

To obtain the required data, I used both primary and secondary sources of data.

Primary Sources of Data

For my study, I collected the primary data from the teachers whom I selected as participants. Thirty teachers were the sources of my primary data.

Secondary Sources of Data

As secondary data, I reviewed the following sources.

Haines(1989), Hutchinson (1991), Katz and Chard (1998), Eyring (1997), Legutke and Thomas (1991),Trabelsie (2004, 2013) Beckett (2002), Lipova (2008), FatmaYildiz (2009), Gokcen (2005), Kemaloglue (2006), Petersen (2008), Knoll(1997

), Fried- Booth (1990), Carol (1998), Richard and Rodgers (2001). Besides these, I obtained secondary data necessary from email and internet, various people, teachers, students and other sources.

3.5 Data Collection Procedures

In course of collecting data, I followed the following procedures:

First of all, I prepared a suitable questionnaire regarding the use and effectiveness of project work for teaching English for collecting teachers' perceptions. Then, I visited the selected schools and teachers, built rapport with them and asked for their permission explaining the purpose of research. Then, I distributed the questionnaire and requested them to fill the questionnaire. I assisted them when they found any problems understanding the questions. I gave them one week time for completing the questionnaire. Then, I collected the questionnaire filled by teacher.

3.6 Data Analysis and Interpretation Procedures

The systematically collected data were analyzed, interpreted and presented qualitatively and descriptively making themes and using simple statistical tools and tables.

3.7 Ethical Considerations

In course of carrying out research, many ethical issues may arise. Since, it is survey research, ethical issues arise in survey research at distinct points in research process. Such as, in data collection process, analyzing data and reporting result. It is the researcher who has to keep some ethical responsibility in their mind. While carrying out my research, I was conscious about the following ethical responsibilities.

- I kept the respondent participant safe in terms of their responses.
- Confidentiality of the participant's responses was protected.
- I did not include any symbols in questionnaire that makes participants identified.

- I was careful about the each and every information and small subsets of result that disclosed the identity of specific individual while analyzing the data.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter mainly deals with the analysis and interpretation of the data which is the central focus of the whole research. The collected data from 30 participants through questionnaire were analyzed and interpreted descriptively as well as thematically in this chapter using appropriate statistical tools and tables.

4.1 Analysis of Data and Interpretation of the Result

This study was mainly conducted in order to investigate the English language teacher's perceptions towards using project work in ELT and its usefulness in ELT. The participants of this study were 30 teachers teaching English at lower secondary level. In order to conduct this study, questionnaire was handed to 30 teachers who were using project work technique in their teaching. The questionnaire was the only tool used in this study which consisted of 42 questions including both closed ended and open ended questions. The questions included in the questionnaire were categorized into eight different sections such as: background of the teachers, concept of project work, use of project work, usefulness/ benefits of project work in ELT, teachers' role in project work, organization of project work, problems of using project work in ELT and relevancy of project work in teaching English in the context of Nepal. Each section includes some questions designed to find out the English language teachers' perceptions related to that section.

The data obtained from the questionnaire for the research are analyzed and interpreted in a sequential order under the respected section.

4.1.1 Teachers' Background

This section covers the questions designed to find out the background information about the teachers such as teachers teaching experience in English, techniques they used for teaching, their total years of teaching experience using project work and training attended by teachers on project work in teaching because teachers' experience

may affect in attitude of teachers towards using project work. The total 5 questions from 1-5 in the questionnaire were included in this section and they are analyzed making different themes in the following section.

4.1.1.1 Teachers' Total Years of Teaching Experience

In order to find out the total years of teaching experience of teachers, the participants were asked the question 'how long have you been teaching English?' The responses obtained from participant teachers are presented in the following table.

Table no. 1: Teachers' total year of teaching experience

Experience	No of participants	Frequency	Percentage (%)
1-5	30	4	13.3
6-10	30	10	33.3
11-15	30	7	28.3
16-20	30	8	26.6
More than 20 years	30	1	3.3
Total	30	30	100

As shown in the table, 4 participants out of 30 i.e. 13.3 % responded that they had 1-5 years teaching experience, 10(33.3%) participants responded that they had 6-10 years teaching experience, 7 (28.3%) participants had 11-15 years teaching experience, 8 (26.6%) participants had 16-20 years teaching experience and only 1(3.3%) had more than 20 years teaching experience. The majority of the participants had 6-10 years teaching experience in English.

4.1.1.2 Instructional Techniques Used for Teaching English

To find out the teachers' perceptions regarding the instructional techniques they use in teaching the informants were asked a question i.e. what sort of instructional techniques do you use for teaching English. The varieties of responses obtained from participants and these are presented in the table.

Table no. : 2 Instructional techniques used for teaching

Responses	No of participants	Frequency	Percentage (%)
Lecture	30	1	3.3
Illustration	30	-	-
Demonstration	30	1	3.3
Group work	30	2	6.7
Project work	30	-	-
Project work + demonstration	30	3	10
Group work + project work	30	5	16.7
Lecture + demonstration + PW	30	2	6.7
GW+PW+ Demonstration	30	4	13.3
All	30	12	40
Total	30	30	100

Note: PW, project work, GW- group work

As indicated in the table, 12 participants i.e. 40% responded to all the techniques mentioned in the table, 1(3.3%) responded to lecture method, 1 (3.3%) responded to demonstration 2 (6.7%) responded to group work, 3(10%) responded to project work and demonstration, 5 (16.7%) responded to group work and project work, 2 (6.7%) responded to lecture, demonstration and project work and 4 (13.3 %) responded to group work, project work and demonstration. The majority of the participant i.e.40% responded to all. It shows that teachers are using different instructional techniques like lecture, illustration, demonstration, group work and project work in their teaching of English.

4.1.1.3 Experience on Using Project Work

Regarding the responses to the question no. 3 and 4 'do you use project work for teaching English and how long have you been teaching English through project work, the responses obtained from participants are analyzed in the following table:

Table 3: Teaching using project work

Responses	No of participants	Frequency	Percentage (%)
Yes	30	30	100
No	30	-	-
Total	30	30	100

Table 4: Teachers' total years of teaching experience through project work

Responses	No of participants	Frequency	Percentage (%)
1-2	30	13	43.3
3-5	30	10	33.3
5-8	30	3	10
More than 8	30	4	13.3
Total	30	30	100

As shown in the table, all of the participant teachers were using project work for teaching English. Thirteen teachers (43.3%) are using project work for 1-2 years whereas 10 (33.3%) teachers are using project work for 3-5 years and 3 (10%) are using project work for 5-8 years and 4 teachers i.e. 13.3% are using project work for more than eight years. It shows that majority of the teachers that is 43.3% have been using project work for 1-2 years in teaching.

From that, it can be concluded that project work is recently emerged technique which is recently integrated in the English curriculum for teaching English and most of the teachers are novice to use it.

4.1.1.4 Training on Project Work

The participants were asked the questions ‘have you attended any training on using project work, the responses obtained from participant teachers are analyzed as follows:

Table no. 5: Training on project work

Response	No of participants	Frequency	Percentage (%)
Yes	30	15	50
No	30	15	50
Total	30	30	100

As table 5 revealed that 50 percent teachers have got training on using project work where as 50 percent teacher did not get any training on using project work in teaching English. It shows that 50 percent teachers are teaching through project after getting training on using it whereas rest of 50 percent are teaching without getting training on it.

4.1.2 Teachers’ Perceptions towards the Concept of Project Work

This section covers the questions related to the concept of project work and teachers familiarity with project work. The main aim of this section is to elicit the attitudes of teachers towards the concept of project work and examples they have done in the class. The responses obtained from the teachers in this section are analyzed and interpreted making different themes.

4.1.2.1 Familiarity of Teachers with the Idea of Using Project Work

The responses to the questions no. 6 ‘to what extend are you familiar with the idea of using project work technique for instruction?’ is analyzed under this heading. The responses obtained from participant teachers are analyzed as following.

Table no. 6: Familiarity of teachers with the idea of using project work

Responses	No of Participants	Frequency	Percentage (%)
Very familiar	30	6	20
Quite familiar	30	12	40
Slightly familiar	30	12	40
Unfamiliar	30	-	-
Total	30	30	100

As shown in the table, 6 out of 30 (20%) teachers are very familiar with the idea of the using project work, 12 teachers (40 %) are quite familiar with the idea of using project work for instruction and 12 teachers (40%) are slightly familiar. It shows that all the participants were familiar with the idea of using project work for instruction.

4.1.2.2 Teachers' General Understanding about Project Work

The responses to the questions 7 and 8, do you have any idea about project work? If yes, what is your understanding about project work and can you give some examples of project work you have done in your class, were analyzed under this heading. Regarding these question teachers provided a variety of responses on the definition of project work and its examples. The responses of respondents revealed that most of the respondent viewed that project work is the task based activity given to the students that engage them performing their skills and knowledge they learned in the classroom. The responses obtained from them revealed that each of the participants were similar in their responses to some extent. It can be shown from the response examples presented by participants.

(Participant: 1): *A project work is a kind of task used by teachers while teaching different subject matters. It is an experience oriented technique from which students acquire authentic knowledge by doing and exposing themselves in their real life situations which are alive.*

(Participant: 2): *Project work is the work which makes the students creative and self-dependent. To fulfill the objectives of teaching, project work plays the vital role.*

(Participant: 3): *Project work is a task that requires learners to do in-depth investigation in a particular topic and produce their own results.*

(Participant: 4): *Project work is an activity which makes the students to work in collaborative way and co-operative way.*

(Participant: 5): *Project work is a kind of assignment given to students in order to make them practical and gain the knowledge in deep level. It is also a way of research which directly helps the learners to study about the particular topic by the help of supporting one.*

The above definitions of project work given by participants indicate that they seem to be familiar with the project technique in their teaching of English. The definitions provided by participants parallel the definitions presented in the literature, such as Wallace (1991) definition of project work as a kind of task based activity which usually involves an extended amount of individual work either by individual students or by a group of students.

In addition to the definition, participant teachers provided a variety of project work examples which are to some extent similar to each other. E.g.

(Participant 1): *Making report about historical places*

(Participant 2): *Collecting information about local people in the community and preparing the list of their occupations and preparing leaflet for tourist.*

(Participant 3): *Leaflet, movie review.*

(Participant 4): *Project work on historical places like Hanuman dhoka, Bhaktpur Dabar square etc.*

(Participant 5): *Visiting local people and have interview with them, preparing visitors leaflet to instruct them, collecting different kinds of customs form the newspapers related to the different festivals of Nepali people and writing when do those festivals celebrate and by whom, collecting different kinds of difficult words from the text and find out the word meaning from dictionary.*

From the above examples provided by respondents, it was revealed that there are varieties of project works given at lower secondary level English teaching some are from course book and some are from teachers' free choices.

4.1.3 Teachers' Perceptions towards the Use of Project Work

This section covers the questions designed to elicit the perceptions of English language teachers towards the use of Project work in ELT. The main aim of this section is to explore the teachers' perception towards the use of project work in ELT i.e. purposes of using project work in ELT. This covers the questions 9, 10, 11, 12, 13, 14, 15, 16 and 17, in the questionnaire which are analyzed and interpreted in the following way.

4.1.3.1 Students' Involvement for Doing Project Work

In order to find out the teacher views on students involvement for doing project work, they were asked the question i.e. how often do you involve students for doing project work in a session? The responses obtained from participants are analyzed as follows:

Table 7: Students' involvement for doing project work

Responses	No of participants	Frequency	Percentage (%)
Once in a week	30	5	16.6
In every term exam	30	7	23.3
After completing lesson	30	18	60
Total	30	30	100

As table indicates, 18 teachers (60%) involved students for doing project work after completing the lesson, 7 teachers (23.3) involved students for doing project in every term exam and 5 teachers (16.6) involved students for doing PW once in a weak. It shows that majority of teachers (60%) involve students in project work after the completion of the lesson. It means they are strictly following the curriculum and text book as project work activities are given at the end of lesson.

4.1.3.2 Students' Involvement and Types of Project Works they make

The responses to the question no.10 'Do you think students involve in project work and what sorts of project work they make were analyzed in this section. The responses obtained from teachers are presented in the following table.

Table 8: Student involvement and types of project works they make

Responses	No of participants	Frequency	Percentage
Yes	30	30	100
No	-	-	-
Total	30	30	100

As the above table shows, all of the respondents i.e. 30 out of 30 respondents responded that students involved in doing project work. It shows that 100% teachers viewed that students engaged in project work they are assigned to them. Similarly, in response to project works they make, varieties of responses obtained from participant teachers. Some of the response examples presented by participants are mentioned here.

(Participant :1):*They are interested in making less time taking project such as library project report writing, designing chart.*

(Participant: 2): *Making daily routine, report or school and speech on topic.*

(Participant: 3): *They prepare materials whatever they are told to do. E.g. reports writing, Library reports.*

(Participant: 4): *Daily routine, report on historical places about these which they had done in their homes, about poem, story, essay, and chart about verbs they use daily in their life.*

(Participant: 5): *Especially, they have project work on field visit, word meaning, cutouts, and collection of photographs.*

The above mentioned responses obtained from participants illustrate that the respondents are similar in their responses about the project works students make.

Mainly, the students use to make project whatever they are assigned to prepare. From this, it is drawn that students use to prepare variety of project works such as report writing, excursion report, field visit, library project, newspaper cutouts, and collection of photographs, designing different kinds of cards (invitation cards, greeting cards) and word meaning which help them in their learning of English.

4.1.3.3 Purpose of Using Project Work in the Class

In order to find out the perceptions of teachers towards the purpose of using project work in ELT the informants were asked the questions i.e. for what purposes do you use project work in the class? The responses obtained from respondents are analyzed in the following table.

Table 9: Purposes of using project work in the class

Responses	NP	F	P (%)
Teaching reading	30	1	3.3
Teaching writing	30	2	6.7
Teaching speaking	30	-	-
Teaching listening	30	-	-
Working in group	30	2	6.7
Working independently	30	-	-
Teaching communicative skills	30	3	10
TS / TCS	30	1	3.3
TW / TS	30	1	3.3
TW / WI / TCS	30	5	16.7
WI / TW	30	1	3.3
TW / TS / WG / TCS	30	1	3.3
All	30	13	43.3
Total	30	30	100

Note: NP- number of participants, F- frequency, P- percentage, TS- teaching speaking, TCS- teaching communicative skills, TW- teaching writing, WI- working independently, WG- working in group.

As the above table shows 13 informants (43.3%) responded that they use project work for teaching all the skills mentioned in the table, second large portion of participants 16.7% responded that project work is used for teaching writing, working in group and teaching communication skills. Ten percent informants responded to teaching communication skills, 6.7 % responded to working in group, 6.7% responded to teaching writing skills, 3.3 % responded to teaching reading, 3.3% to teaching speaking and teaching communicative skills, 3.3% to teaching writing and teaching speaking, next 3.3% to working in group and teaching writing and rest of the 3.3% responded to teaching writing, teaching speaking, working in group and teaching communicative skills. The majority of informants (43.3%) responded to all the skills. It shows that project work is used for teaching all the skills such as four language skills, group work skills and communicative skills.

4.1.3.4 Use of Project Work

The responses to the questions no. 12, 13, 14, and 15 were analyzed in this section. The responses obtained from respondents are analyzed in the following table.

Table 10: Use of project work

Items	NP	Agree /P		Uncertain/P		Disagree/P		Total/p	
12	30	29	96.7	1	3.3	-	-	30	100
13	30	25	83.3	3	10	2	6.7	30	100
14	30	27	90	2	6.7	1	3.3	30	100
15	30	29	96.7	-	-	1	3.3	30	100

As shown in the table, regarding the responses of question No 12, out of 30 participants 29 were agree that project work is used for teaching language skills and language functions and only one respondent presented the view against it. It shows that out of 100%, 96.6% respondents presented their view that PW work is used for teaching language skills and functions.

Similarly, in response to question no 13, among 30 participants 25 respondents (83.3%) agreed on the use of PW for in depth investigation of people, places and

objects whereas 3 respondents were uncertain and 2 were disagree on that. It means majority of participants (83.3%) were positive and agreed on the use of PW for in-depth investigation of people, place and objects.

Likewise, regarding the perception of teachers towards using project work for teaching writing skills, out of 30 participants 27 presented their view as agreed and 2 were uncertain and one viewed against it. It indicates that most of the participants (90%) were agreed that project work is best used for teaching writing skills.

Likewise, the responses to the statement 'I used project work for teaching content knowledge integrating with language' 29 participants out of 30 responded to agree and 1 respondent responded to disagree. The majority of respondents(96.7%) presented their view as agree whereas(3.3%) respondents were disagree about this for teaching content knowledge integrating with language. It revealed that majority (96.7%) of the teacher viewed using project work for teaching content knowledge integrating with language.

4.1.3.5 Skills Teachers have been teaching through Project Work

In order to elicit the perceptions of teachers towards the skills teacher have been teaching by using project works, the respondents were given the statement i.e. Project work is used for teaching the students skills of ... The responses obtained from the participants are analyzed in the following table.

Table no. 11: Skill teachers have been teaching through project work

Responses	No of participants	Frequency	Percentage
Collaborative learning	30	8	26.6
Presentation	30	1	3.3
Inquiry	30	1	3.3
Negotiation	30	-	-
Searching information	30	4	13.3
Co/P/I/SI	30	3	10
Co/P	30	2	6.6
Co/SI	30	5	16.6
Co/P/I	30	1	3.3
P/SI/I	30	2	6.6
I/SI	30	2	6.6
All	30	1	3.3
Total	30	30	100

Note: CO- collaborative learning, P- presentation, I- inquiry, SI- searching information

As shown in the table, out of 30 participants 8 participants viewed that project work is used for teaching collaborative learning skills, 5 participants presented their view on collaborative learning and searching information, 4 participants viewed for searching information, 3 participants presented their view for collaborative learning, presentation, inquiry and searching information, two for collaborative learning and presentation, 2 for presentation, searching information and inquiry, 1 for inquiry and 1 for all the skills mentioned above. But no any participants presented their view that project work is used for teaching the students skill of negotiation. From the above table, it can be generalized that project work is used for teaching the students skill of collaborative learning and along with it, other skills such as, presentation, searching information, inquiry can be taught through using project work.

4.1.3.6 Use of Project Work for teaching Content, Vocabulary and Grammar

In order to find out the teachers perception towards using project work whether to teaching content knowledge, vocabulary or grammar, the teachers were asked the question no 17 i.e. Project work is used for teaching students..... The responses obtained from teachers are analyzed and presented in the following table.

Table no. 12: Using project work for teaching content, vocabulary and grammar

Responses	No of participants	Frequency	Percentage (%)
Content knowledge	30	15	50
Vocabulary	30	1	3
Grammar	30	1	3
CK/V	30	2	6.6
CK/GR	30	2	6.6
V/GR	30	1	3.3
All	30	8	26.6
Total	30	30	100

Note: CK- content knowledge, V- vocabulary and GR- grammar

As the above table indicates that among 30 respondents 15 respondents presented their view in favor of content knowledge that is project work is used for teaching content knowledge. Whereas 1 respondent viewed in favor of vocabulary and 1 is in favor of grammar. Similarly, 2 were for content knowledge and vocabulary and 2 for content knowledge and grammar, and 1 for vocabulary and grammar. But 8 respondents out of 30 that is 26% respondents presented their view in favor of all i.e. Project work is used for teaching the students content knowledge, vocabulary and grammar. The majority of respondents were in favor of using project work for teaching content knowledge.

From this, it can be concluded that project work is used for teaching content knowledge and to some extent vocabulary and grammar too.

4.1.4 Perceptions of teachers' towards the Usefulness of Project Work in ELT

This section covers the questions designed to elicit the teachers' perceptions towards the usefulness/ benefits of project work technique in ELT. The main aim of this section is to explore teachers' perceptions towards the usefulness of project work technique in ELT. This section includes the questions from 18-29 in the questionnaire. The analysis and interpretation of the questions included under this section is presented here.

4.1.4.1 Usefulness of Project Work for teaching English

In order to find out the teachers perception whether the PW is useful for teaching English the informants were asked a question i.e. 'do you think project work is useful for teaching English?'The responses obtained from participant teachers are analyzed and presented in the following table.

Table no. 13: Usefulness of project work for teaching English

Responses	No of participants	Frequency	Percentage (%)
Yes	30	30	100
No	-	-	-
Total	30	30	100

From the above table, it is clear that out of 30 respondents 30 (100%) responded PW is useful for teaching English. It shows that all of the participants responded project work is useful for teaching English.

4.1.4.2 Usefulness of Project Work for teaching and developing the skills

In order to find out the teachers' perceptions towards usefulness of project work for teaching and developing the various sort of skills I have asked the participant teachers

‘Project work is useful for teaching and developing the skills..... The responses obtained from them are shown in the following table.

Table no. 14: Usefulness of project work for teaching and developing the skills

Responses	No of participants	Frequency	Percentage (%)
Language skills	30	1	3.3
Language function	30	-	-
Social skills	30	-	-
Working in collaboration	30	2	6.7
Cooperative learning	30	-	-
Autonomous learning	30	-	-
SOS/COL	30	2	6.7
LGS/WC/COL	30	1	3.3
LGS/LGF	30	1	3.3
LGF/SOS	30	1	3.3
LGS/COL	30	2	6.7
LGS/WC	30	2	6.7
LGS/SOS/COL	30	1	3.3
All	30	17	56.7
Total	30	30	100

Note: SOS- social skills, COL- cooperative learning, LGS- language skills, WC- working in collaboration LGF- language functions

As shown in the table, out of 30 informants 1 informants responded in language skills, 2 in working in collaboration, 2 in social skills and co-operative learning, 1 in language skills, working in collaboration and cooperative learning, 1 language skills and language functions , 1 in language function and social skills, 2 in language skills and working in collaboration, 1 in language skills, social skills and cooperative learning and 17 viewed PW is useful for teaching and developing all the skills of mentioned above. It means, the majority of the participants (56.7%) responded that PW is useful for both teaching and developing the above mentioned skills.

From the analysis of data obtained from participants, it was found that majority of participants (56.7%) viewed that PW is useful for teaching and developing the students language skills, language functions, social skills, collaborative learning, working in group and autonomous learning.

4.1.4.3 Usefulness of Project Work in ELT

Under this section, I analyzed the questions designed to find out the usefulness of PW in ELT. The questions from 20-30 in the questionnaire were asked to the participants to find out their perceptions towards the usefulness of PW and the responses obtained from them are presented in the following table.

Table no. 15: Usefulness of Project Work in ELT

Items	NP	Agree/P		Uncertain/P		Disagree/P		Total/P	
20	30	23	76.6	5	16.7	2	6.7	30	100
21	30	28	93.3	2	6.7	-	-	30	100
22	30	30	100	-	-	-	-	30	100
23	30	27	90	3	10	-	-	30	100
24	30	27	90	3	10	-	-	30	100
25	30	30	100	-	-	-	-	30	100
26	30	26	86.7	4	13.3	-	-	30	100
27	30	24	80	3	10	3	10	30	100
28	30	30	100	-	-	-	-	30	100
29	30	4	13.3	8	26.7	18	60	30	100
30	30	18	60	9	30	3	10	30	100

Note: NP- number of participants, P- percentage

As shown in the table above, regarding the perception towards item no.20 i.e. Project work integrates four language skills, 23 respondents out of 30 responded that they were agreed, 5 respondents out of 30 responded their view as uncertain and 2 respondents (6.6%) viewed as disagree. The majority of respondents (76.6%) were

agreed. Therefore, it is concluded that project work is useful for integrating four language skills.

Similarly, regarding the responses on item no. 21 i.e. Project work bridges the gap between English learning in the class and English using in real life situation, 28 respondents out of 30 responded positively i.e. they agreed but 2 respondents viewed as uncertain. Most of the respondents (93.3%) viewed as agreed. The result revealed that project work is useful for filling the gap between English learning in the class and English using in real life situation.

In the same way, the responses to the item 22 i.e. Project Works are useful for teachers teaching students languages performance, 27 respondents out of 30 viewed as agree whereas 3 out of 30 presented their view as uncertain i.e. neutral. The majority of respondents (90) % responded in agree. It shows that project work is useful for teachers teaching the students languages performance.

Likewise regarding the perception of teachers towards the item 23 i.e. Project Work helps students becoming more independent learners, 30 out of 30 i.e. 100% respondents were agreed to the usefulness of project work for making students independent learners. So, from this, it is found that project work helps learners becoming the independent learners.

Regarding the responses to the item 24 i.e. Project Work encourages students to develop self-assessment skill in evaluating the strengths and weaknesses of their own work, 27 respondents out of 30, responded to agree whereas 3 respondents (10%) responded as neutral. The majority of respondents responded to agree. This indicates that project work encourages students to develop self- assessment skills in evaluating the strength and weaknesses of their own work.

Regarding the perception on item no. 25 i.e.PW makes classroom learning more enjoyable making students more active, 30 respondents out of 30 responded positively i.e. agree . It shows that all of the respondents (100%) responded in agree. Therefore,

it can be generalized that project work makes classroom learning more enjoyable making students more active.

Regarding the responses to the item 26 i.e. Project based approach seem to be meeting the new programs' goal and objectives, 26 respondents responded to agree and only 4 participants responded to uncertain. The majority of the participants i.e. 86.6% respondents responded to agree. From this, it is found that project work is useful and seems to be meeting the new programs' goal and objectives i.e. it fulfills the goal of new program (curriculum).

In order to elicit teachers' perceptions towards item 27 i.e. Project Work serves as an appropriate means for teaching and assessing students language performance at lower secondary level, 24 out of 30 respondents responded to agree and 3 out of 30 were uncertain about the statement and 3 out of 30, were disagreed. The majority of participants (80%) responded to agree where as 10% were neutral and 10 were disagreed. It shows that project work serves as an appropriate means for teaching and assessing students' language performance at lower secondary level.

Similarly, to find out perceptions of teachers they were asked the question no.28 i.e. Project work contextualizes learning by presenting learners with problems to solve and product to develop, 30 out of 30 participants responded positively i.e. agree and no any responses obtained on uncertain and disagree. It shows that 30 (100%) participants presented their perception towards agree. From this, it is drawn that project work contextualizes learning by presenting learners with problems to solve and products to develop.

Regarding the perceptions on the item no. 29 i.e. 'Traditional paper pencil tests give better evidence of students then project provide', 4 out of 30 respondents viewed as agree whereas 8 respondents were uncertain and 18 respondents were disagree. It means majority of participants (60%) participants presented their view as disagree. From this, it is found that traditional paper pencil tests do not give better evidence of students then project work. Project work is more effective and gives better evidence for students than traditional tests.

In order to find out teachers' perceptions towards the item no. 30 i.e. It should be better to combine project work with traditional approach in teaching, 18 out of 30 respondents responded that they were agree and 9 out of 30 responded that they were uncertain and 3 out of 30 responded that they were disagree. The majority of participants (60) % responded that they were agree to the statement that there should be combination of both project work and traditional approach in teaching English. It indicates that it should be better to combine project work and other traditional approach in teaching.

4.1.4.4 Benefits of Project Work for teaching and learning English

The responses to the question no. 31, 'Engaging the students in different types of project works is beneficial for teaching and learning English and what sort of benefits do you find for using project work for teaching English, were analyzed in this section. The responses obtained from the participant teachers are presented in the following table.

Table no. 16 : Benefits of project work for teaching and learning English

Responses	No of participants	Frequency	Percentage (%)
Agree	30	30	100
Uncertain	30	-	-
Disagree	30	-	-
Total		30	100

As shown in the table, out of 30 respondents all of them presented their view positively i.e. agrees. It means all 100% respondents responded that engaging students in different types of project work is beneficial for teaching and learning English. From this, it is found that engaging students in different sort of project works is beneficial for teaching and learning English.

Similarly, in order to elicit the free opinions of participant teachers they were asked the question i.e. what sorts of benefits do you find using project for teaching English? Varieties of responses have been obtained from participant teachers. But, they are

similar in their responses. Most of the respondents presented that project work is beneficial for teaching English. The common benefits as presented by participants are mentioned in the following way.

- It engages the passive students in learning.
- It makes the students clear about subject or lesson and provides opportunity to learn with fun.
- It develops the students' languages skills: listening, speaking, reading, and writing and helps to learn in collaborative way.
- It develops confidence social skills and habit of investigation.
- Students can learn practical knowledge.
- It provides opportunity to learn independently and learning by doing.
- It develops the students' content knowledge communicative competency, creative power and cooperative learning.
- It provides students opportunity for sharing and communicating ideas and provides chance to learn context as well as language.
- It develops the habit of solving problems in time.
- Students gain deep knowledge about topic or subject matter.
- It makes learner autonomous and focuses on student centered learning.
- It develops the socializing skill of students.
- PW provides opportunity to interact with each other.
- It contextualizes learning by making student able to adjust in real field and make the students use theoretical knowledge gained in the class into practice and develops communicative skills
- Develops students' competences and performance level and helps to achieve better outcome.
- It develops the students' ability to handle information.

- It helps students to gain real life skills and knowledge in real life situation.
- Develops the skill of analysis and thinking power of students.
- Develops the ability to work in group.

From the above points, it can be concluded that project work is really beneficial task or multi skills task. It develops the habit of searching information and helps to gain deep knowledge about subject matter. Similarly, it develops the students' skill of collaborative learning and presentation. It makes students self- dependent and more active in learning. That is to say, it is found that using project work is useful and beneficial for teaching English as it provides opportunity to the students to learn about language integrating with content and develop their learning as well as social skills.

4.1.5 Teachers Perception towards the Role of Teachers in Project Work

This section includes the questions designed to find out the teachers perception towards the role of teachers in deciding the project topic. The main aim of this section is to find out teachers view on who will take much responsibility in deciding project topic and what may be the role of teachers in project work. The responses obtained from participant teachers are discussed in this section.

4.1.5.1 Taking much Responsibility in Deciding Project Topic

In order to elicit the English language teachers' perception, they were asked the question i.e. 'Who do you think take much responsibility in deciding project topic?' The responses obtained from participants to this question are analyzed and presented in the following table.

Table no. 17: Taking much responsibility in deciding project topic

Responses	No of participants	Frequency	Percentage (%)
Teacher	30	9	30
Students	30	2	6.6
Teacher and student both	30	19	63.4
Total	30	30	100

As the above table indicate, out of 30 participants 9 participants i.e., 30% responded that teacher will take much responsibility in deciding project topic whereas 2 participants out of 30 i.e. 6.6% responded that students will take much responsibility in deciding project topic whereas 19 participants out of 30 i.e. 63.4% responded that both teachers and students will take much responsibility in deciding project topic. The majority of participants (63.4%) responded that the teacher and students take much responsibility in deciding project topic. From this, it is found that teacher and students will take much responsibility in deciding project topic.

4.1.5.2 Role of Teacher in Project Work

In order to elicit the teachers' perceptions towards the role of teachers in project work the participants were asked the question i.e. 'what do you think the teachers' role in project work? The responses obtained from the participant teachers are presented and analyzed in the following table.

Table no. 18: Role of teachers in project work

Responses	No of participants	Frequency	Percentage (%)
Facilitator	30	19	63.4
Negotiator	30	-	-
Guide	30	4	13.3
Resource person	30	2	6.3
Guide and resource person	30	1	3.3
Facilitator and resource person	30	1	3.3
Facilitator and guide	30	2	6.3
Facilitator, guide and resource person	30	1	3.3
Total	30	30	100

As shown in the table, out of 30 participants 19 responded to facilitator, 4 responded to guide, 2 responded to resource person, 1 responded to both guide and resource person, 1 responded to facilitator and resource person and 2 respondents responded to facilitator, guide and resource person. The majority of participants (63.4) % responded the teachers' role as a facilitator in project work whereas little number of percentages of participants responded teacher role as facilitator with guide and resource person.

It shows that the teachers' role in project work is facilitator, along with facilitator; they play the role of guide and resource person too.

4.1.6 English Language Teachers' Perceptions towards the Organization of Project Work

This section covers the questions designed to elicit teachers' perceptions towards the organization of project based activities in classroom teaching. Two questions i.e. 34 and 35 in the questionnaire were asked to the participants in this section and the responses obtained from the participants were analyzed and interpreted making themes and using tables.

4.1.6.1 Project Work as an Extended Piece of Task

To find out the teachers' perception, the informants were asked to provide their view towards the statement i.e. project work as an extended piece of task which needs certain steps to complete. The responses obtained from participants are discussed and presented in the following tables.

Table no. 19: Project work as an extended piece of task

Responses	No of participants	Frequency	Percentage (%)
Agree	30	27	90
Uncertain	30	1	3.3
Disagree	30	2	6.3
Total	30	30	100

As indicated in the table, out of total participants, 27 (90%) responded to agree i.e. project work is an extended piece of task which needs certain steps to complete and 1 participants presented his/her view as uncertain and 2 participants viewed on disagree. The majority of participants (90) % presented their view as agree.

It shows that project work is an extended piece of task or procedural activity which needs certain procedures to complete.

4.1.6.2 Procedures of Organizing Project Based Activities

To find out the free opinions of teachers, they were asked the question i.e. how do you organize project work activities in the class? Can you mention some procedures of organizing project work? The participants provided a variety of responses but their responses are similar to some extent. The representative response examples provided by participant teachers are presented here.

(Participant: 1): *First, we give them some guidelines what to include, topic, sub-topics and the format are given according to this, they will prepare project work.*

(Participant: 2): *Firstly, I inform and give a topic for the project work. Then after, I give some instructions how to complete that given task. I give them some models done*

by the previous group and finally, after collecting the project work, I give them feedback.

(Participant: 3): Selection of appropriate topic for project work, provide the task for students, gathering information, students will prepare after investigation and reflection on their experience.

(Participant: 4): Giving topic, asking them to prepare report, collecting them and evaluating and analyzing the project works.

(Participant: 5): Make an objective of project work and its plan, find out necessary supporting data, brainstorming the particular topic, fulfilling the objective of doing project work and completing the project work on given time frame.

As shown in the table, the participants provided a variety of responses and the responses provided by them are somehow related to each other.

From this, it is shown that procedures of organizing project work depend upon the teacher and the nature of project topic, the common procedures followed by teachers are: making appropriate plan and objective of project work, assigning or selecting appropriate topic, finding the necessary source of data, collecting data, preparing PW and finally presenting and analyzing the project works prepared by students.

4.1.7 Teachers' Perceptions towards the Problems of Using Project Work in ELT

This section covers the question designed to find out the teacher perception regarding the problems, the teacher face while using project work in ELT. Altogether three questions were included in this section and the responses obtained from participant teachers are analyzed in this section

4.1.7.1 Preference of Traditional Approaches in Teaching

In order to find out the teacher perception, the teachers were asked to present their view on the statement i.e. some teachers find project work is extra load and time consuming and prefer to use traditional approach of teaching. Do you agree with this statement? The responses obtained from participant teachers are presented in the following table.

Table no. 20: Preference of traditional approach in teaching

Responses	No of participants	Frequency	Percentage (%)
Agree	30	7	23.3
Uncertain	30	2	6.7
Disagree	30	21	70
Total	30	30	100

As the above table indicate, among all informants 7 respondents i.e.23.3% responded that they were agree to the statement that some teachers find PW is extra load and time consuming and prefer to use traditional approach of teaching whereas 2 (6.6%) participants viewed as uncertain and 21 (70%) participants were disagree with this statement . The majority of the informants presented their view as disagree. From that, it can be concluded teachers are not taking project work as extra load and time consuming rather they take it as effective teaching technique than traditional approach of teaching. They don't prefer to use traditional approach in teaching. Though, the participants responded in favor of project work but the reality is that they find project work as extra load and time consuming and take it as burden.

4.1.7.2 Timing in Project Work

This question is mainly design to find out the teacher perception towards the time that PW takes to complete. Generally teachers find PW takes long time to complete. So, they take it as a time consuming and burden for conducting. Therefore, to understand the actual view of teachers, they were asked the question i.e. Project work takes long time to complete. Do you think so, if yes how long does it take place to complete? The responses obtained from participant teachers are presented in the following table.

Table no. 21: Timing in project work

Responses	No of participants	Frequency	Percentage (%)
A day	30	2	6.7
A week	30	23	76.6
A month	30	-	-
Whole session	30	-	-
A month/ a week	30	3	10
A day / a week	30	2	6.7
Total	30	30	100

As shown in the above table, out of 30 informant, 2 (6.7) % respondents responded that project work takes one day to complete, 23 informant (76.7%) responded that it takes a week to complete, three participant (10%) responded that it takes time from a week to a month to complete and two of the participants responded that it takes time from a day to a week. The majority of informant i.e.76.6% responded that project work takes one weak to complete. From this, it is clear that generally project work given at lower secondary level takes one week time to complete but some project may take one month to be completed. So, it was found that the time of completing PW depends upon nature of PW given to the students.

4.1.7.3 Problems encountered by teachers while teaching through project work

To find out the teachers' perception towards the actual problems they encountered while teaching through project, they were asked the question i.e. what sort of problem

do you encounter while teaching through PW. The responses obtained from participant teachers are discussed in the following tables.

Table no. 22: Problems encountered by teachers while teaching through project work

Responses	No of participants	Frequency	Percentage (%)
Selecting project topic	30	4	13.3
Excessive use of translation and plagiarism	30	2	6.7
Inadequate students involvement	30	17	56.7
Difficult to handle project work	30	3	10
SPT /ISI / DPW	30	2	6.7
ISI / ETP	30	2	6.7
Total	30	30	100

Note: SPT- selecting project topic, ISI- inadequate students' involvement, DPW- difficult to handle project work and ETP- excessive use of translation and plagiarism

The above table indicates that among all participants 4(13.3%) presented their view in selecting project topic, 2 (6.7%) presented in excessive use of translation and plagiarism, 17 (50.7%) responded to inadequate students involvement, 3 (10%) responded to difficult to handle project work, 2 responded to students involvement, selecting project topic and difficult to handle project work and 2 responded to inadequate students' involvement and excessive use of translation and plagiarism. The majority of participant 17 (56.7%) responded that the main problems of teaching through project work is inadequate students' involvement. Therefore, it is the main problem of teaching through Project work along with it, selecting project topic, excessive use of translation and plagiarism and difficulty in handling PW are other problems teachers are facing while teaching through PW.

4.1.8 Teachers Perceptions towards the Relevancy of Project Work

This section covers the question designed to elicit the teachers' perceptions towards the relevancy of using PW in ELT in Nepalese context and teachers experience on using PW. It includes open-ended questions from 39 to 42 in the questionnaire. The main aim of this section is to explore/ investigate the teachers' perceptions towards PW and its relevancy and how do teacher perceive project work and its use in ELT. The responses obtained from participant teachers are analyzed and interpreted descriptively in this section.

4.1.8.1 Relevancy of Project Work in Teaching English in Nepalese Context

To find out the free opinion of teachers, the informants were asked the question i.e. research studies show that using project work in ELT is significant in EFL context. Do you think so? If yes, is project work relevant to teaching English in Nepalese context? Regarding this question, participants provided a verity of responses. Some representative response examples provided by participants are presented below.

(Participant: 1): Yes, of course. PW is relevant in Nepalese context. Nepal is a country where English is taught as foreign language but the ELT teachers of Nepal are using traditional technique which focuses on teacher centeredness but, project work focuses on student center way of teaching. So, it is relevant to use project work in ELT.

(Participant: 2): Of course, it is a very practical way of teaching English in Nepalese context. Just using a lecture method and using only some exercises given in the text book are not sufficient. So, to develop good understanding in English, project work is necessary.

(Participant: 3): I think using PW is very crucial part in English language teaching. It is more effective as well as fruitful for the student. It is more student center method. So, students can learn more information in the given topic. In the context of Nepal, project work plays the vital role.

(Participant: 4): *English is international language. It is taken as the best means of communication. To develop the self-esteem of the learners, PW plays the vital role in Nepalese context. Student are encouraged to solve the problem appeared in front of them and are forced to complete their task within a certain period. It is taken as practical task which helps the learners for better learning.*

(Participant: 5): *Of course, the PW certainly helps the student as well as English teachers in the process of teaching learning. It encourages them to learn the language as well as grammar portion in deep level. Although, there are some sort of difficulties but it is fruitful as well.*

The analysis of the responses obtained from participants show that project work is really effective and relevant for teaching English in the Nepalese context. Most of the participants viewed project work is relevant to teaching and learning English in the context of Nepal due to following reason.

- In the situation of using traditional approaches by teacher in teaching, PW focuses on learner centered way of teaching.
- It is relevant in the sense that it focuses on the knowledge and skills beyond the course book.
- It develops the self-esteem of student and encourages the learners to solve the problem appeared in front of them.
- It helps learner as well as teacher to learn language and grammar portion in deep level.
- It is regarded as the best technique to teach English which fills the gap between English learning and English using in the real life situation.
- It develops the skill of self-directed learning. Therefore, it can be drawn that project work is relevant for teaching English in the Nepalese context.

4.1.8.2 Ways that Project Work can be more Effective and Relevant for Teaching English

The informants were asked the questions i.e. how can project work be more effective and relevant for teaching English in Nepalese context. The participants provided a variety of responses to this question. The sample examples of responses provided by participants are mentioned here.

(Participant: 1): *If project works are taken as the means of evaluation, it can be more effective and relevant for teaching English in Nepalese context. It will develop learning by doing concept. Students will learn new things every day and later they will be habitual and also without teachers help, they will perform their best themselves.*

(Participant: 2): *Project work should be contextualized and related to the experiential learning. It should be context sensitive and learner oriented to be effective and relevant for teaching English in Nepalese context.*

(Participant: 3): *Teachers should provide a lot of project tasks to the students.*

(Participant: 4): *If it is based on real task that explore the students ability and conducted for the purpose of making students to learn language and real life skills.*

(Participant 5): *In the context of Nepal, most of the students are from poor economic background whose parents are illiterate. It means the students are unable to get the support for their learning. In a sense they must be totally depend on teachers which is not easy all the time. Therefore, project work is one of the good ways to learn.*

The above responses illustrate that project work can be more effective and relevant for teaching English in Nepalese context. The informants provided varieties of responses regarding the ways it can be effective and relevant as mentioned in the above examples. The common ways and reasons of being project work effective and relevant in Nepalese context presented by them are as following:

- The students' involvement should be compulsory from the early grade so that students can develop their habit on it.

- Project work should be given appropriately incorporating with curriculum.
- Teachers should be equipped with the proper skills required for conducting project work.
- It should be conducted to develop the knowledge and skills about content and language in learners.
- The teachers should have clear concept about project work and required materials should be given to the teachers as well as students to make the project work effective in Nepalese context.
- If it is carried out being based on the objectives of curriculum.
- If it is based on socio-cultural aspects of learners and involves the learners much in preparing project work.

From the above points responded by participants, it is clear that project work is one of the student centered technique which demands much insights from teachers and students. So, the above mentioned ways are required for being project work as effective and relevant for teaching English in Nepalese context.

4.1.8.3 Project Work for Achieving the Goal of English Curriculum

To elicit the teachers' perceptions, they were asked the question i.e. present lower secondary English curriculum is functional and the main goal of it is to develop communicative competency in target language. In such case, can using project work achieve this goal? Present your view. The informants provided a variety of responses regarding the questions. Some of the representative sample responses provided by participants are presented in the following way.

Participant 1: *Project work actually helps to develop communicative competency of the learners. Project work is the work of collecting information, discussing analyzing and so on. Without communication and discussion project work will not be completed*

and fulfilled. Students will discuss more and more with their friends. They share ideas and find out the possible reasons and solution. Apart from writing project work develops communicative competency.

Participant 2: In my opinion project work is related with communicative approach of language learning. For communication students will set questions either by writing or speaking for their tasks. Since, these two are the productive skills of language learning are needed for classroom learning. I think involving students in speaking helps them to develop communicative skill in them.

Participant3: Project work helps students to interact with groups and with information provider. It helps them to develop their interaction skills and ultimately communicative skills.

The above examples illustrate that project work is somehow related to communicative approach which engage students in sharing interacting and producing the outcome. It engages students in communication with the information providers and fellow friends either in group or individually. Engaging in such activities help them to practice speaking and developing communicative skill which ultimately develops the communicative competency, which is the goal of present lower secondary level English curriculum.

From the analysis of participants' responses to this question, it is found that using project work can achieve the goal of lower secondary curriculum i.e. communicative competency.

4.1.8.4 Teachers Experience on Using Project Work Technique

In order to find out the overall experience of teachers on using project work technique in ELT, the informant teachers were asked a question ' what sort of experience do you have about using project work technique for teaching English at lower secondary level? The varieties of responses have been obtained from teachers and they are similar. Some response examples presented by participants are mentioned here.

Participant 1: *Project work is the essential task to use and learn English at lower secondary level.*

Participant 2: *Students are enthusiastic of doing project work. They enjoy it very much. They perform it sincerely but very few students neglected of doing project work they think it burden.*

Participant 3: *In my teaching experience, the students who complete their project work by their own effort are the good learners and they are so active and improving in learning process. On the other hand some of the students, who just copy the other, they are unable to gain sufficient knowledge. Therefore, project work is a good source of learning and gaining the knowledge*

The above examples illustrate that most of the teachers are positive towards using project work in ELT at lower secondary level. There have been mixed attitude presented by informant. Some teacher found it more effective technique and viewed that it should be used in teaching English whereas some teacher viewed it as difficult task to conduct. For example some participants presented their negative experience about using project work in ELT. E.g.:

Participant 1: *Selection of topic in PW is tough, sometimes students quarrel and do not complete in targeted time.*

Participant 2: *Only the talented student want to be involved in PW, most of the students are not interested, family environment of student hinders them to perform the project tasks.*

The above examples illustrate that some teachers responded PW is problematic in terms of students' involvement, their ability and the learning environment. Although, they have responded negatively, they viewed that PW is effective technique to teach students. From the above analysis, it is found that the majority of participants have positive attitudes towards using PW for teaching English at lower secondary level because of the following reasons:

- Students feel easy and confident while using project work.
- Both the talent and weak students get equal opportunity to show their performance.
- Students are curious and collect information based on their surrounding and culture.
- It reduces the monotonous and develops cooperative feeling while working and presenting their tasks in group.
- It helps to develop the languages skills and make them negotiate in learning.
- It provides students opportunity to communicate with external world.
- It develops students' creative thinking.
- Project work makes the students very reactive and reflective in their study

CHAPTER- FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the findings, conclusion and recommendations of the study. On the basis of analysis and interpretations, the findings of the results, conclusion of the research have been made and some recommendations have been forwarded in this chapter.

5.1 Findings

The main concern of my study entitled ‘English language teachers’ perceptions towards using project work in ELT’ is to find out the English language teachers’ perception towards using project work in ELT at lower secondary level and to explore the usefulness of project work technique in ELT. The research questions postulated for this study are:

- i) What are the perceptions of lower secondary level English teachers towards using project work as an instructional technique in ELT?
- ii) Is there any usefulness of Project work technique in ELT?

After the rigorous analysis and interpretation of the collected data, the following major findings have been derived.

The first objective of my study was to find out the lower secondary level English language teachers’ perceptions towards using project work as an instructional technique in ELT. After the analysis of data and interpretation of result, it was found that the majority of respondents had positive perceptions towards the use of project work in ELT. They found project work is effective and useful technique using it in ELT is beneficial for students because it provides opportunity to the learners for learning the language skills and functions as well as content knowledge in a collaborative way. They viewed it is beneficial as it develops self- confidence and the skills of presentation, searching information and working in group. However, few numbers of teachers found it as troublesome because students do not take part easily

and hesitate to be involved in project work and do not complete in time. Though, they have mixed perceptions, most of the teachers viewed that using project work in ELT is significant and relevant.

Similarly, the second objective of my research was to explore the usefulness of project work technique in ELT. After the analysis of the data and interpretation of result, it was found that most of the informants perceived project work as a useful technique for teaching English. It is useful for teaching the students language skills and other skills of socialization. It develops the students' self-assessment skills evaluating their own work; it contextualizes learning by presenting learners with problems to solve and products to develop. Moreover, it reduces the gap between learning English in the class and using English in real life situation.

Besides these major findings, other supportive findings derived from the study are as follows.

- Most of the teachers are using different instructional techniques such as group work, project work, demonstration, illustration, lecture and so on.
- It was found that all the teachers are using project work in their teaching of English and most of the teachers have been experiencing PW recently.
- It was found that 50% teachers are using PW after getting training whereas 50% are using without getting training on it.
- The majority of the teachers are familiar with the idea of using project work and they know the concept of project work, it was found that they are giving varieties of project work to their students at lower secondary level English teaching.
- From the interpretation, it was found that the majority of teachers (60%) involve their students for doing project work after the completion of the lesson.
- It was found that students use to prepare varieties of project works such as report writing, excursion report, field visit, library projects, newspaper cut outs,

collections of photographs, word meaning, designing different kinds of cards (invitation, greeting cards) which help them in their learning of English.

- The majority of the respondents responded that project work is used for teaching language skills and language functions as well as content integrating with language.
- It was found that the majority of the participants responded on the use of project work for in-depth investigation of people, place and objects.
- Most of the participants 90% viewed that project work is best used for teaching writing skill.
- It was drawn that most of the teachers viewed PW is used for teaching the student's skill of collaborative learning and along with it other skills such as presentation and inquiry.
- It was found that majority of the respondents responded PW is used for teaching content knowledge and along with it vocabulary and grammar can be taught.
- It was found that the majority of participants i.e. 50% viewed project work is useful for teaching and developing the students language skills, language functions, social skills, collaborative learning in group and autonomous learning.
- It was found that project work is useful for integrating four language skills.
- The result revealed that project work is useful for filling the gap between English learning in the class and English using in real life situation.
- The majority of the participants responded that project work is useful technique for teachers for teaching students' language performance and helps learners becoming the independent learners.
- The result showed that project work encourages students to develop self-assessment skills in evaluating the strength and weakness of their work.

- The majority of the respondents responded that project work makes classroom learning more enjoyable making students more active.
- From the analysis and interpretation, it was found that project work is useful and seems to be meeting the new programs goals i.e. it fulfills the goal of curriculum.
- It was revealed that the majority of the participants i.e. 50% responded project work serves as an appropriate means for teaching and assessing student's language performance at lower secondary level.
- Similarly, it was found that majority of respondents responded that using project work is beneficial for teaching English as it provides opportunity to the students to learn about language integrating with content and develop their learning as well as social skills.
- From the interpretation, it was found that the majority of the teachers responded both teacher and students will take much responsibility in deciding project topic.
- It was found that majority of teachers (63.4%) responded that the main role of teacher in project work is facilitator.
- It was found that the majority of the informants responded they follow the following procedures while organizing project work.
 - i. Making appropriate plan and objective of project work.
 - ii. Organizing or selecting appropriate topic.
 - iii. Finding necessary sources of data/information.
 - iv. Collecting information.
 - v. Presenting and analyzing the project work prepared by students.
- It was revealed that majority of participants (70%) responded that project work gives better evidence to the students than traditional paper pencil tests.

- The majority of the participants (76.6%) responded that project work takes one week time to complete. But, the result was mixed, most of the teachers responded project work can be completed within a day or it may take a whole month. From that, it was found the time of completing project work depends upon the nature of project work.
- It was found that majority of the teachers (56.7%) responded that the main problem of using project work is inadequate students involvement and along with it, selecting project topic, excessive use of translation and plagiarism and difficulty in handling project work are other problems teachers are facing.
- It was found that the majority of the teachers responded project work is relevant technique for teaching English in Nepalese context.
- It was found that project work can be more relevant and effective for teaching English in Nepalese context if teachers have clear concept about it, if it is carried out on the basis of curriculum and based on socio-cultural aspects of learners.
- The result revealed that project work can achieve the goals of present lower secondary English curriculum.
- It was found that teachers had mixed experience about using project work. The majority of the teachers had positive experience but few numbers of teachers found it as problematic and burden for conducting.

5.2 Conclusion

The present study entitled ‘English Language teachers’ perceptions towards using project work in ELT attempts to find out the lower secondary level English teachers’ perceptions towards using project work as an instructional technique in ELT and its usefulness in ELT. This study is based on the mixed method design which seeks to find out the teachers’ perceptions using both qualitative and quantitative data. A set of questionnaire was used as a main tool to collect primary data which included both close-ended and open- ended questions categorizing into different sections, i.e.

teachers' background, concept of project work, use of project work, usefulness of project work in ELT, teachers' role in project work, organization of project work, problems of project work and relevancy of project work. On the basis of the analysis of data and findings derived, the following conclusion has been derived.

Teaching English through project work in the context of Nepal is new and recently developed. The finding of the study revealed that the teachers of Nepal are generally in favor of using project work as an instructional technique for teaching English. They found using project work technique is effective for teaching students English language and skills. Further project work serves as a useful instructional means for teaching as well as assessing students English language performance. So, English language teachers are using and experiencing it in their teaching. They thought project work is relevant and further presented their view that it should be used properly knowing the concept of it. Due to the language benefits, learning benefits and social benefits of project work, students and teachers both are interested in teaching and learning through it.

The study focuses on some major aspects such as concept of project work, project work examples, students interest of making different types of project works, purposes of using project work, usefulness of project works and project work organizations and its relevancy in EFL context i.e. Nepal. Since, there are very few studies have been carried out in the context of Nepal; this study may be useful and provide the guidelines to the teachers and students to practice the project work technique. This may provide the ground for more effective implementation of project work and thus the linguistic and non linguistic needs of teachers and students can be fulfilled.

5.3 Recommendations

On the basis of the findings derived from the analysis and interpretation of the data, the following recommendations have been forwarded in various levels.

5.3.1 Policy Related

Recommendations at policy level are related to the determination of highest level decision. It is the significance of the findings derived to the policy making level. The recommendations forwarded for policy level are as follows:

- Training packages on using project work should be developed and delivered to the teachers.
- Varieties of materials should be designed related to project work and much project exercises should be included in the textbook.
- Project exercises included in the course book should cover wider area of learning and based on local socio- cultural aspects of learners.
- Regular supervision and monitoring from concern authority should be conducted to observe the teachers project class and facilities should be provided to the teachers to motivate them for conducting project work.
- There should be the provision of reward and punishment for teachers so that teachers can involve students in project based activities.
- Proper schedule should be designed for conducting project work and required time should be allocated for conducting project work in the syllabus.

5.3.2 Practice Related

Recommendations on practice level are related to the pedagogical implications of the findings. It is the discussion on pedagogical usefulness of finding in practice level.

The practice level recommendations of this study are as follows:

- Teachers should give project work from the course book based on the objective of curriculum so that it can develop the students' knowledge and skills indented to develop.
- Teachers should provide a lot of project task related to their socio-cultural aspects.

- Teacher should evaluate the students' project work properly and provide feedback to the students so that students can involve and learn from their projects.
- Just giving the exercise from the textbook as a project work may not motivate the students and develops learning so, varieties of project works as per their choices should be given to the students.
- Teachers should provide the students opportunity to take part in different training and orientation classes for making project work so that they involve in project work and prepare the project.

5.3.3 Further Research Related

The present study was unable to occupy several areas related to the topic. The findings of this study might not be generalized to all contexts as it has a lot of limitations. It has limitations in terms of study population, sample and data collection tools. So, for the further research, some other related areas can be recommended which are:

- An experimental research can be conducted to explore the usefulness of project work comparing the achievement of project group and control group.
- This study was only conducted with teachers, but it can be conducted with students also to find out their perception towards the use of project work in ELT.
- Similarly, research can be conducted to find out appropriate level at which using project work is useful.
- Studies can be conducted to find out the advantages of using project work in ELT.
- Comparative study can be conducted to find out achievement of students between schools of using project work and not.
- The same study can be replicated in terms of sampling and level of teachers.

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17) Project work is used for teaching students

- a) Content knowledge b) Vocabulary c) Grammar

Usefulness/benefits of Project Work in ELT

18) Do you think project work is useful for teaching English?

- a) Yes 2. No

19) Project work is useful for teaching and developing (You can tick more than one)

- a) Language skills
b) Language functions
c) Social skills
d) Working in collaboration
e) Cooperative learning
f) Autonomous learning

20) Project work integrates four language skills.

- a) Agree 2. Uncertain 3. Disagree

21) Project work bridges the gap between learning English in the class and using English in real life situation.

- a) Agree 2. Uncertain 3. Disagree

22) Projects are useful for teachers for teaching students language performance.

- a) Agree 2. Uncertain 3. Disagree

23) Project work help students become more independent learners.

- a) Agree 2. Uncertain 3. Disagree

24) Project work encourages students to develop self-assessment skill in evaluating the strengths and weaknesses of their own work.

- a) Agree 2. Uncertain 3. Disagree

25) Projects make classroom learning more enjoyable making students more active.

- a) Agree 2. Uncertain 3. Disagree

26) The project based approach seems to be meeting the new program's goals and objectives.

- a) Agree 2. Uncertain 3. Disagree

27) Project work serves as an appropriate means for teaching and assessing students' language performance at lower secondary level.

- a) Agree 2. Uncertain 3. Disagree

28) Project work contextualizes the learning by presenting learners with problems to solve and products to develop.

- a) Agree 2. Uncertain 3. Disagree

29) Traditional paper pencil tests give better evidence of a students' language ability than project provide.

- a) Agree 2. Uncertain 3. Disagree

30) It should be better to combine project work and traditional approach in teaching.

- a) Agree 2. Uncertain 3. Disagree

31) Engaging students in different types of project works is beneficial for teaching and learning English?

- a) Agree 2. Uncertain 3. Disagree

What sort of benefits do you find using project work for teaching English?

.....
.....

Teachers Role in Project Work

32) Who do you think take much responsibility in deciding project topic?

- a) Teacher b) Student c) Teacher and Student both

33) What do you think teachers' role in project work?

- a) Facilitator 2. Negotiator 3. Guide 4. Resource person

Organization of project work

34) Project work is extended piece of task which needs certain steps to complete.

- a) Agree 2. Uncertain 3. Disagree

How do you organize project work activities in the class? Can you mention some procedures of organizing project work?

.....
.....

Problems of using Project work in ELT

35) Some teachers find project work is extra load and time consuming and prefer to use traditional approaches of teaching? Do you agree with this statement?

- b) Agree 2. Uncertain 3. Disagree

36) Project work takes long time to complete. Do you think so? If yes, how long does it take place to complete?

- a) A day b) A week c) A month d) Whole session

37) What sort of problems do you encounter while teaching through project work?

- a) Selecting project topic
c) Inadequate students involvement
b) Excessive use of translation and plagiarism
d) Difficult to handle project work

Relevancy of Project Work

38) Researches show that using project in ELT is significant in EFL teaching. Do you think so? If yes, is project work relevant to teaching English in Nepalese context?

.....
.....

39) Present lower secondary English curriculum is functional and the main goal of it is to develop communicative competency in target language. In such case, can using project work achieve this goal? Present your view.

.....
.....
40) How can Project Work be more effective and relevant for teaching English in Nepalese context?

.....
.....
41) Present lower secondary English curriculum is functional and the main goal of it is to develop communicative competency in target language. In such case, can using project work achieve this goal? Present your view.

.....
.....
42) What sort of experience do you have about using project work technique for teaching English at lower secondary level? Please mention in points.

.....
.....

Thank you for your kind cooperation!!

English Language Teachers' Perceptions towards Using Project Work in ELT

Dear Sir/ Madam

This questionnaire is a tool for research to get information about the topic mentioned above conducted the thesis (Master in English Education). Under the supervision **Dr. Anju Giri**, Professor, Department of English Education, Chairperson of English and other foreign languages, Education subject committee T.U. Please, sincerely present your thoughts without skipping any items. Your responses will be used only for research purpose and kept entirely confidential.

Should you have any questions please do not hesitate to contact with me. I thank you very much in advance for devoting your time for the questionnaire and cooperation.

Researcher

Prem Prasad Bhattarai

T.U. Department of English Education, M.

Ed Fourth Semester

Part -I: Personal Profile

Please provide your personal information.

Name: (Optional)

Address:

Position: (Optional)

Qualification:

School:

APPENDIX: A

Participant Consent Form

Faculty of Education, Tribhuvan University

Department of English Education

Kirtipur, Kathmandu, Nepal

Supervisor: Prof. Dr. Anju Giri

English Teachers' Perceptions towards Using Project Work in ELT

I....., agree to take part in this research study.

In giving my consent, I state that:

I understood the purpose of study, what I will be asked to do, and any risks/benefits involved.

- 1) I have read the participant information statement and have been able to discuss my involvement in the study with researcher if I wished to do.
- 2) I have got any answers to any questions that I had about the study and I am happy with the answers.
- 3) I understand that being in this study is completely voluntary and I do not have to take part compulsorily.
- 4) I understand that my real name will not be used in the study.
- 5) I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others to my permission, except as required by law.

I consent to:

Completing required questionnaire: a) Yes

b) No

Signature.....

Name

Date.....