

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Language is a means of communication. Everyone, in his/her every step of life, needs language to achieve their goal. Language, therefore, is at the core of human life, and it is used for various purposes such as academic, official, personal, social and other so on. Language as the institution whereby humans communicate and interact with others by means of habitually used oral auditory arbitrary symbols. We can say language is a system of arbitrary vocal symbols which permit all people in a given culture or other people who have learnt the system of that culture, to communicate or to interact. Similarly, language can be defined as the system of communication in speech and writing that is used by people of a particular area. The development of language has long history parallel to the development of human civilization. The development of the mutual sharing which is only possible through language. Among the languages spoken in the world, English has been widely used language for global communication and it has played an important role in international communication for trade, technology, education, entertainment and other aspects of social lives. So, the demand of learning English language is the cry of today.

English is the most dominant language in the present day world because more than 60 countries of the world use it as an official language. In Nepal, English language was introduced formally in school level education system with the establishment of Darbar high school in 1854 A.D. (1910 B.S.) after Junga Bahadur Rana returned from Europe. However, it was not introduced in the higher education until 1981 A.D. when Tri-Chandra College was established. Introduction of English language teaching in Nepalese education started only in 1971 A.D. with the implementation of National Education System Plan

(NESP)and it started in 1971 when Faculty of Education(FoE) of TU, initiated B.Ed in English education, English has been taught as a compulsory subject from class four before 2060 B.S. realizing the need and demand of the people, government has recently introduced English subject from class 1 to bachelor's level as a compulsory subject.

Teaching a foreign language depends upon the objectives, course content, methods and environment of class room. A teacher can apply different methods and techniques while teaching.According to Anthony, (1963, p.63),methods as "an overall plan for the orderly presentation of language material, no part of whichcontradicts, and all of which is based upon, the selected approach."as cited in Richards & Rodgers. 2010, p.19).Through this research, the researcher tried to find out the application of recent strategies in ELT which is consequently affected in teaching learning activities. However these strategies are not systematically studied so that I am interested to find out these methods which have directly related with learning English language.

1.2 Statement of the Problem

Methods refer to the general principles, pedagogy and management strategies used for classroom instruction. It depends upon educational psychology, classroom demographic, subject or area and school mission statements.

Methods are an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach different teachers have used different methods for teaching. Some teachers use teacher centered methods and some teachers use student centered methods. Some use traditional method and some use recent or modern strategy. Likewise, through this research I am trying to find out the application of recent strategies in teaching and learning activities. In the context of Nepal, teachers may have used different strategies while teaching; however, these strategies are not systematically studied so that I am interested to findout the application of

recent strategies which have directly related with teaching and learning activities.

However, in the community and private schools in Nepal, the use of recent strategies seems most challenging task. Here, the researcher attempted to identify the application of recent strategies at secondary level especially in English language teaching in consideration the hypothesis that its findings may be beneficial for the perspective agents to adopt and adapt in the days to come. All in all, the following key problems can be taken into consideration.

- i) In most of the language classes, a number of students representing different linguistic, economic, social, cultural, ethnic and religious background are taught by the language teachers using either same or different strategies.
- ii) Though there is a provision of English language teaching by using student centered strategies, the teachers are found to be poor in using the recent strategies which is an issue today.
- iii) The students are found to be ready to get quality education and invest a reasonable amount of money for their education. But their outcomes are miserable. Do the teachers use latest strategies in language teaching?

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To find out the application of recent strategies in ELT.
- ii. To suggest some pedagogical implications on the basis of findings.

1.4 Research Questions

The following research questions were used in the study:

- i. What was the perception of teacher towards recent strategies?

- ii. Did they apply new strategies in teaching learning activities?
- iii. What were the factors that affect in using recent strategies?
- iv. How could they be encouraged in using new strategies in teaching?

1.5 Significance of the study

Teaching has always been a difficult job, and with the advent of time and development of newer and nobler methods and techniques, it has become more challenging. Language teaching trend is moving from simplicity to complexity from uniformity to diversity and from one ness to pluralism. Since this study focused on challenges faced by English language teachers in the application of recent strategies, this study will be significant to those who are interested in language teachers and interested in language teaching learning –especially to English language teachers) and will be equally significant for syllabus designers, trainers, students, textbook writers, researchers, methodologist and all the persons directly and indirectly involved in ELT.

1.6 Delimitations of the Study

Each and every task has some limitations and boundaries because if it is unlimited, it cannot be completed. In other words, no research work can cover all aspects and areas of the problems. This study also had the following limitations:

- i) The area of my study was limited to Damauli periphery i.e. Chapaghat, Patan, Bhadgaun and Baireni in Tanahun district.
- ii) Only 30 English language teachers from private school who were teaching at secondary level were included in the study.
- iii) This study was based upon the opinions of these secondary level teachers.
- iv) The study was limited to the written set of questionnaire as a tool to elicit the data.

- v) This study was limited to the teacher's application of recent strategies in teaching English.

1.7 Operational Definitions of the Key Terms

Project: Projects are longer pieces of work involving investigation and reporting, require both linguistic and context abilities in the participants.

Multiple Intelligences: It is a learner based approach in which learners are unique and to developing instruction to respond to this uniqueness.

Communicative Competence: The ability of a language user to communication in a given language communicative competence has four components: linguistic (Grammatical) competence, pragmatic, discourse competence and strategic competence.

Task: An activity with clear outcome and communication.

Recent Strategies: The field of English language teaching has been experimented with different methods and approaches. Many methods have come and gone in the 100 years in the pursuit of "best method". In 1840s to the 1940s, Grammar translation method become popular in language teaching and in 1950s direct method and Audio-lingual method got popularity in the field of language teaching. The ELT community has moved away from talking about one-size-fits methods into discussing situated learner-centered pedagogies. No single method could enjoy its monopoly. Every method has something new to offer as well as every method is not free from its limitations. Moreover in the present era of globalization and modernization "no single method can address the diverse classroom realities".

In 1960s and 1970s, communicative language teaching became prevalent in most of the countries in case of foreign or second language teaching brought great change in language teaching. Many scholars have raised their voices of dissatisfaction toward the search for an alternative method. As a result, today

we have the concept of post-method pedagogy. Kumaravadivelu (2006) calls this the post method pedagogy, which encourages teachers to theorize what they practice and to practice what they theorize (p.213).

Some of the new ELT pedagogies are CLT, task-based language teaching CLTL, project based language teaching and multiple intelligences.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of the study consists of review of the theoretical literature, review of the empirical literature, implication of the review for the study and conceptual framework for the study.

2.1 Review of Theoretical Literature

This section includes the different concepts and theories related to the topic. This section includes the following theoretical reviews. Language is a social phenomenon by which one can express his/her ideas, thoughts, feelings, desires, pains, pleasures and others so on. Human beings are distinguished from all the species in this universe only they possess a unique faculty of speech known as language. Learning a language takes place in formal or informal setting.

Different factors affect in learning English such as age, motivation, attitudes, environment and others so on. I had selected survey research as my research design. In survey research the data were collected only at a single point of time and structure tools were used. It is a cross sectional hypothetic deductive study. It is the method of collecting information by asking a set of pre-formulated questions in a pre-determined sequence in a structured questionnaire to a sample of individual so as to be representative of a defined population.

Through this research I tried to find out the application of recent strategies in language teaching.

2.1.1 Language Teaching Approaches, Methods and Techniques

Teaching of my subject includes knowledge of the same subject and knowledge of education pedagogy. On the basis of knowledge from this different

subjective design methods of teaching and we apply the methods into classroom in the form of techniques. In language teaching, we also bring together the knowledge from linguistics, psychology, and educational pedagogy. Then, we prepare methods of language teaching. These methods are applied into language classroom as in the form of different techniques. The method and techniques for teaching and learning are not constant for all items. On the other hand, the fundamental assumptions of language and language teaching have also been changing from time to time.

Language teaching includes teaching of language aspects. According to Stern (1983,p.130), there are five aspects of language viz. speech sounds, words, sentences, meaning and text. Language teaching methodology has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practices. Theory statements would include theories of what language is and how language is learnt or, more specially, theories of second language acquisition. Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, and role of teacher, learners and material. Within methodology distinction is often made between methods and approaches in which methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent the language teaching philosophies that can be interpreted and applied in variety of continuum of entities ranking from highly prescribed methods to loosely described approaches

Approach, method and technique are most frequently used terms in the field of language teaching and learning. Different approaches, methods, and techniques are used in language teaching according to the time and demand. Anthony (1963, p.63) defines these three in the following way,

An Approach is set of co-relative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic.

It describes the nature of the subject matter to be taught Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, method is procedural. Within one approach there can be many methods..... A technique is implementation- that which actually takes place in the classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be in consistent with a method, and therefore in harmony with an approach as well.(as cited in Richards and Rodgers, 2010, p.19)

Certain techniques are associated with particular methods which are derived from particular principles. Most techniques can be adapted to any teaching style and situation. The teacher can use more than one technique within a single class and the same subject matter depending on the classroom situation and his teaching skills and knowledge of subject matter.

To be specific, an approach is a set of theoretical assumptions and beliefs about the nature of language learning and the applicability of both to pedagogical setting. On the other hand, method is a generalized set of classroom specifications for accomplishing linguistic objectives. A technique is any of a wide variety of exercises, activities used in the language classroom for the realization of lesson objectives.

2.1.2 History of Language Teaching Methods

The field of English language teaching has been experimented with different methods and approaches. The attempt to make the field effective by different methodologies with led language teaching to establish as a profession on its

own right in the 20th century. During the early part of the twentieth century, applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials. Many methods have come and gone in the last 100 years in the pursuit of the “best methods”. Some of them are listed below with description:

2.1.2.1 The Grammar Translation Method

Grammar translation method dominated European and foreign language teaching from the 1840s to the 1940s. Before the World War II, language was taught using the method which was used in teaching classical languages such as Latin in the Western world and Sanskrit in the east. The procedure and technique for the method was translation of target language into learner’s mother tongue and vice-versa and focusing grammar rules and grammar practice, known as Grammar Translation Method. Grammar translation is a way of studying language literature. First through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language, it, hence, views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language.

In this method, while teaching the text books, the teacher translates every word and phrase from English into the learner mother tongue. Further, students are required to translate sentences from their mother tongue into English. These exercises in translation are based on various items covering the grammar of the target language. This method emphasizes the study of grammar through deduction that is through the study of the rules of grammar. The main principles on which the grammar translation method is based are the following.

A fundamental purpose of learning a foreign language is to be able to read its literature.

An important goal is for students to be able to translate from one language into another, they are considered to be successful language teachers.

The ability to communicate in the target language is not a goal of foreign language instruction.

The primary skills to be developed are reading and writing. Little attention is given to speaking and listening and almost more to pronunciation.

Deductive application of an explicit grammar rule is a useful pedagogical technique.

Accuracy is emphasized and student's native language is the medium of instruction.

The sentence is the basic unit of teaching and language practice.

(Larsen-Freeman, 2000, p.16)

In grammar translation method, students' main task is to translate one language into other. They focus on accuracy of language structure rather than the use of language. This method creates frustration for students and which also demands unusable grammar rules and vocabulary. As a result, this method led the emergence of reform method viz. 'Direct Method'.

2.1.2.2 The Direct Method

The resentment among the teacher about the use of classical GT method in teaching language like English, French, etc. led the emergence of a reform method (Direct Method) also known as natural method which became popular in Germany, England, France and other parts of Europe and got popularity mainly among private schools. This reform movement laid foundations for the

development of new ways of teaching language as well as raised controversies that have continued up to the present day.

The general goal of the direct method is to provide learners with a practically useful knowledge of language. They should learn to speak and understand the target language in everyday situations. The direct method aims at establishing the direct bond between thought and expression and between experience and language. It is based on the assumption that the learners should experience the new language in the same way as the experienced his mother tongue.

(Richards and Rodger, 2010, p.11)

The basic premise of the Direct Method was the second language learning should be more like first language learning. The method would include lots of oral interaction, spontaneous use of language, no translation between first and second languages, and little or no analysis or grammar rules. Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is never used. There is no translation. Grammar is taught inductively and the rules are generalized from practice and experience with the target language.

The direct method has one very basic rule: no translation is allowed in fact, the direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the student's native language.

(Driller, 1987, as cited in Larsen- Freeman, 2000, p.23)

By 1930s, the use of the direct method in non-commercial schools in Europe, started to decline because of the emergence of structuralism in linguistics and some the shortcomings and challenges in applying in foreign language classroom.

2.1.2.3 Audio-Lingual Method

The emergence of the audio-lingual method resulted from the increased attention given to foreign language teaching in the United States towards the end of the 1950s. It is also known as the Aural-Oral method. It is derived from the techniques of intensive foreign language instruction developed for teaching American military personnel during the Second World War. This method was introduced in the USA as an Army Method during World War II. Stern (1983, p.263) describes the period from 1958 to 1964 as the 'Golden Age of Audio-lingual's. The term Audio-lingualism was proposed by Brooks. This method was also called new key, audio-lingual habit theory, functional, skills strategy, etc. This new method incorporated many of the features typical of the Direct Method, but this method added the concept of teaching 'linguistic patterns' in combination with habit forming. Regarding it Richards and Rodgers, (2010, p.55) say:

Theoretical foundation of Audio-lingualism is derived from structural linguistic and behavioral psychology. Structural linguistic assumes that language is a system of structurally related elements of the encoding of meaning, the elements being phonemes, morphemes, word structures and sentence types. The psychological foundation of this method is behaviouristic. Language learning was thought to depend on habits that could be established by repetition. Teaching techniques made use of repetition of dialogues and pattern practice as a basis for automatization

followed by exercises that involved transferring learned patterns to new situations.

In this method, new materials are presented in the form of a dialogue. It is based on the principle that language learning is habit formation; the method fosters dependence on mimicry, memorization of set phrases and over learning. Structures are sequenced and taught at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided: grammar is taught inductively. Great importance is given to precise native like pronunciation. Use of mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. Some of the things which led to the spread and success of this method in this century include: greater allotment of time, smaller classes, and greater emphasis on oral-aural practice which led to automatic production of sentences structures through repeated or in the internationalization of sentence structures through repetition and inductive generalization, the structural description and gradation of sentence and other linguistic utterances presented to the students for the native and target language, and careful preparation and presentation of learning materials based on all these. The approach still enjoys popularity though it is criticized in expression and can lack the confidence to create new expressions for them.

2.1.2.4 Communicative Approach

The communicative approach is developed as a reaction against grammar-translation and audio-lingual methods which did not sufficiently stress the communicative use of the language. It built on the notional-functional syllabus which organizes teaching units according to the communicative 'notions' a learner requires in order to communicate successfully. This approach focuses on teaching and learning to 'use' language rather than on 'usage' content over grammar in second foreign language teaching context is focused.

Communicative approach views language as the medium of communication and the goal of teaching a language is to develop “communicative competence” in the learner and to develop produce for the teaching of the four language skills that acknowledge the interdependence of language and communication.

This is an approach to foreign language teaching which emphasizes the learner’s ability to use the language appropriately in specific situations. Considerable importance is given in this approach to the functions language and to help learners become communicatively competent, by knowing which language to select for particular purposes. The communicative approach aims to teach an ability not simply to use the language in grammatically correct sentences but also to know when, where and to whom to use such language.

(Carter and Nunan 1992, p.11)

The communicative method is a learner centered method. This method is based on how a language can be used to serve different purposes. The main goal of language teaching under this method is to develop communicative competence in students. Activities in this method include role plays, interviews, information gaps, games, language exchanges, pair works, etc. in which students engage to use language in context. As Harmer, (2010, p.69) says.

A major strand of communicative language teaching centers around the essential belief that if students are involved in meaning focused communicative tasks, then language learning takes care of itself, and that plenty of exposure to language in use and plenty of opportunities of knowledge and skill. Activities in CLT of the communicative task they

are performing are at least as important as the accuracy other language use.

After 1960s and 1970s, Communicative approach became prevalent in most of the countries in case of foreign or second language teaching situation in the world. Despite various issues of the approach, it is current, widely accepted and popular approach in the global scenario of English Language Teaching in the world.

2.1.3 Recent Strategies

The field of English language teaching has been experimented with different methods and approaches. Many methods have come and gone in the 100 years in the pursuit of "best method". In 1840s to the 1940s, Grammar translation method become popular in language teaching and in 1950s direct method and Audio-lingual method got popularity in the field of language teaching. The ELT community has moved away from talking about one-size-fits methods into discussing situated learner-centered pedagogies. No single method could enjoy its monopoly. Every method has something new to offer as well as every method is not free from its limitations. Moreover in the present era of globalization and modernization "no single method can address the diverse classroom realities".

In 1960s and 1970s, communicative language teaching became prevalent in most of the countries in case of foreign or second language teaching brought great change in language teaching. Many scholars have raised their voices of dissatisfaction toward the search for an alternative method. As a result, today we have the concept of post-method pedagogy. Kumaravadivelu (2006) calls this the post method pedagogy, which encourages teachers to theorize what they practice and to practice what they theorize (p.213).

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2.1.3.1 Content and Language Integrated Learning (CLIL) in Teaching English

“Content and Language Integrated Learning (CLIL) in Teaching English to Young Learners” is a publication based on papers presented at the conference “CLIL in Teaching English to Young Learners” held at the Faculty of Education in Jagodina on 4-5 June 2010. These papers discuss CLIL both from theoretical and practical point of view and aim to contribute to better understanding and to its wider and more successful implementation in Serbian primary schools. CLIL is the term used to describe a methodological approach in which foreign language tuition is integrated within subject teaching. This is not a new approach in Europe as it has been practiced for about three decades but the term was first officially used in the 1990s. The 2006 EURYDICE publication “Content and Language Integrated Learning (CLIL) at schools in Europe” showed that CLIL programs had been started in most EU member countries both at primary and secondary levels and as part of mainstream school education or within pilot projects. Being based on an integrated approach, in which language learning and content learning happen simultaneously, CLIL differs from all other approaches to language teaching and learning. Research indicates that if it is properly implemented, its benefits are manifold. It can contribute to improving students’ language skills and subject knowledge, but also promote multiculturalism, intercultural knowledge and understanding. It also fosters the development of diverse learning strategies and the application of innovative teaching methods and techniques. Moreover, content related instruction seems to facilitate students’ cognitive development and learning in general. In spite of a number of positive CLIL experiences in other educational systems, CLIL still has not become part of Serbian mainstream primary education, except for a few pilot bilingual education programs carried out so far. Although the effects of these short-term projects have not been researched, and there are no national programs for educating CLIL teachers, there have been many individual examples of

successful CLIL lessons taught by Serbian EFL teachers. A poll conducted among Serbian EFL teachers in 2010 indicated that the majority were interested in implementing this innovative approach in their language classrooms. The papers in this book describe the individual efforts of language educators to implement CLIL principles in their teaching contexts. The papers also express the hope of language educators to influence changes in language teaching and learning in Serbia by contributing to the introduction of CLIL in teaching young learners. It is hoped that this book can contribute to making individual CLIL experiences less daunting and more successful. The articles show that solutions may lie in using appropriate guidelines for the successful implementation of CLIL (Mary Spratt); in arousing children's curiosity in learning and applying a considerable amount of creativity in teaching (Nataša Janković and Marina Cvetković); in focusing on selecting, designing and balancing appropriate content and language support materials, activities, and tasks when planning a CLIL lesson (Vera Savić); and in reducing pupils' language anxiety in CLIL education (Radmila Daković and Tijana Dabić). The authors give concrete suggestions for successful content and language integration in music lessons (Ivana Ćirković Miladinović and Ivana Milić); in one-to-one classes (Tatjana Glušac); in teaching very young learners (Tijana Vasiljević Stokić); or when teaching maths and science contents (Vesna Prvulović, Mirjana Maruši and Marija Jović). The papers further suggest that the success of CLIL in Serbian primary classes will result from good cooperation between content and language teachers (Biljana Pavlović and Jelena Marković) who create engaging hands-on activities (Jelena Ćupić) or make use of a great variety of materials available on the Internet (Marija Kovač). We hope that this book would inspire further efforts in the field.

2.1.3.2 Communicative Language Teaching (CLT)

Communicative language teaching (CLT) is an established approach to second or a foreign language teaching that possesses a wide range of variation in application across the various contexts of the world. A major strand of CLT

centers on the essential belief that its students are involved in meaning focused communicative activities, then language, learning will take care of itself.

CLT aims to develop the ability to use language in real communication that may involve two general purposes: the interactional function, where language is used to establish and maintain contact, and the fractional function, where language is used to exchange information.

a. A Brief Historical Overview

Though in the history of language teaching, the goal of L2 instruction was characterized as ‘communication’ or ‘meaning’ through the language teaching approaches such as OSS approach, situational approach, context based approach, and so on, systematic procedures, materials nature of language context, teaching learning activities were not clearly defined in these approaches, and thus, L2 communication as a goal of teaching had not been established until a group of theorists appeared in late 1960s or early 70s with an apparent framework of language teaching approach called communicative language teaching (CLT).

The Pioneers of this approach contributed to its’ development from different perspectives. For example, Hymes (1972), elaborated the concept of communicative competence on which the key principle of CLT i.e. language for communication is guided. Similarly, Wilkins (1972), proposes Notional functional syllabus that focused on meaning and function as the contents for second language teaching learning.

b. Features

A number of characteristic features of CLT can be outlined on the basis the principles it is guided by, the assumptions it has about the nature of language and learning, the difference it has from the traditional approach and so on. The features are:

- i. It pays systematic attention of functional as well as structural aspects of language (Little wood, 1981)
- ii. Meaning is paramount in CLT
- iii. Students should be encouraged to work at the discourse or supra sentential level.
- iv. Language learning is learning to communicate
- v. Authenticity in materials may promote target like proficiency in the learners.

c. Classroom Procedures:

Classroom procedures based on CLT have a wide range of variation since the principles of CLT allow the practitioners to adopt techniques and communicative activities according to the context they are in. The classroom procedures in CLT are not revolutionary 'but 'evolutionary' (Finocchiaro and Brumfit, 1983 cited in Richards and Rodgers, 2002). This means that the procedures evolve gradually according to the situation of language teaching. Following Finocchiaro and Brumfit, the following stepwise procedures can be used in communicative lesson. For example, teaching a suggestion, or an offer;

- i. Presentation of authentic dialogues, examples and models.
- ii. Oral practice (in groups and pairs)
- iii. Interaction (in the IRF, imitation, response, follow up pattern)
- iv. Questions and answers based on personal experiences and situations.
- v. Discovery activities.
- vi. Production activities (through speaking & writing exercises)
- vii. Interpretative activities (oral and written)

viii. Evaluation of learning (self-reflection)

(Finocchiaro Brumfit, 1983, cited in Richards and Rodgers)

D.Managing Communicative

CLT has identified many ways of managing L2 classroom. The two principal ways of managing communicative classrooms include:

- i. Allowing the learners work in pairs and groups.
- ii. Identifying the roles of teachers and learners.

Defining the needs and roles of teaching and learning materials firstly, the role of group or pair work has been emphasized in the management of the communicative classroom. Hedge (2008, p62) argues that making group and pair work a success depends upon the roles of teachers and learners CLT suggests that teachers need to consider carefully the demands made on learners. Their participation in interaction should be facilitated by the teachers.

Secondly, the learner-roles are also important for better and more effective classroom management. The learners should not be viewed and behaved as the followers and note-takers of the teachers. They should be made autonomous and resourceful. They take charge of their own learning. They have to be involved in tasks, group work activities, communicative activities and interactions.

Thirdly, the role of instructional materials has also been identified as important and crucial. It is mainly because the instructional materials can influence the quality of classroom interaction and language use. The materials which can promote communicative language should be used in the communicative classroom. Richards and Rodgers (2002), describe three types of materials that can be used in communicative classroom. There are; text-based materials, task-based materials and realia. There all are important in classroom management.

e. Issues in Applying CLT in EFL Context

Despite the fact that CLT is one of the most successful and popular approaches to language teaching in the contemporary world, a number of issues are identified in its application in the EFL (English as foreign language) context of the world. Following Hedge (2008, p 69), major issues seen in applying CLT in the EFL contexts can be categorized as:

- i. Cultural appropriacy
- ii. Existing teaching philosophy and innovation
- iii. Availability of resources
- iv. Lack of communicative needs
- v. The question of teacher confidence

i) Cultural Appropriacy

Hedge points out that there is the issue of whether CLT is appropriate to local context and cultures, and how it might be adapted and used by teachers and learners in relevant ways. In the contexts where the teacher is granted with conversational power, authority and social leadership, the CLT may not be well applicable with the democratic role teacher and autonomous nature of the learners.

ii) Existing Teaching Philosophy and Innovation of CLT

The studies on innovative teaching have suggested that the agreement between the procedures of new approaches (such as CLT and TBLT) and the existing way in which teachers conduct classroom activities has been an issue of applying CLT in EFL contexts. This is to say, the innovative procedures of CLT do not match with the existing teaching philosophy, and this stands as an issue of applying CLT.

iii. Availability of Resources

CLT required to have trained, fluent teachers and authentic materials, however, the required resources such as teachers and materials may not be available in all the contexts of foreign language teaching.

iv) Lack of Communication Needs

Another issue of using CLT in EFL contexts is the lack of communicative needs that the students should feel. This is to say the students may not feel that they need L2 (e.g. English) for their general communication. In the foreign language teaching contexts, learners' motivation is found to be less driven by communicative needs than in the second language teaching contexts.

v) The Question of Teacher Confidence

The question of teacher confidence has been an issue in applying CLT in the foreign language teaching contexts. The CLT approach requires non-native teachers to gain communicative competence by themselves first, and to train their learners to develop the competence. So, the non-native teachers may frequently lack confidence on their own competence and performance in the L2 use.

2.1.3.3 Task-Based Language Teaching (TBLT)

Task based language teaching (TBLT), also called Task Based Instruction (TBI) is a famous and widely discussed area in the language pedagogy and second language acquisition since the 1980s. The concept of TBLT was first introduced by Prabhu (1987) in his Bangalore project in which he focused on communication, not in explicit grammar teaching, by engaging learners in doing tasks. The major premise of TBLT is that acquisition takes place when learners negotiate meaning to perform a particular task. TBLT constitutes a strong version of communicative language curriculum. Nunan (1989) says, "Task based teaching and learning is teaching and learning a language by using

language to accomplish open ended tasks. Learners are given a problem or objectives to accomplish but are left with some freedom in approaching this problem or objectives”. From this view, a task is an activity where students are argued to accomplish something or solve some problems using their language preferably, this activity is open ended and there is no set way to accomplish their goal. Cuesta (1995,p.94) states, Tasks-Based Language Teaching incorporate finding from SLA research, most particularly studies exploring the effects of instruction and comparing classroom and naturalistic learning. Similarly, Richards and Rodgers (2002, p.223) express that “Task-Based Language Teaching (TBLT) refers to an approach based on the use of task as the core unit of planning and instruction in language teaching”.

Task-based language teaching proposes the notion or task a central unit of planning and teaching. It also seeks to allow the students to work on the basis of their interest to own level and restructure their inter-language.

TBLT aims to provide learners with a natural context for language use. The challenge for a task-based pedagogy is to choose sequence and implement task in ways that will combine a focus on meaning with a focus on form. Skehan (1996), who has developed a theoretical framework for task-based teaching claims to balance the development of fluency with accuracy and inter-language restricting. Willis (1996), has produced detailed practical frame work of task-based classroom in which learners are led through task planning, performance, repetition and finally comparison with native speaker’s norms. The followings are the points to be discussed under TBLT:

a) Defining ‘Task’

Task is an activity which requires learner to arrive at an outcome from given information through some process of thought and which allow teachers to control and regulate to the process. For example: filling the form, telephone conversation and so on. Task is the best way to engage learners in communication. It has become both tool and subject of second language

studies. Tasks are central to the learning activity and are based on the language they are using. The other example of task includes painting a fence, dressing a child, filling out a form, buying a pair of shoes etc. It is also known as a piece of class work which involves learners in comprehending, manipulating, producing or interpreting in the target language while their attention is principally focused on meaning rather than form. However, the validity of task-based SLA researchers is often criticized i.e., the performance on task in the classroom doesn't necessarily predict students' performing in real life situation.

Task is a goal oriented activity with a clear purpose. It is an activity in which students use language to achieve specific outcomes. Prabhu (1987,p.10) A task is "an activity which required learners to arrive at an outcome from given information through some process of through, and which allowed teachers to control and regulate that process". Similarly, Nunan (1989,p.10),says 'A 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". Likewise, Long (1985 p. 89) state that:

Task is a piece of work undertaken from oneself or for others freely or for some rewards. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library books, talking a driving test, typing a letter, weighting a patient, sorting letters, taking a hotel reservation, writing a check, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one thing people do in everyday life, at work, at play and in between.

From these above views about 'task' given by different scholars, it is known as activity which is designed to achieve particular learning goal such as using

telephone to obtain information, drawing maps based on oral instruction. The materials involving task are stimulating, intellectually challenging those of a problem solving nature of a kind which seems meaningful to teachers planning and implementing lessons. In other words, it is an activity which requires learners to arrive at an outcome from given information through some process of thought and which allow teachers to control and regulate the process. To perform the task, the learners are required to process the thought. In ELT, tasks are considered to be more salient unit planning for teachers than objectives.

b) Types of Tasks

Task based language teaching is an approach based on the use of tasks as a core unit of planning and instruction in language teaching. A task is an activity or goal designed to achieve a particular learning such as using a telephone to obtain the information, drawing maps based on oral instruction and writing a letter or reading a set of instruction and writing a letter or reading a set of instruction. According to Prabhu (1987) there are three types of task in TBLT. They are as follows:

- i. Information-gap activity: This activity involves a transfer of given information from one place to another generally calling for decoding-encoding of information from or into language.
- ii. Reasoning-gap activity: This activity involves deriving some new information from given information through process of inference, deduction, practical reasoning, or a perception to a given situation.
- iii. Opinion-gap activity: This activity involves identifying or articulating a personal preference, feeling or attitude in response to a given situation.

Similarly, Pica, Kanagy, and Falodun (1983) (as cited in Richards and Rodgers 2002, P. 234) have mentioned the following classification of tasks:

- i. Jig saw tasks: These involve learners combining different pieces of information to form a whole.
- ii. Information-gap tasks: One student or group of students has one set of information. And another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.
- iii. Problem-solving task: Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.
- iv. Decision-making tasks: Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.
- v. Opinion exchange tasks: Learners engage in discussion and exchange of ideas. They do not need to reach agreement.

Likewise, Ellis (2003) there are two types of task. They are as follows:

- i. Unfocused task: The tasks that may predispose learners to choose from a range of forms but are not designed with the use of a specific form in mind are known as unfocused tasks. In unfocused tasks, the topics are drawn from real life or perhaps from the academic curriculum that students are studying. Sometimes a language point is made the topic of the task. Unfocused tasks have aimed to stimulate communication language use.
- ii. Focused task: The tasks that include the learners to process some particular linguistic features, e.g. a grammatical structure are known as focused tasks. This processing must occur as a result of performing activities to satisfy the key criteria of a task. Focused tasks have two aims: a) to stimulate communicative language use, and b) to target the use of a particular, predetermined target feature.

c) Critical Features of a Task

Task-based approach is based on real communication of daily life activities.

The primary focus of this approach is meaning that is real life situation.

According to Ellis (2003, pp.9-10) there are five fundamental features of the task. They are as follows;

- i. **A task is a work plan:** A task constitutes a plan for learner activity. This work plan takes the form of teaching materials or of ad hoc plans for activities that arise in the course of teaching. The actual activity that results may or may not match that intended by the plan. A task, therefore, may or may not result in communicative behavior.
- ii. **A task involves a primary focus on meaning.** A task seeks to engage learners in using language pragmatically rather than displaying language. It seeks to develop L2 proficiency through communication. Thus, it requires a primary focus on meaning.
- iii. **A task involves real-world processes of language use:** The work plan may require learners to engage in a language activity such as that found in the real worlds for example, completing a form, or it may involve them in language a form, or it may involve them in language activity that is artificial, for example, determining whether two pictures are the same or different. However, the process of language use while performing a task reflects real world communication.
- iv. **A task can involve any of the four language skills:** A task may require learners to: a) Listen to or read a text (b) Produce an oral or written text or (c) Employ a combination of receptive and productive skills. No task is found out of the language use; and language use involves any of skills or aspects of language.

- v. **A task engages cognitive processes:** While carrying out a task, a learner is required to employ cognitive processes such as selecting, classifying, reasoning and evaluating information. These processes influence but do not determine the choice of language.

2.1.3.4 Multiple Intelligences (MI)

Howard Gardner's (1983, 1999) is an important contribution to cognitive science and constitutes a learner-based philosophy which is "an increasingly popular approach to characterizing the ways in which learners are unique and to developing instruction to respond to this uniqueness" (Richards & Rodgers, 2001: 123). MIT is a rationalist model that describes nine different intelligences. It has evolved in response to the need to reach a better understanding of how cognitive individual differences can be addressed and developed in the classroom. Gardner (1999) and his research associates identified the mathematical-logical, the verbal-linguistic, the musical-rhythmic, the bodily-kinesthetic, the interpersonal, the intrapersonal, the visual-spatial, the naturalist and the existential intelligences. The following criteria have been used in MIT to identify intelligence: it "entails the ability to solve problems", it involves a "biological proclivity", it has "an identifiable neurological core operation or set of operations" and it is "susceptible to encoding in a symbol system ... which captures and conveys important forms of information" (Gardner 1999: 15-16). These different intelligences reflect a pluralistic panorama of learners' individual differences; they are understood as personal tools which individual possesses to make sense out of new information and to store it in such a way that it can be easily retrieved when needed for use. The different intelligences are of neutral value; none of them is considered superior to the others. In their basic form, they are present to some extent in everyone, although a person will generally be more talented in some than in others. Each of these frames is autonomous, changable and trainable (Armstrong, 1999) and they interact to facilitate the solution of daily problems. In this chapter, MIT in the EFL classroom will be considered as a framework that can help language

teachers to give recognition to the holistic nature of learners and to address student diversity. It enables teachers to organize a variety of contexts that offer learners a variety of ways to engage meaning and strengthen memory pathways; it is a teacher-friendly tool for lesson planning that can increase the attractiveness of language learning tasks and therefore create favourable motivational conditions.

2.1.3.5 Project-Based Language Teaching

Project Based language teaching (PBLT) makes the project work central to the planning and teaching of the second of foreign language. The PBLT is also known as context- integrated technique of language teaching. The projects, which are longer pieces of work involving investigation and reporting, require both linguistic and context abilities in the participants. They get opportunities to make use of target language in the real and real like situation. The projects are also known as an important means for allowing L2 learners to process the L2 features by employing cognitive as well as communicative strategies.

Tricia Hedge argues that projects are extended task which usually integrate language skills by means of a number of activities. These activities combine in working towards an agreed goal and may include: planning, gathering of information, group discussion, problem solving, display, reporting, and so on,

Features of Project Work

Projects usually involve a number of features which fit the principles of communicative language teaching that we believe is intended to develop communicative competence in the learners. The principal features of the project work include:

- i. An emphasis on group- centered experience
- ii. The encouragement of student responsibility for planning, carrying out, fieldwork, preparation of information and presentation.

- iii. The use of a range of skills,
- iv. Activity outside the classroom in the student's own times.
- v. The study and use of authentic L2 material.

Successful use of project work will clearly be affected by such factors as availability of time, access to authentic materials, receptiveness of learners, the possibilities for learner training and flexibility of time dabbling.

Similarly, Fredricka Stroller (2002 in Richards and Renandya, eds) presents the following features of project work:

Project work focuses on content learning rather than on specific language targets. Real – world subject matter and topics of interest to students become central to projects.

Project work is student centered though the teacher plays a major role in offering support and guidance throughout the process.

Project work leads to the authentic integration of skills and processing of information from varied sources, mirroring real life tasks.

Managing Projects

Another important dimensions of project based language teaching (PBLT) is the way we incorporate the projects into the second language classroom. Harmer (2008, p 279), presents a set of procedures in order to manage or incorporate projects in the L2 classrooms. The procedures include:

- Making choice of the project
- Generating language and idea
- Gathering data
- Planning
- Drafting and editing
- Presenting the result

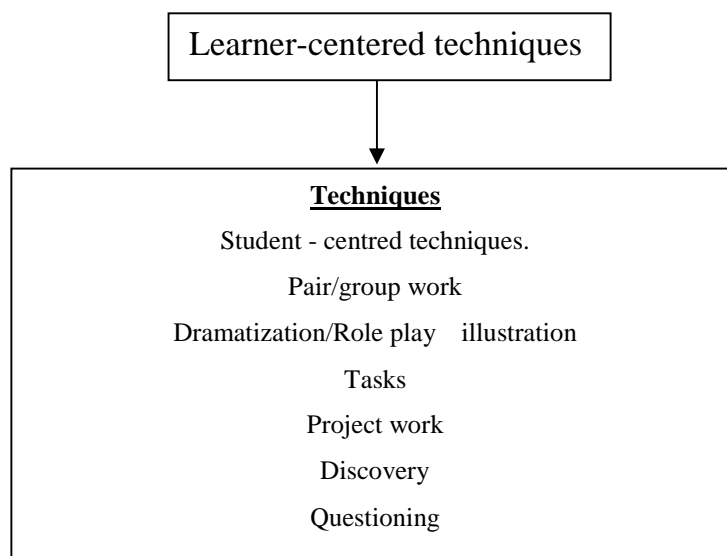
2.1.4 Techniques Used in English Language Teaching

While the term 'approach' is used to refer to theories and assumptions about the nature of language learning, and the term 'method' is used to refer to the practical realization of the approach, the term 'technique' is used to refer to the activities which is used in the classroom in order to achieve the immediate goals of teaching and learning as guided by given method and approach. The techniques are implementation, and these are the specific procedures used in the L2 classroom that are chosen and designed according to the assumptions or approaches they are based on. For example, illustration, explanation, lecture, pair work, group work, role play, etc. are the techniques that are used in the L2 classroom.

Classification of Techniques

A systematic classification of techniques requires the nature of roles that the students and teachers play during the teaching and learning of the target language. The degree of their activation may be useful to classify the techniques into two broad categories:

- a) Teachers-centered techniques
- b) Learner-centered techniques



Hedge (2008, as cited in Richards and Rodgers 2002, p. 234)

a) Teacher-Centred Techniques

Teacher-centred techniques require the L2 teachers to adopt the pedagogical strategies that are used for clarifying the matters, expanding the contents, motivating the learners, and consciousness-raising. The teachers are remarkably active to deliver the contents through explanation and illustration. They formally present a carefully planned lesson. The teacher-centred techniques include: lecture, explanation, illustration, demonstration, etc. The teacher technique-thought they are widely criticized in the matter that they allow restricted opportunities for learners to process the L2 information.

b) Learner-Centred Techniques

Learner-centred techniques keep the role learner at the centre of teaching and learning activities. They emphasize learner autonomy in learning the target language. The students may get sufficient opportunities to work, and process the target language features. The learners' activation and involvement may replace the role of external authority. While teacher-centred techniques emphasize the product (i.e. subject matter), the learner centred techniques emphasize the process (i.e. involvement of the learners in learning activities/tasks).Learner-centred techniques are presented as bellow;

Group work

Classroom interaction is fairly promoted in the group work activities. The SLA theories emphasize the role of group work for many reasons, such as: a) the group work allows the learners to interact, exchange and repair each other's communication-skills; b) the group work allows them to do 'negotiation of meaning' through comprehensive checks, confirmation checks, clarification requests, recasts and corrective feedback; c) the group work allows them to carry out interpersonal as well as intrapersonal processing.

The group work can be found in various forms and practices. Generally, on the basis the roles of members in a group, the group work can be classified into four categories:

- i. The combining group work
- ii. The co-operating group work
- iii. The superior-inferior group work
- iv. The individual arrangement group work.

Pair work

Pair work – a type of group work – is an important learner-centred technique commonly used in the second or foreign language classrooms. The communicative language teaching and task-based language teaching overemphasize the role of pair work in the question of the L2. Pair work is assumed to be important for task management. While performing in the tasks or activities, the task roles of the participants should be changed so that both of the participants in the pair may get equal opportunities to participate in the learning process. Generally, the activities such as split reading, split information, information-gap, information-exchange, role plays, etc. are used in the pair work technique.

According to Cross (1992), pair work can be conducted within a series of steps that include:

- Step 1: Preparation (explicit instruction, materials and language models)
- Step 2: Teachers-student model (Teacher performed a task pairing with a student; to show what each pair is required to do.)
- Step 3: Public pairs (Making pair of any two students who sit well apart.)

Step 4: Private pairs (Simultaneous pair work; making all pairs work together.)

Step 5: Public check (Asking anyone pair to perform the task again, publicly.) other pairs also can be asked for performance, and appropriate feedback should be given.

Individualization

Individualization is a technique that can be used to promote L2 students' self learning abilities. It is highly effective in the self access centers and in the internet based tasks. The learners have freedom to choose what, how and when to learn. It is mainly used to address learner's needs and to place in them responsibility for learning.

2.2 Review of the Empirical Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. Though a number of research works have been carried out in the field of language teaching using of different strategies in teaching learning activities in English language. Research is the scientific study made on a particular subject or topic under some specified conditions. It requires the knowledge of previous background to obtain the targeted objectives and to deepen the study. Some of the related studies have presented below:

Panta (2009) has conducted a research on “Perception of Communicative Language Teaching by Secondary level English Teachers”. The study attempted to find out the perception of CLT by Secondary level English teachers and gaps perceived by them in its implementation. Written set of questionnaire was his major tools. He selected 50 English language teachers of secondary level in Kathmandu district. The findings of the study suggested that different teachers perceive communicative language. Teaching (CLT) differently depending upon their context.

Niroula (2010) carried out a research on 'Using Task-Based Approach to Teaching Grammar'. The main objective of his research was to find out the effect of TBLT in teaching grammar. Written set of questionnaire was his major tools. He selected 40 English language teachers of secondary level. He concluded that TBLT was more effective in teaching grammar.

Giri (2010) has conducted on "Perceptions of Teachers and Student's on lecture Technique". The objectives of the study were to find out the perceptions of learners and teachers on the use of lecture techniques in teaching English at higher secondary level. Written set of questionnaire was his major tools. He selected 40 English language teachers of secondary level to collect his data. The major finding of his study was that the respondents disagreed in teaching English language using lecture method. They suggested that it would be more fruitful to use modern strategies in teaching learning activities.

Saha (2010) has recently carried out a research study entitled "Effectiveness of Teaching Grammar through Inductive Method". The objective of the study was to find out the effectiveness of the inductive method in teaching grammar. Written set of questionnaire was his major tools. He selected 40 English language teachers of secondary level. It was found that teaching grammar through inductive was more fruitful than traditional method.

Ibragimova(2011) conducted a study on the title, "Multiple intelligences theory in action in EFL classes: A case study" The main objective of this study was to investigate the application of multiple intelligences theory in intermediate language classes at Eastern Mediterranean University. This study employed triangulation approach to collect the data. Similar results were obtained from classroom observations. That is, the observed classroom activities did not correspond to the students MI profiles.

Fitriana, Irta, (2012) has carried out a research on "Neuro-linguistic programming as student's energizer". The aims of this study were to measure effectiveness of NLP presupposition have a very big role to assist students

become inspired, energized and motivated to study is to let them understand internal state such as excited, happy interested or curious work great in educational environment to facilitate positive academic response.

The review of the literature as mentioned above shows that many researchers have been conducted to find the application different strategies in teaching English language using experimental research. But none of any research has been done to explore the challenges faced by the English language teacher in the use of recent strategies in Nepalese context from this view this study is different from other studies.

2.3 Implications of the Review of the Study

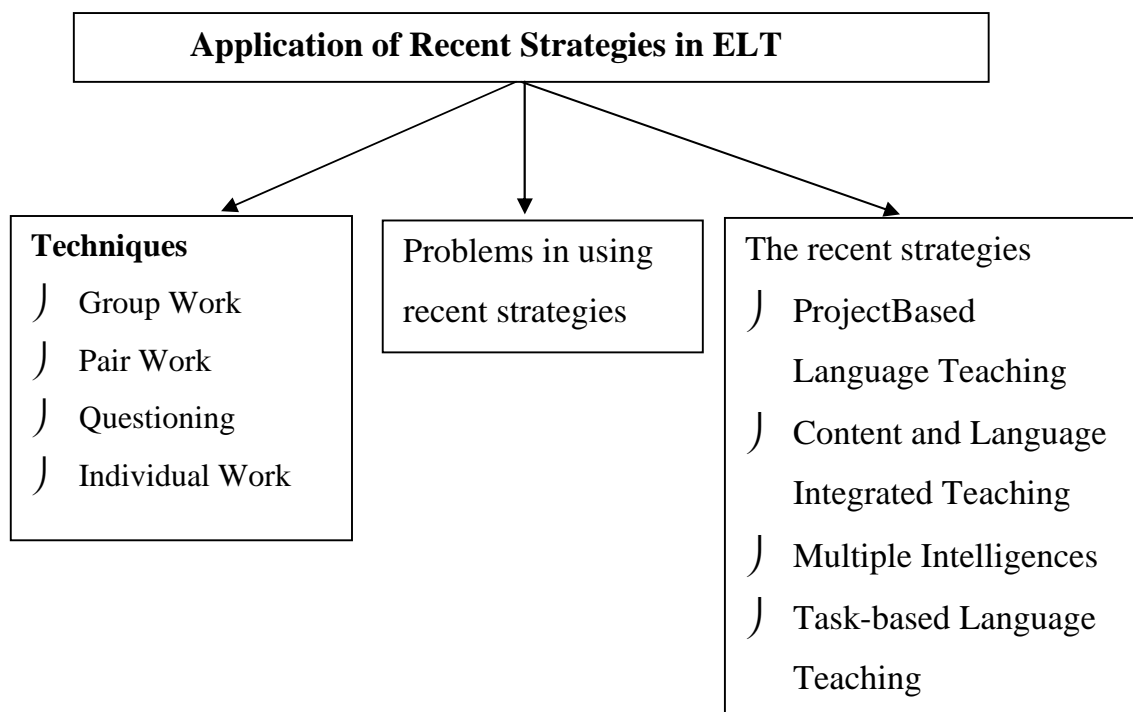
Each and everything has its own importance. As I have reviewed some of the previous research works, it helped me to know what aspect on the topic had been found out before. The review of research work helped to get some insights about how to carry research. The review helped me to relate past findings to the present day context, not only this, it is very much important to notice what has been said on the topic before. Thus, the research work that I reviewed provided me with valuable insights on the various aspects of topic, I observed objectives, research tools, sources of data, sampling procedures, methodology and findings of some of the previous research work which eventually enlarged my present state of knowledge regarding the subject matter as well as I got elaborated knowledge on how to form objectives, to prepare research tools and apply these tools effectively and to find appropriate sources of data. So, the reviews of these studies are helpful for me.

Niroula 2010 carried out a research on the using task-based approach to teaching grammar. Saha (2010) has recently carried out an effectiveness of teaching grammar through inductive method. Pantha (2009), conducted a research on the study on perception of communicative language teaching by secondary English teachers. Giri (2010) has carried out a research on the study on perceptions of teachers and students on Lecture technique. Similarly

Ibragimova's (2011) research work has helped me to formulate different research questions for teachers regarding the perception of MI theory and its use in ELT field. Fitriana (2012) conducted a research on the study on neuro-linguistic programming as students' energizer. From this research I know that how to form objectives, which design should be used for research, what kinds of sources should be used and so on. To conclude, it helps to bring the clarity and focus on the research problem, improved methodology and conceptualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what hasn't been said yet. For findings new area for further study or research.

2.4 Conceptual Frame Work

Conceptual framework refers to the mental picture of the things in consideration. When we think of something image is created in our mind, that type of mental structure is known as conceptual framework which includes



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology refers to the methods or procedures adopted to find out the target goal or area. To address the objectives of my study I will adopt the following methodologies also follow the survey research using judgmental or purposive random sampling.

3.1 Design and Method of the Study

Survey research will be used to complete this study.

Survey is a superficial study of an issue. It is the most commonly used method of investigation in educational research. It can be carried by a group of researchers or by an individual. In survey research the data is collected only at a single point of time and structure tools are used. It is a cross sectional hypothetic deductive study. It is the method of collecting information by asking a set of pre-formulated questions in a pre-determined sequence in a structured questionnaire to a sample of individual so as to be representative of a defined population.

According to Kerlinger (1986), “Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables.”

Specially, it is carried out in large number of population in order to find the public option on certain event, issue or situation. Survey research study was selected because such study is carried out to address the large population by selecting sample population which is the representative of the study population as a whole in this context Cohen and Manion(1985, as cited in Nunan, 1992, p.140) write:

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigation through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain the snapshot of condition, attitudes and /or events at a single point of time

Similarly, Nunan (1992, p.140) states, “Surveys are widely used for collecting data in most areas of social inquiry from politics to sociology, from educational to linguistics.” Likewise, Cohen et al. (2010) write that survey research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify most standard one against the existing situation.

From aforementioned definitions we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sectors to obtain a snapshot of conditions, attitude and events at a single point of time.

According to Nunan (1992, p.140), The main purpose of survey research is to obtain a snapshot of conditions, attitudes and or events at a single point.”

According to Cohen and Manion (1985) “Survey are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigation through scale studies carried out by a single researcher (as cited in Nunan, 1992, p. 140). A survey usually addresses the large number of population, sampling is necessary to carry out investigation. The concern here is to ensure that sample should be representatives of the study. Population of the whole sampling is doing to obtain practicability of the study. Nunan (1992 p. 141) suggests the following eight step procedures of survey research:

Step 1: Define Objectives;

What do we want to find out?

Step 2: Identify target population:

Who do we want to know about?

Step 3: Literature review:

What have other said/discovered about the issue?

Step 4: Determine sample:

How many subjects should we survey, and how will identify this?

Step 5: Identify survey instruments:

How will the data will be collected, questionnaire or interview?

Step 6: Designed survey procedure:

How will the data collection actually be carried out?

Step 7: Identify analytical procedure:

How will the data be assemble and analyzed?

Step 8: Determine reporting procedure:

The will be written up and presented?

The discussion above entails that survey is one of the important research method used in educational investigations. It is mainly carried out to find out people's attitudes, opinions and specified behavior in certain issue phenomena events or situations. So, in order to find out the student's perception on the sources 'Research Methodology' in language Education, I choose survey design in my research study.

3.2 Population, Sample and Sampling Strategy

The sample population of the study was limited to the thirty English language teachers who were teaching in the lower secondary and secondary level schools of Tanahun district. The selection was done through the use of judgmental or purposive sampling procedure.

3.3 Study Area/Field

The sample population of this study was 30 English language teachers of secondary level from private schools in Damauli periphery included in this study.

3.4 Data Collection Tools and Techniques

To fulfill the objectives of the research the researcher used a set of questionnaire with both open ended and closed ended questions.

3.5 Data Collection Procedures

First of all, I visited the District Education Office of Tanahun to take the list of Private Secondary schools. After that, I went to the headmaster of the selected schools for permission, then, I provided questionnaire to the English teacher and asked them to complete the questionnaire with the relevant information required.

3.6 Data Analysis and Interpretation Procedures

Systematically collected data was analyzed, interpreted and presented descriptively with the help of tables, illustrations and diagram.

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF THE RESULT

This chapter deals with the analysis and interpretation of the data. The collected data from the respondents were analyzed and interpreted to find out the application of recent strategies in teaching English at secondary level. The data were elicited by using questionnaires. Therefore, the questionnaires provided to the teachers were collected, analyzed and interpreted. The responses have been analyzed information obtained from close – ended and open – ended questions from the secondary level English language teachers as it is already mentioned in the previous chapter, I had distributed a set of questionnaires including close – ended and open – ended types of questions in order to elicit the data from the informants. The questions were analyzed and interpreted as follow:

4.1 Analysis of the Data Obtained from Objective Questions

Under this title, item wise analysis of all the responses of ten objectives questions (i.e. Q.No.1,2,3,4,12,17,18,20,21 and 23) taken from thirty secondary English teachers have been analyzed and interpreted below:

4.1.1 Selection of Methods

To know the view of the teachers towards the selection of methods, the researcher asked to respond to the Q.No.1. "The Methods are selected according to the objectives." The responses are obtained from the teachers are presented in the table below:

Table No. 1
Selection of Methods

Statement	Responses									
	Agree		Disagree		Strongly agree		Strongly disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Selection of methods according to the objectives.	8	27	-	-	22	73	-	-	30	100

From the above data, the researcher found that the majority of the teachers (i.e. 73 %) strongly agreed that the methods were selected according to the objectives of the lesson. Similarly, 27% of the teachers agreed with this statement. This shows that all the teachers showed their agreement that the methods are selected according to the objectives of the lesson.

4.1.2 Methods for Better Teaching

The teachers were asked to respond to the Q. No.2“Teachers need appropriate methods for better teaching”. The responses obtained from them are presented in the table below

Table No. 2

Methods for Better Teaching

Statement	Responses									
	Agree		Disagree		Strongly agree		Strongly disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
2. The necessity of appropriate method for better teaching.	10	33	-	-	20	66	-	-	30	100

From the above table, we found that the majority of the teachers (i.e. 66%) strongly agreed that the teachers need appropriate methods for better teaching. Similarly, 33% of the teachers agreed with this statement. This shows that all the teachers agreed that the teachers need appropriate method for better teaching.

4.1.3 Teaching Methods Helps to Develop Abilities

Methods are necessary in teaching learning process. Better methods help to develop students' abilities. To find out the attitudes of the teachers, they were asked to respond to the Q.No.3. "Teaching methods help the students to

develop abilities for self – learning, problem solving and critical thinking." The responses given by them are presented in the table below:

Table No. 3
Teaching Methods Help to Develop Abilities

Statement	Responses									
	Agree		Disagree		Strongly agree		Strongly disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
3. Teaching methods helping on students for ability development.	8	27	-	-	22	73	-	-	30	100

The above table shows that majority of the teachers (i.e. 73%) strongly agreed that the teaching methods helped the students to develop abilities for self – learning problems solving and critical thinking. Similarly, 27% of the teachers agreed with this statement. This shows that all the teachers showed their agreement that the teaching methods help the students to develop abilities for self – learning, problem solving and critical thinking.

4.1.4 Environment of School to Implement New Strategies

To know the view of the teachers towards the environment of school to implement new strategies, the researcher asked to respond to the Q. No.4 'Environment of school to implement new strategies'. The responses obtained from the teachers are presented below:

Table No. 4
Environment of School to Implement New Strategies

Statement	Responses											
	very good		good		not good		bad		uncertain		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
4.Environment of school to implement new strategies.	5	17	18	60	5	17	1	3	1	3	30	100

The above table shows that 60% teachers answered "good" towards the statement i.e. environment of school to implement new strategy, similarly, 17% answered "not good" that environment of school to implement new strategy. Only 3% teachers answered "bad" that environment of school to implement new methods. Similarly, 3% teachers answered "uncertain" that environment of school to implement new methods. This shows that majority of teachers showed their agreement that the environment of school to implement new strategies is good.

4.1.5 Teacher Must Know How to use Task Based language Teaching (TBLT)

In this section, I tried to find out that the teachers must know how to use TBLT in language teaching. The teachers were asked to respond to the Q.No.12. "Every teacher must know how to use Task Based language teaching in teaching?" Their responses are as follows:

Table No. 5
Teacher Must Know How to use TBLT

Statement	Responses									
	Agree		Disagree		Strongly agree		Strongly disagree		Total	
	No	%	No	%	No	%	No	%	No	%
5. Knowledge of using about TBLT	15	50	-	-	15	50	-	-	30	100

The above table shows that 50% of the teachers were given to know how to use TBLT in teaching and 50% of them were also strongly agreed to know how to use TBLT in teaching. It shows that greater number of teacher must be familiar with TBLT, so that teacher can teach the learners effectively.

4.1.6 Task – Based Approach is Being Used in Nepal

This statement was about to find out task – based approach is being used in Nepal. The teachers were asked to respond to the Q.No.17" Do you think Task Based approach is used in Nepal?" The responses obtained to this statement are presented below:

Table No.6
Task – Based Approach is being used in Nepal

Statement	Responses									
	Agree		Disagree		Strongly agree		Strongly disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
6. Use of TBLT in Nepal.	7	23	17	57	4	13	2	7		

The above table shows that 17 (57%) teachers disagree that task – based approach is being used in Nepal. Similarly 7 (23%) teachers agree with the same statement. Only 4 (13%) teachers strongly agree. With the same statement and 2(7%) teachers strongly disagree with the same statement. The above response makes us clear that the task based approach is not being used in Nepal.

Those teachers who did not use it in teaching gave the opinions are as follows:

- i. Insufficient teaching materials
- ii. Lack of physical facilities

4.1.7 Preventing factors of Applying Communicative Language Teaching (CLT)

This statement was intended to find out the teachers responses toward the factors mainly prevents you from applying communicative language teaching. The teachers were asked to respond to the Q.No.18 "Which of the following

factors mainly prevents you from applying Communicative Language Teaching?"

The responses obtained to this statement have been presented below:

Table No. 7

Preventing factors of Applying CLT

Statement	Responses									
	Lack of sound knowledge on communicative		Lack of sufficient training on ELT		Lack of physical facilities		Large class size		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
7. Factors affect in applying in CLT.	9	30	7	23	3	10	11	37	30	100

The above table shows that 11 (37%) teachers considered large size of the class as the most disturbing factor for the application of communicative language teaching. Similarly 9(30%) teacher said that lack of sound knowledge in communicative approach is the problem of application of language teaching. Again 7 (23%) teachers considered lack of sufficient training on ELT is main problem of applying communicative language teaching. And only 3 (10%) teachers considered lack of physical facilities as the problem of application communicative language teaching in their class. On the basis of obtained data, we come to the conclusion that large size of class, lack of sound knowledge on communicative approach and lack of sufficient training on ELT are main problem to use communicative approach in classroom.

4.1.8 Knowledge of Post Method Pedagogy

This statement was intended to find out the teachers' responses towards the teacher must know about Post – Method Pedagogy. The teachers were asked to

respond to the Q.No.20 "The teacher must know about Post Method Pedagogy"

The responses obtained to this statement have been presented below:

Table No. 8
Knowledge of Post Method Pedagogy

Statement	Responses									
	Agree		Disagree		Strongly agree		Strongly disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
8. Knowledge about post method pedagogy.	4	13	-	-	26	87	-	-	30	100

From the above table, it can be observed that 87% of the teachers responded strongly agreed that the teachers must know about post method pedagogy and 13% of them marked agree. This shows that all the teachers showed agreement that the teacher must know about Post Methods Pedagogy.

4.1.9 Knowledge of Critical Pedagogy

To know views of the teachers towards the knowledge of critical pedagogy, the research asked to respond to the Q.No.21 "The teacher must know about critical pedagogy." The responses obtained from the teachers are presented below:

Table No. 9
Knowledge of Critical Pedagogy

Statement	Responses									
	Agree		Disagree		Strongly agree		Strongly disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
9. Knowledge about Critical thinking.	4	13	-	-	26	87	-	-	30	100

From the above data, we found that the majority of the teachers i.e. 100% strongly agreed that the teacher must know about critical pedagogy. This shows that all the teachers showed their agreement that the teacher must have the knowledge of Critical Pedagogy.

4.1.10 Difficulty to Manage Task in TBLT

To find the difficulties to manage task in TBLT in ELT class, the teachers were requested to respond to the Q.No23 "How much difficulty is to manage task in your TBLT class?" The responses obtained to this question have been presented below:

Table No. 10
Difficulty to Manage Task in TBLT

Statement	Responses									
	Easy		A great deal		Quite a lot		To some extent		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
10. Difficulty of managing task in TBLT class.	2	7	5	17	10	33	13	43		

This table shows that 13(43%) teachers considered the response, to some extent to manage task in TBLT. Similarly, 10(33%) teachers considered the response, quite a lot to manage task in TBLT. On the other hand, 5(17%) teachers considered the response, the great deal to manage task in TBLT and 2(7%) teachers considered the response, easy to manage task in TBLT. It shows that majority of teachers have difficulty to manage task in TBLT.

4.2 Analysis of Data Obtained from Subjective Type Questions:

All the responses taken from 16 subjective questions (i.e. Q.No.5,6,7,8,9,10,11,13,14,15,16,19,22,24,25 and 26) have been analyzed on the basis of individual items:

4.2.1 Use of Oral Structural Situational (OSS) Approach in Teaching English

In this teaching section, I tried to find out the teachers' attitudes whether they use OSS approach or not in language teaching. The researcher asked to respond

the Q.No.5 "Do you use Oral Structural Situational (OSS) approach in teaching language?" The responses are presented below:

Table No. 11
Use of OSS approach in Language Teaching

Statement	Responses					
	Yes		No		Total	
	No.	%	No.	%	No.	%
11. Application of OSS approach in teaching.	14	47	16	53	30	100

The above mentioned table shows that 47% of the teacher used OSS approach in language teaching and 53% of them did not use OSS approach in teaching language. The teacher who didn't use OSS approach in teaching language gave the following views:

- i. Lack of proper knowledge about it.
- ii. Large class size.
- iii. Lack of teaching materials

Those teachers who used OSS approach in language teaching used in the following context:

- i. They used it if the situation demands.
- ii. In teaching description of map, chart etc.
- iii. In teaching poem, drama, story etc.

4.2.2 Use of Project Based Language Teaching (PBLT) in Teaching

In this section, I tried to find out that the teachers attitudes whether they use PBLT in teaching or not. The researcher asked to respond the Q.No.6 "Do you

use Project Based Language Teaching (PBLT) in teaching?" Their responses have been presented in the table below:

Table No. 12

Us of PBLT in Teaching English

Statement	Responses					
	Yes		No		Total	
	No.	%	No.	%	No.	%
2. The application of PBLT in teaching	22	73	8	27	30	100

The above table shows that 73% of the teachers used PBLT in language teaching and 27% of them did not use PBLT in language teaching. The teachers who used PBLT in language teaching used in the following context:

- i. In teaching social values, culture and tradition significance.
- ii. To teach social discrimination, social problems and culture heritage.
- iii. To teach project work, peace and war. Those teachers who did not use PBLT in language teaching gave the opinions are as follows:

Those teachers who did not use PBLT in language teaching gave the opinions are as follows:

- i. The environment of school is not good.
- ii. Large class size.
- iii. Lack of proper training.

4.2.3 Use of Teacher Centered Technique

In this section, I tried to find out the respondents' attitudes in using teacher – centered technique in language teaching or not. The researcher asked to

respond to the Q.No.7 "Do you use teacher centered technique in language teaching?" Their attitudes are as follows:

Table No. 13
Use of Teacher – centered Technique

Question	Responses					
	Yes		No		Total	
	No	%	No	%	No	%
3. The use of teacher centered technique in language teaching?	22	73	8	27	30	100

The above mentioned table shows that 73% of the respondents used teacher – centered technique in language teaching. It shows that the greater number of the respondents used it in teaching English because it is easy to apply and no need of extreme preparation.

The respondents who used it on their language teaching had used it in the following context:

- i. In teaching sympathy, condolence, grammar, news report and letter writing.
- ii. To teach story developing, drama, poem and essay.
- iii. If the no. of students is too in numbers.
- iv. They used it where there is complex subject matter lack of teaching materials.
- v. In teaching language functions and structures.

Those respondents who did not use it in teaching language gave their opinions as follows:

- i. It is traditional method which can't meet the students' desire.
- ii. It is only teacher – centered, not given priority to the learners.
- iii. Learners become passive.

4.2.4 Use of Student – centered Technique

In this section, I tried to find out that the respondents attitudes whether using student – centered technique in language teaching or not. The researcher asked to respond the Q.No.8 "Do you use student centered technique in language teaching?" Their attitudes are as follows:

Table No. 14
Student – centered Technique in Language Class

Statement	Responses					
	Yes		No		Total	
	No	%	No	%	No	%
4. The use of student centered technique in language teaching.	21	70	9	30	30	100

This above table shows that 70% of the respondents used student – centered technique in teaching English whereas 30% of them did not use student – centered technique in language. The respondents who used student – centered technique in teaching English used in the following context:

- i. Most of the time.
- ii. In teaching language, functions, grammatical items, dialogues, conversation.
- iii. To teach drama, short story, story developing and new report.
- iv. To find out the solution of community – based problems.
- v. To make learner active.

Those respondents who did not use it in their teaching gave the attitudes are as follow:

- i. Lock of knowledge and proper training.
- ii. Large classroom size.
- iii. Need hard effort in preparation the lesson.

4.2.5 Use of Group Work Technique in Teaching

In this section, I tried to find out that the respondent attitudes whether they use group work technique in language teaching or not. The researcher asked to respond the Q.No.9 "Do you use group work technique in teaching?" Their attitudes are as follows:

Table No. 15
Group Work Technique in Teaching

Statement	Responses					
	Yes		No		Total	
	No	%	No	%	No	%
5.The application of group work technique in teaching	21	70	9	30	32	100

This above table shows that 70% of the respondents used group work technique in language teaching and remaining 30% of them did not use group work technique. It shows that the greater number of respondents used group work technique in language teaching, so that the learner learns easily and effectively.

The respondents who applied group work technique in teaching English used in the following context:

- i. They used it while teaching drama, poem, dialogue, conversation, vocabulary.
- ii. In teaching short story, news report, grammar.
- iii. To get view of the student
- iv. To know and perform the group based ideas.

Those respondents who did not use it in teaching gave the opinions as follow:

- i. Lack of teaching materials.
- ii. Too number of students.
- iii. Take long time.

4.2.6 Use of Pair Work Technique in Teaching

To find out whether the teachers use pair work technique in teaching or not, the teachers were asked to respond to the Q.No.10 "Do you use pair work technique in teaching?" The responses are presented in the table below:

Table No. 16

Pair Work Technique in Language Teaching

Statement	Responses					
	Yes		No		Total	
	No.	%	No.	%	No.	%
6. Application of pair work technique in teaching.	18	60	12	40	30	100

The above table shows that 60% of the teachers used pair work and 40% of them did not use it in teaching. From the above data, we can conclude the majority of the teachers used pair work technique in language teaching.

The teachers who used this technique in language teaching used in the following context:

- i. In teaching vocabulary, drama, short story.
- ii. To teach poem, conversation, grammar, news report.
- iii. In teaching pronunciation, to focus their communicative skilled and to share ideas.

Those teachers who did not use it in teaching English gave the following views:

- i. Lack of teaching materials.
- ii. Too number of students.
- iii. Take long time.

4.2.7 Use of Multiple Intelligences(MI) Teaching

To find out whether the teachers use multiple intelligences or not, the teachers were asked to respond to the Q.No.11 "Do you use Multiple Intelligences Teaching in language teaching?" The responses given by the teachers are presented in the table below:

Table No. 17

Multiple Intelligences Teaching in Teaching

Statement	Responses					
	Yes		No		Total	
	No	%	No	%	No	%
7.Application MI Teaching in language teaching.	8	27	22	73	30	100

Regarding the use of multiple intelligences teaching in language teaching, it was found that 27% of the teachers used in teaching and a majority of teachers, i.e. 73% did not use in teaching.

The teachers who used it in language teaching used in the following context:

- i. In teaching charts, puzzle, debates.
- ii. To teach the text related context.
- iii. They used it if the topics demands.

The teachers who did not use it in teaching language gave the opinions are as follows:

- i. Lack of knowledge how to use it.
- ii. Lack of training in providing the recent strategies.

4.2.8 Use of Reflective Teaching in Teaching

Different types of teaching strategies can be used in language teaching. Strategies help the students to learn the subject matter easily. Here the teachers were asked to respond to the Q.N0.13 "Do you use reflective teaching in teaching?" The responses given by the teachers are presented in the table below:

Table No. 18
Reflective Teaching in Teaching

Statement	Responses					
	Yes		No		Total	
	No.	%	No.	%	No.	%
8. The use of reflective teaching in teaching.	15	50	15	50	30	100

This table shows that 50% of the teachers used reflective teaching and 50% of them did not use it in teaching.

The teachers who used this teaching in teaching used in the following context:

- i. In teaching poem, drama, story developing.
- ii. To make the student broadly known to the subject matter.
- iii. In teaching grammar, language function and dialogue.

Those teachers who did not use it in teaching gave the following opinion:

- i. Lack of knowledge about it.
- ii. Unsuitable school environment.

4.2.9 Use of Content and Language Integrated Learning (CLIL)

This statement was intended to find out whether the teachers use content and language integrated learning in teaching or not. The teachers were asked to respond to the Q.No14 "Do you use Content and Language Integrated Learning

teaching in language teaching?" The responses obtained to this statement have been presented below:

Table No. 19
Content and Language Integrated Learning

Statement	Responses					
	Yes		No		Total	
	No.	%	No.	%	No.	%
9. Application of CLIL in language teaching.	22	73	8	27	30	100

This table shows that the majority of the teachers i.e. 73% did not use content and integrated learning I teaching and 27% of them used it in the language teaching.

The teacher who used it in language teaching used in the following context:

- i. In teaching conversation, drama and skills.
- ii. To use on the basis of topic.

Those who did not use it in language teaching gave the following opinions:

- i. Lack of knowledge about it.
- ii. Lack of training.
- iii. Lack of teaching materials

4.2.10 Use of Dialogue Technique in Teaching

In this section, I tried to find out whether the teachers use dialogue technique in teaching or not. The teachers were asked to respond to the Q.No.15 "Do you use Dialogue Technique in language teaching?" The responses given by the teachers are presented in the table below:

Table No. 20
Use of Dialogue Technique

Statement	Responses					
	Yes		No		Total	
	No.	%	No.	%	No.	%
10.The use of Dialogue Technique in language teaching.	19	63	11	37	30	100

This table shows that the majority of the teacher (i.e.63%) used dialogue teaching in language teaching and 37% of them did not use.

The teacher who used it in language teaching used in the following context:

- i. In teaching drama. Conversation, short story and language function.
- ii. In teaching description of picture pronunciation and communicative functions.

Those teachers who didn't use it in teaching gave the following opinions:

- i. Large classroom size.
- ii. Insufficient classroom management.

4.2.11 Use of Communicative Technique in Teaching

This statement was about the use of communicative technique in teaching or not. The teachers were asked to respond to the Q.No.16 "Do you use Communicative Technique in language teaching?"The responses obtained are presented in the table below:

Table No. 21
Use of Communicative Technique

Statement	Responses					
	Yes		No		Total	
	No.	%	No.	%	No.	%
11. The application Communicative Technique in language teaching.	26	87	4	13	30	100

From this table it can be observed that the majority of the teacher (i.e.87%) used communicative technique in teaching and 13% of them did not use it. It also shows that the greater no. of teacher used it in teaching so that the students

can learn easily and communicatively. The teacher who used this technique in language teaching use in the following context:

- i. In teaching drama, poem, short story and news report.
- ii. In teaching vocabulary, broken dialogue and language skills.
- iii. In teaching grammar, condolence, sympathy and most of time.
- iv. In teaching language for providing.

4.2.12 Use of Inductive Method in Language Teaching

In this section, I tried to find out whether the teachers use inductive method in language teaching or not. The teachers were asked to respond to the Q.No.19 "Do you use inductive method in language teaching?" The responses obtained are presented below:

Table No. 22
Use of Inductive Method in Language Teaching

Statement	Responses					
	Yes		No		Total	
	No.	%	No.	%	No.	%
12. The use of inductive method in language teaching.	19	63	11	37	30	100

The above table shows that the majority (i.e.63%) of the teachers used method in language teaching and 37 % of them did not use it in language teaching. It shows that the greater number of teachers used in language teaching. So that the students can easily understand and teaching learning activities could be more effective.

The teachers who used inductive method in language teaching used in the following context:

- i. In teaching grammatical items.

- ii. In teaching language, text in language class.

Those teachers who did not use inductive method gave the opinions are as follows:

- i. Large class size
- ii. Lack of training class

4.2.13 Use of Interaction Teaching in Teaching

In this section, I tried to find out that the teachers used interaction teaching in teaching or not. The teachers were asked to respond to the Q.No.22 "Do you use interaction technique in language teaching?"The responses are presented as follows:

Table No. 23
Use of Interaction Teaching in Teaching

Statement	Responses					
	Yes		No		Total	
	No.	%	No.	%	No.	%
13. Application interaction technique in language teaching.	22	73	8	27	30	100

This above table shows that the majority of the teachers (i.e. 73%) used interaction technique in language teaching and 27% of them did not use interaction technique in language teaching.

The teachers who used interaction technique in language teaching used in the following context:

- i. In teaching conversation, drama, short story and poem.
- ii. In teaching debates, broken dialogue and vocabulary.

- iii. In providing students exposure, making the classroom more communicative
- iv. To take an information of the given text.

Those teachers who did not use interaction technique in teaching gave the following opinion:

- i. School environment is not suitable.
- ii. Large class size.
- iii. Subject matter is too much.

4.2.14 Effectiveness of Recent Strategies in ELT

In this section, I tried to find out that the teachers opinions whether the recent strategies are suitable and effective for teaching and learning English or not. The teachers were asked to respond to the Q.No.24 "Do you think recent strategies are suitable and effective for teaching and learning English language?" Their responses were as follows:

Table No. 24

Effectiveness of Recent Strategies in ELT

Statement	Responses					
	Yes		No		Total	
	No.	%	No.	%	No.	%
14. The necessity of recent strategies in ELT.	29	97	1	3	30	100

The above table shows that the majority of the teachers (i.e. 97%) agreed that the recent strategies are suitable and effective for teaching and learning English. The teachers who were in favor of the recent strategies are effective for teaching and learning English had given their opinions as follows:

- i. Recent strategies are the modern strategies which make the students competitive, capable and develop the communicative skill.
- ii. Recent strategies make the students active and teaching learning activities more effective.
- iii. These strategies are student – centered technique which provides practical knowledge increases students participation and creative learner.
- iv. Recent strategies make the students more comprehensive in learning, provide ample opportunity for communication in learning and uses more teaching materials.
- v. These strategies help to make teaching and learning fruitful and meaningful.

4.2.15 Use of Recent Strategies in ELT class

Regarding the question, "Do you want to use Recent Strategies in your class?" The majority of the teachers (i.e. 100%) want to use recent strategies in ELT class because of the following reasons:

- i. To provide real, practical knowledge, make the students comprehensive and teaching learning activities become more effective, meaningful and fruitful.
- ii. To make the learners active in study and arouse their interests towards the text.
- iii. To make the classroom interactive, communicative and meaningful.
- iv. To make the learners more competitive in the modern age and to fulfill the goal of curriculum.
- v. To develop and integrate all language functions and skills

4.2.16 Suggestion for Better Application

The researcher requested the teachers to provide suggestions for better application of recent strategies at secondary level. The suggestions given by them are as follows:

- i. In our country, there are more teachers who do not have knowledge of modern techniques. They should be trained by much modern techniques.
- ii. The numbers of students should be managed properly.
- iii. There should be proper physical facilities.
- iv. The teacher should be competent and well familiar to the subject matter.
- v. The teacher should be sensitive and devote in using recent strategies.
- vi. Teaching materials should be well managed to teach schools.
- vii. Recent strategies should be included in higher level curriculum.

4.3 Summary of the Findings

On the basis of analysis and interpretation of the data obtained through the questionnaires, the following findings have listed:

- i. It was found that most of the teachers used communicative language teaching and project based language teaching in teaching English.
- ii. It was found that majority of teachers were not familiar with the recent strategies such as multiple intelligences, reflective teaching, content and language integrated learning and so on.
- iii. It was found that the majority of the teachers (i.e. 100%) thought that the teacher must be familiar with how to use task in TBLT.

- iv. It was found that the majority of the teachers (i.e. 100%) believed that the teacher must be familiar with Post Method Pedagogy and Critical Pedagogy.
- v. It was found that all the teachers showed their agreement that the methods are selected according to the objectives of the lesson.
- vi. It was found that all the teachers agreed that the teachers need appropriate method for better teaching.
- vii. It was found that all the teachers showed their agreement that the teaching methods help the students to develop abilities for self – learning, problem solving and critical thinking.
- viii. It was found that majority of the teachers thought that the task based approach is not being used in Nepal.
- ix. On the basis of obtained data, the researcher came to the conclusion that large size of class, lack of sound knowledge on communicative approach and lack of sufficient training on ELT are main problem to use communicative approach in classroom.
- x. It was found that all the teachers believed that recent strategies are suitable and more effective for language teaching but lack of physical facilities, large class size, unsuitable school environment and lack of sound knowledge on recent strategies were found more serious problems for applying recent strategies.

CHAPTER-FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter incorporates the major conclusions of the study based on analyses and interpretation of the data and recommendations for pedagogical implication. The main objective of this study was to find out the application of recent strategies in teaching English.

5.1 Conclusions

On the basis of analysis and interpretation of the data obtained through the questionnaires, the following conclusions have listed:

- i. It was found that all the teachers showed their agreement that the methods are selected according to the objectives of the lesson.
- ii. It was found that all the teachers agreed that the teachers need appropriate method for better teaching.
- iii. It was found that majority of teachers were not familiar with the recent strategies such as multiple intelligences, reflective teaching, content and language integrated learning and so on.
- iv. It was found that the majority of the teachers (i.e. 100%) thought that the teacher must be familiar with how to use task in TBLT.
- v. It was found that the majority of the teachers (i.e. 100%) believed that the teacher must be familiar with Post Method Pedagogy and Critical Pedagogy.
- vi. It was found that the majority of teachers (i.e. 100%) are interested to practice CLT in the ELT class. But lack of physical facilities, lack of sound knowledge on ELT, lack of sufficient training on ELT and large class room size were found more serious problem for applying CLT in Nepalese context.

- vii. It was found that there was no application of recent strategies in ELT such as task-based language teaching, reflective teaching multiple intelligences and oral structural situational approach.
- viii. It was found that all the teachers believed that recent strategies are suitable and more effective for language teaching but lack of physical facilities; large class size, unsuitable school environment and lack of sound knowledge on recent strategies were found more serious problems for applying recent strategies.

5.2 Recommendations

On the basis of conclusions obtained from the analysis and interpretation of the data, the investigator makes the following recommendations:

a. Policy level

- i. It is required to train teachers on recent strategies for the effective implementation of the recent strategies. Furthermore, the refreshment training should be provided to the teachers based current strategies.
- ii. The English book should be made relevant to the real life situation of students. It indicates that task relevant to local context should be included in the textbooks.
- iii. Basic teaching materials should be managed by schools.
- iv. Physical facilities should be managed properly.
- v. ELT classroom is different from other classes in which the primary focus is given on the context. Therefore, the school management needs to be made familiar with the peculiarities and problems in the language classroom. So that, they can help to deal with some of the environmental constrains such as classroom management, number of students, time require for language classroom etc.

b. Practice level

- i. The teacher should be co-operative and helpful.
- ii. There is also lack of interaction between the teachers and the students in and out of the classroom. It would be better to manage student friendly language classroom.
- iii. All language skills should be equally focused and taught interactively.
- iv. Teaching learning activities should be in favor of learners.
- v. All the teachers as well as parents should pay attention to create learning environment.
- vi. Monitoring and supervision should be done by the concerned authorities so that it would contribute to reform the education system.

c. Further Research Level

- i. This research will provide a valuable secondary course for the researchers.
- ii. It will provide new research areas to be investigated.
- iii. This research is delimited to the "Application of Recent Strategies in Teaching English". There needs to be the further researches carried on other field too.

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<http://www.teachingenglish.org.uk/think/articles/clil5a5lesson5framework>

Appendix -1

(Questionnaire for Teacher)

Dear Sir/ Madam

This questionnaire is a research tool for gathering information for my research entitled "Application of Recent Strategies in Teaching English" under the guidance of Prof. Dr. Laxmi Bahadur Maharjan, Department of English Education T.U Kirtipur, Kathmandu, The correct information provided by you will be of great help for completing my research. The information you have provided will be kept highly confidential and used only for research purpose. I would appreciate your responses will be completely anonymous.

Kalyan Basnet

Name:

Qualification:

Experience:

Name of institution:

Address:

Tick the best answer:

1) The methods are selected according to the objectives:

a. Agree

b. disagree

c. Strongly agree

d. strongly disagree

2) Teachers need appropriate methods for better teaching.

- a. Agree
- b. disagree
- c. Strongly agree
- d. strongly disagree

3) Teaching methods help the students to develop abilities for self learning, problem solving and critical thinking.

- a. Agree
- b. disagree
- c. Strongly agree
- d. strongly disagree

4) The environment of your school to implement new methods is

- a. Very good
- b. Good
- c. Not good
- d. Bade. Uncertain

5) Do you use Oral Structural Situational (OSS) approach in teaching language?

- a. Yes
- b. No

If yes, in which context

.....

6) Do you use Project Based Language Teaching (PBLT) in teaching?

- a. Yes
- b. No

If yes, in which context

.....

7) Do you use teacher centered technique in language teaching?

- a. Yes
- b. No

If yes, in which context

.....

8) Do you use student centered technique in language teaching?

- a. Yes b. No

If yes, in which context

.....

9) Do you use group work technique in teaching?

- a. Yes b. No

If yes, in which context.....

.....

10) Do you use pair work in teaching?

- a. Yes b. No

If yes, in which context

.....

.....

11) Do you use Multiple Intelligences Teaching in teaching?

- a. Yes b. No

If yes, in which context.....

.....

12) Every teacher must know how to use Task Based language Teaching in teaching?

- a. Agree b. Disagree c. Strongly agree d. Strongly disagree

13) Do you use Reflective Teaching in teaching?

- a. Yes
- b. No

If yes, in which context

.....
.....

14) Do you use Content and Language Integrated Learning teaching in language teaching?

- a. Yes
- b. No

If yes, in which context

.....
.....

15) Do you use Dialogue Technique in language teaching?

- a. Yes
- b. No

If yes, in which context

.....
.....

16) Do you use Communicative Technique in language teaching?

- a. Yes
- b. No

If yes, in which context

.....
.....

17) Do you think Task Based approach is used in Nepal?

- a. Strongly agree
- c. Disagree
- b. Agree
- d. Strongly disagree

18) Which of the following factors mainly prevents you from applying Communicative Language Teaching?

- a. Lack of sound knowledge on communicative approach.
- b. Large size of the class
- c. Lack of sufficient training on ELTs
- d. Lack of physical facilities

19) Do you use inductive method in language teaching?

- a. Yes
- b. No

If yes, in which context

.....
.....

20) The teacher must know about Post Method Pedagogy

- a. Agree
- b. Disagree
- c. Strongly agree
- d. Strongly disagree

21) The teacher must be familiar with Critical Pedagogy

- a. Agree
- b. Disagree
- c. Strongly agree
- d. Strongly disagree

22) Do you use interaction technique in language teaching?

- a. Yes
- b. No

If yes, in which context

.....
.....

23) How much difficulty is to manage task in your TBLT class?

- a. Easy
- b. A great deal
- c. Quite a lot
- d. To some extent

24) Do you think recent strategies are suitable and effective for teaching and learning English language?

- a. Yes
- b. No

If yes, how can you say these strategies are effective and suitable for teaching and learning English language?

.....
.....

If no, what will be the alternative strategy to teach in multilingual classroom and complete the course in time instead of recent strategies?

.....
.....

25) Do you use recent strategies in your class? If yes, why? No, why?

.....
.....

26) Give your suggestions for better application of recent strategies at secondary level?

.....
.....

Thank You for your kind co-operation.