

**APPLICATION OF RECENT METHODOLOGY IN ELT:
TEACHERS' PERCEPTIONS AND PRACTICES**

Submitted by

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DECLARATION

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

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DEDICATION

Dedicated
to
My parents

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ABBREVIATIONS AND SYMBOLS

CDC	-	Curriculum Development Center
NEPC	-	National Education Planning Commission
NESP	-	National Education System Plan
NEC	-	National Education Commission
i.e.	-	that is
etc	-	et cetera
CLT	-	Communicative Language Teaching
TBLT	-	Task Based Language Teaching
TPR	-	Total Physical Response
OSS	-	Oral Structural Situational
GT	-	Grammar Translation
CLL	-	Community Language Learning
ELT	-	English Language Teaching
%	-	Percentage

ABSTRACT

The current study, **Application of Recent Methodologies in ELT: Teachers' Perceptions and Practices**, aims to find out the teachers' perceptions and practices of recent methodologies in the ELT classrooms. To meet the objectives of the study, ten different private boarding schools and thirty English language teachers teaching in those schools were selected through purposive non- random sampling procedures. The researcher adopted questionnaire and observation checklist as data collection tools. It has been found that English language teachers have positive attitude towards recent methodology and teachers were practicing recent methodologies such as Task Based Language Teaching, Post Method Pedagogy, Communicative Language Teaching Method, etc. in their classrooms.

This thesis consists of five chapters. The first chapter presents the background of the study, statement of the problem, objectives of the study, Research questions, Significance of the study, Delimitations of the study and definitions of key terms used in this work. The second chapter includes review of related theoretical literature, review of related empirical literature, implications of the review for the study, and conceptual framework. The third chapter is about the methodology used in the process of this study, population, sample and sampling strategy, tools for data collection, data collection procedure, and data analysis and interpretation procedure. The fourth chapter is analysis and interpretation of the data. Chapter five includes findings, conclusion and recommendations. Furthermore, recommendations are categorized as policy related, practice related and further research related. The final chapter is followed by the references consulted to carry out this study which is finally followed by the appendices.

CHAPTER ONE

INTRODUCTION

This is the study on *Application of Recent Methodologies in ELT: Teachers' Perceptions and Practices*. This section consist with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of Study

The term “Method” refers to the practical realization of theories and assumptions about the nature of language and language learning.

Whereas, the term "Methodology" refer to the systematic theoretical analysis of the methods applied to a field of study. It focuses on applying the most appropriate method for that learner's specific background, objectives learning styles and context. According to Rhalmi (2009), "the term methodology refers to a set of methods. It is the rational and the philosophical assumption that underlie a particular study." In language teaching, methodology means the study of pedagogical practices in general, including theoretical implications and related research. It includes what is involved in how to teach. According to the Namhata (2015),"if method tells us what are the techniques adopted to teach a lesson, methodology tells us how it is to be done." If the former tells us the steps to be incorporated in a class lecture, the latter tell us the

rationale behind adopting the steps. If method is coded in its sense of application, methodology is reasoned in imparting the technique (code).

Applying a particular method thoughtlessly to any and every learning context we come into contact with may not always be appropriate. What we need to ask ourselves therefore is how to decide what is appropriate, and how to apply the methodological beliefs that guide our teaching practice. Language teachers should have the knowledge of subject matter as well as pedagogical knowledge. Pedagogical knowledge is the deep knowledge about the processes and practices of methods of teaching and learning and how it encompasses overall educational purposes values and aims. This is a generic form of knowledge that is involved in all issue of students learning, classroom management, and lesson plan development and implementation and student evaluation. It includes knowledge about techniques or methods to be used in the classroom, the nature of target learners and strategies for evaluating students understanding. Teachers with deep pedagogical knowledge understand how students construct knowledge and acquire skills, develop habits of mind and positive disposition towards learning.

Teaching and learning of English language as a second or foreign language requires a numbers of explicit theories, principles and procedures that help the teachers to develop skills, knowledge and attitudes in their students' academic as well as interactional ability in English as a second language or English as a foreign language. As the emergence of many recent methods, it opposes the traditional banking system of education and supports student centered learning. As a result, linguists and Second language acquisition researchers developed different student centered methods, approaches and principles for effective and successful language teaching and learning. Along with finding out the

application of recent methodologies in the English language teaching this research work is an attempt to present the practice and perception towards recent methodologies in ELT scenario of our context in this study.

1.2 Statement of the Problem

Different methods are emerged in the field of English language teaching. Many people advocate that for effective teaching it is necessary to apply those recent methods like Total Physical Response (TPR) method and Computer Assisted Language Learning (CALL) methods in ELT classroom. However it is effective or not is yet a matter of debate. So to find out the reality I became interested in this area. Here, I want to find out the perceptions and practices of recent methodologies in the field of ELT and application of those recent methods in the secondary level English classroom of Pokhara. Here, I want to find out how the recent methods are applied in the classroom and how these methods are different from traditional ones. Next reason behind selecting this topic is that how there is mismatch between policy and practice at the ground level. Although several research works have been carried out in the department related to the methods, to my knowledge this is the first research on the application of recent methodologies in the ELT classroom of Pokhara valley.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- i) To find out the teachers' perceptions and practices of recent methodologies in ELT classroom and
- ii) To suggest some pedagogical implications.

1.4 Research Questions

The research questions of this study were as follows:

- i) What are the perceptions and practices of English language teachers towards recent methodologies in the ESL classrooms?
- ii) What are the recent methodologies used by ELT teachers?

1.5 Significance of the Study

Since the main objective of the study is to find out the practices of recent methodologies in ELT classroom, this study will provide insight to them who are directly or indirectly involve in teaching learning activities. The teachers will be benefitted in the sense that they will get more ideas about recent methodologies and their applications in the field of ELT. Similarly textbook writers and syllabus designers will be benefitted in the sense that research work will reveal the lacking of textbook and syllabus which ultimately will give pressure to design the syllabus as per the demand of time and society and bring some necessary changes in textbook accordingly. Likewise, other associated stakeholders will find this research significant to bring some necessary changes in the field of English language teaching and learning. Furthermore, this study will also open the door to do research in the similar area.

1.6 Delimitations of the Study

This study had the following limitations:

- i) This research was carried out in Pokhara.
- ii) This study was limited to the thirty English language teachers.
- iii) The respondent teachers were selected from private boarding schools.

iv) The data collection tools were questionnaire and observation-checklist

1.7 Operational Definitions of Key Terms

Recent Teaching Methods: Recent teaching methods refer to those method such as TPR Method, TBLT Method, Post Method Pedagogy, etc. which are comparatively close to the present time.

TPR: It is a method where learners learn through speech and act simultaneously.

TBLT: Task Based Language Teaching is a method where learners learn through various types of task based activities.

CLT: This is Communicative Language Teaching Method. It is one of the child friendly method of teaching which focuses on interaction.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consist the details of reviewed studies and their implications for the study. Furthermore, the theoretical and conceptual framework is also included under this unit.

2.1 Review of Related Theoretical Literature

These sub-chapter deals with different theoretical perspectives related to the factors that directly or indirectly associated with the recent methodologies in the field of English language teaching. The theoretical review of the related literature is mentioned as below.

2.1.1 Method of Teaching English Language

Method is particular way of doing something. An approach or method refers to a theoretically consistent set of teaching procedures that define past practice in language teaching. To be more specific, method is an overall plan for the orderly presentation of language materials. It is considered as the core of language teaching and learning activities.

"Method is the level at which theory is put into practice and choices are presented" (Richards and Rodgers, 2001).

Different methods came into existence to fulfill the thirst of language teaching and learning in course of time. The major methods which played dominant role in different periods of time and some till this date in many parts of the world are mentioned below.

a) Grammar Translation Method

Grammar translation method is the oldest method of teaching a foreign or second language which dominated foreign language teaching from 1840s to 1940s (Richards and Rodgers, 2001). It makes use of translation and grammar study as the main teaching and learning activities. It essentially involves two components; the explicit study of grammatical rules and vocabulary and the use of translation. It gives emphasis to accuracy rather than fluency and appropriacy.

b) Direct Method

This method emerged in the late 19th century as a reaction against grammatical method. In fact, direct method receives its name from the fact that meaning is to be conveyed directly in the target language without going through the process of translating into the students' native language. "It takes language primarily as a speech and purpose of learning a language is for communication (Richards and Rodgers, 2001).

c) Audio- Lingual Method

The emergence of audio-lingual method resulted from the increased attention given to foreign language teaching in the US towards the end of the 1950s. Audiolingualism holds that the language learning is like other form of learning. Since language is formal rule-governed system, it can

be formally organized to maximize teaching and learning efficiency. Audio-lingual Method thus, stresses the mechanistic aspects of language learning and language use.

2.1.1.1 Current Situation of Methods in the World

Method is an established, habitual, logical prescribed practice or systematic process of achieving certain ends with accuracy and efficiency, usually in an order sequence or fixed steps, whereas, methodology refers to the system of broad principles or rules from which a specific methods or procedures may be derived to interpret or solve different problems within the scope of a particular discipline. Unlike an algorithm, methodology is not a formula but a set of practices. According to Brown (1994), "Methods are typically top-down impositions of expert view of teaching". In methodology the role of the individual teacher is minimized. His or her role is to apply the method and adopt his/her teaching style to make it conform to the method. Methods are hence prescriptive. In the same way, Harmer (2007) states that applying a particular methodology thoughtlessly to any and every learning context we come to contact with may not always be appropriate. So we need to decide what is appropriate in which context to guide our teaching practice.

Kumaravadivalue (2006) mentioned that what is needed is not alternative method but an alternative to method. This statement suggest that a teacher to be more active, autonomous and creative, teacher is always ready to address the problems of the classroom according to the nature of the problem. While any methods are not applicable to address the classroom problem a teacher applies the new way of solution and he/she searches the right solution/way to address the particular problem. In the same way,

Ur (2005) mentions various patterns of classroom interactions which are as follows:

) Patterns of classroom interaction

) Questioning

) Group work

) Individualization

While talking about World English education, it is suggested that appropriate pedagogical model is determined with the help of various factors such as, level of learners, context of learning and goal of learning.

There are so many methods are emerged in the field of ELT which are based on need of contemporary society. Those methods are much more focused on learner interest, background knowledge as well context and content and based on learner participation rather than teachers lecture.

The detail information about those recent methodologies are presented in the following sections.

2.1.1.2 Recent Trends of Teaching English

The term recent refers to having happened, begun or been done not long ago or not long before; belonging to a past period of time comparatively close to the present. There is nothing permanent except change. Change is the law of nature. A trend is the general tendency or direction towards change. With a number of educational options available before the present generation learners, the newer trends seem to have emerged in the field of education that have entirely changed the face of traditional system of education. Recent trends, methodologies and developments portray the vital role of education sector in general with its internalization

of the education process, stress on quality above quantity, increase in the adoption of technologies and necessity for professional talent. The theories and methods are constantly evolving in the field of ELT also. This section presents the famous trends in the ELT that have been used practically in recent times in the entire world.

Freeman (2014) presents some recent methodologies in the field of ELT which are as follows:

1. Total Physical Response (TPR) Method

Total Physical response (TPR) is a language teaching method built around the coordination of speech and action. It attempts to teach language through physical response. According to TPR method, students learn effectively and successfully when they engage mentally and physically. Moreover, this method says successful second language learning is similar to child's first language acquisition. A reasonable hypothesis is that the brain and nervous system are biologically related to acquire language in a particular sequence and in a particular mode. The sequence is listening before speaking and the mood is to learn language with the support of body at the same time.

Some features of TPR method are presented below:

- The coordination of speech and action facilitates language learning.
- Grammar is taught inductively.
- Meaning is more important than form.
- Speaking is delayed until comprehension skills are established.
- Effective language learning takes place in low stress environment.
- The learner is a listener and a performer responding to commands individually or collectively.
- Learning is maximized in a stress free environment.

2. The Silent Way Method

The silent way is the name of a method of language teaching devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible. This method emphasizes the autonomy of the learner; the teacher's role is to monitor the students' efforts and the students are encouraged to have an active role in learning the language. Pronunciation is seen as fundamental in this method. Students start their study with pronunciation, and much time is spent practicing each lesson.

In this method evaluation is carried out by observation. The teacher uses silence for multiple purposes in the silent way. It used to focus students' attention, to elicit student's responses, and to encourage them to correct their own errors. Even though teachers are often silent, they are still active; they are commonly use techniques such as mouthing words and use hand gestures to help the students with their pronunciation. Teachers are also encouraging students to help their peers. This method is effective for teaching speaking skills because this method emphasize on speech. Some materials to implement this method in the classroom are as follows:

-) Colored wooden rods
-) Chart papers
-) A pointer for use with the charts
-) Taps or disks
-) Drawings or pictures

3. Suggestopedia Method

Suggestopedia method is also known as Desuggestopedia. It is a method developed by the Bulgerian psychiatrist-educator Georgi Lozanov. It is a specific set of learning recommendations derived from suggestology. It is

used mostly to learn foreign language. It is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively. This method includes elements such as the use of relaxing music, art etc. and the additional importance is given to the learning environment as well as authoritative behavior of the teachers. The lesson of suggestopedia consisted of three phases; deciphering, memorization and elaboration.

Teacher will find different situation and different types of students in learning. Therefore, teacher should be creative and smart in choosing and using different types of methods in teaching different skill of language. Teacher can use suggestopedia as a teaching method in their teaching. Using suggestopedia is very interesting but challenging too. In one side it has some benefits but on the other side it also has some weaknesses.

Some features of suggestopedia method are as follows:

- The use of music makes the learners relax.
- The furniture, decoration and the arrangement of the classrooms.
- Teacher's authority. The teacher plays a central role and he/she is the source of all information.

4. Task-Based Language Teaching (TBLT) Method:

Task-based language teaching is a method introduced and developed by N.S. Prabhu in 1980s through his well-known Banglorproject-1987. It aims to provide learners with a natural context for language use. It is largely connected with the assumption of SLA theories such as Krashan's input hypothesis, Long's interaction hypothesis and swan's output hypothesis (Larsan Freeman, 2000). It focuses on the use of authentic language through meaningful tasks such as visiting the doctor or a telephone call. This method encourages meaningful communication and it is student-centered.

Some characteristics of BLT are as follows:

- Students are encouraged to use language creatively and spontaneously through task and problem solving.
- Students focus on a relationship that is comparable to real world activities.
- The conveyance of some sort of meaning is central to this method.
- Assessment is primarily based on task outcome.
- It is student- centered method.

5. Community Language Learning (CLL) Method:

Community language learning (CLL) is a language teaching method in which students work together to develop what aspects of language they would like to learn. It is based on the counseling approach in which the teachers act as a counselor while the learners are seen as a client and collaborator. In this method students sit in the circle, with the teacher and use their first language to develop an interpersonal relationship. Students express himself/herself in native language and teacher translate it back in target language. This method not only helps to teach students to use the second language communicatively, but also tries to persuade the students to take responsibility task for their own learning.

Some features of CLL methods are as follows:

- It helps to create a supportive community to lower student's anxiety.
- Learners learn through collaborative work.

6. The post method pedagogy

The post method pedagogy has emerged as the new concept in the field of ELT. It requires teacher to be more active, automatic, innovative and

context sensitive. According to this method, “what is needed is not an alternative method but an alternative to method.” It does not suggest teacher to ignore principle, assumptions, recommendations and procedures of the established approaches, methods and theory but it encourages the L2 teacher to adopt and innovate the best and specific context. Kumarvaivelue (2006) visualizes 3 pedagogy parameters.

-) Pedagogy of particularity
-) Pedagogy of practicality
-) Pedagogy of possibility.

Some features of post method pedagogy are as follows:

- It focuses on teacher's autonomy.
- It focuses on contextual and situational use of methods.
- It does not take anything granted without questioning.
- It focuses on practical aspect of learning.
- It requires more active, autonomous, and creative teachers.

7. Communicative Method

Communicative method, which is based on the notion of communicative competence proposed by Dell Hymes (1972), appeared at a time when language teaching in many parts of world was ready for a paradigm shift. Richards and Rodgers (2001, p.172) present the following principles of communicative method which make the concept of this method clear.

- i. Learners learn a language through using it to communicate.
- ii. Authentic and meaningful communication should be the goal of classroom activities.
- iii. Fluency is an important dimension of communication.

- iv. Communication involves the integration of different language skills.
- v. Learning is a process of creative construction and involves trial and error.

2.1.1.3 Issue on Application of Recent Methodology in ELT

At present, many methods are emerged in the field of ELT. And there are also many methods which are emerged in early 18th and 19th century and also applied in the present ELT classroom. Kumaravadivalu (2006) views that no single method can enjoy its monopoly. Every method has something new to offer as well as every method has no free from its limitations. Moreover no single method can address the classroom realities. On the other hand, it is also become an issue whether it is possible to apply those recent methodologies in the classroom easily or there occur various problems to apply these methods. Some of the issues regarding the application of recent methodologies in the classroom are as follows:

Shrestha (2016) presents some issues of applications of different approaches, methods, and techniques. Which are as follows:

- i. GT method as the panacea.
- ii. Unsupportive classroom climate.
- iii. Lack of research mind.
- iv. Large and overcrowded classes.
- v. Linguistically and culturally diverse classroom.
- vi. Weak professional support to the teachers.

2.1.2 Current ELT Situation in Nepal

Current ELT situation of Nepal is presented in the different sub-headings via, history of the ELT, present scenario of ELT, strategies and provisions of English language teaching and learning.

2.1.2.1 History of English Language Teaching

English language entered in the Nepalese education system when English medium school called Darbar High School in 1910 B.S. When the first Rana Prime Minister, Janga Bhadur Rana returned from his visit to England, he established a school popularly known as Darbar High School where English was taught as one of the subject at Thapathali. During that period the teaching learning process was only limited to Rana family. Later, Rana Prime Minister Bir Samser allowed children of the general people to study there in 1942 B.S. Dev Samser established many schools in Nepal. His work ultimately helped many people to educate their children. After the establishment of Tri-Chandra College, English was started to be taught at higher level too. Though, Rana regime established different schools and colleges, they were too less to develop the education status of Nepal. After the rises of democracy in 2007 B.S. many commission were founded to collect the suggestion for the development of education in Nepal in different years. Among them, National Education Planning Commission 2010 B.S. (NEPC), National Education System Plan 2028 B.S. (NESP) National Education Commission 2049 B.S. (NEC) contributed greatly to the development of English language teaching. Likewise the government allowed establishing private schools from 2038 BS, which played vital role in the development of ELT because the medium of instruction was English in those schools.

Moreover, many commissions, plans, policies are introduced to improve the student's proficiency in English. In the same way, education act 8th amendment, 2073 announced the school level education is only in two levels i.e. basic and secondary. Where, grade one to eight is taken as basic level and grade nine to twelve is taken as secondary level.

2.1.2.2 Present Scenario of ELT

Nepal is a country of linguistic mosaic. National census report 2011 AD has mentioned that Nepal accommodates amazing cultural and linguistic diversity. There are more than 123 languages spoken as mother tongue and English has got the status of foreign language. It is hard to find out a particular speech community as such that uses English for day to day communication. The status of English language in education sector has given high priority. Since the importance of English in Nepal has assumed greater importance in the country, the educated mass of present day Nepal consists of people with two types of schooling background with Nepali and English medium and three types of schools at each level of school education, via, government added (public schools), community schools and private schools. The products of English medium schools feel more comfortable in using English for personal development and communication to modern scientific inventories such as e mail and internet due to their English language competency.

Some people think that English language is taught as a second language in Nepal but the English language is not taught as second language rather English language is taught as foreign language (Shrestha, 2016). People are learning English from various private educational institutions i.e. language centers. English language is taught in public schools of Nepal from grade one as a compulsory subject from 2060. It means that English

is accepted as a compulsory subject in the curriculum of Nepal from grade one to grade twelve. It is also taught as a compulsory subject up to the bachelor level in different universities of the country.

At present, English language curriculum in school and higher level has undergone regular updating and improvement in Nepal as compared to that of past, with the main aim to develop communicative competence in a learners rather than the linguistic competence alone. Similarly Karn (2010) says, English language teaching has grown as big industry and a profession. Currently more than 50 publications including dailies, weeklies, and monthly magazines are regularly published in English. Bhattarai (2006) views that large number of books, journals, and periodicals are produced in Nepal. Many Nepali literary text stories, novels, and poems have been translated into English with wider readership. Mainly people in Nepal are studying English for academic purpose, occupational purpose and economic purpose.

Minister of education Giriraj Mani Pokharal tabled a proposal seeking endorsement of the bill during the parliament on 5 July 2016. The new act phases out Higher Secondary Education Board, incorporates plus two level in school level education. The bill restructured the school level education at basic (grades one to eight) and secondary levels (grades nine to twelve) from the existing primary (grades one to five) lower secondary (grades six to eight), secondary (grades nine to ten) and higher secondary (grades 11 to 12) levels. Similarly, the Higher Secondary Education Board was replaced by the Central Examination Board, and SLC exam became regional while central assessment will be held only in grade 8. (Education Act 8th amendment 2073)

To sum up, the use of English has extended by leaps and bounds. English language institutes, English medium schools, and colleges are mushrooming. Cyber culture has fascinated by young generation immensely and therefore, the use of English has considerably grown up. In Nepal speaking adds to one's status. Until recently, English was taught as a foreign language, its high demand and use have made it a second language. Today, English is not only a subject taught in the academic institutions but also it is used as a medium of instruction, means of between students and teachers and language of trainings, seminars and conferences. All these have ultimately led to craze among Nepalese to learn and speak English. Nevertheless, English language teaching in Nepal does not seem to have drawn the needed attention of the authorities concerned.

2.1.2.3 Strategies and Provision of English Language Teaching and Learning

Strategies and provision of English language teaching and learning is presented in the following two different sub headings.

i) Strategies of English Language Teaching and Learning

Language learning strategies are specific actions, behaviors or tactics or techniques used in learning a language. They are specific tasks that we make on a given problem. All language learners use language learning strategies in learning process. Since the factors like age, gender, personality, motivation, self-concept, life experience, learning styles, excitement, anxiety, etc. affect the way in which language learners use the same good learning strategies or should be trained in using and developing the same strategies to become successful learners. O' Malley

and Chabot (1990, as cited in Freeman 2000 p.186) define language strategies as special thoughts of behavior that individual use of help them, comprehend, learn or retain new information. For example, asking students to guess the meaning of a new word from context rather than just looking up in the dictionary is popular cognitive strategies.

Some efforts have been made to define language learning style and learning strategy in their own style. Many writers seem to use style, learning behaviors, techniques to give similar sense. Thus I have used those terms synonymously; however strategy is the term which is used for the techniques of the language learning. Different scholars have defined learning strategies in different ways: wenden and Rubin (1987,p.19) define learning strategies as "...any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information." In a similar way, Oxford (1999, as cited in Gass and Selinker p.439) refers to learning strategies as "specific actions, behaviors, steps or techniques that students use to improve their own progress in developing skills in second or foreign language."

Thus, learning strategies are particular actions or activities employed by learners to make their learning easier, faster, more enjoyable, more directed, more effective and more transferable to new situation. It is an extremely powerful learning tool.

ii) Provision of English Language Teaching and Learning

In the context of Nepal, English is taught and learnt as a foreign language starting from grade one as one of the compulsory subjects. It is taught as compulsory subject up to bachelor level. Secondary level English syllabus is taken as functional notional syllabus which primarily focuses

on functions rather than form of language. Curriculum Development Center (2007) identifies two main purposes of learning English: firstly, to enable pupils to exchange idea with people of any nationality who speak or write English, secondly, to expose them to the vast treasure of knowledge and pleasure available in English both written and spoken.

According to the present provision of ELT curriculum developed by CDC, communication approach to language teaching and learning has been introduced and the course of school of Nepal are designed for developing four language skills including communicative competence in English. Moreover, this course emphasizes grammar, language functions and skills based activities through communicative course. School level curriculum suggests various principles for teaching English at secondary level. For example, teaching and learning process should be learner centered; learner should learn by doing, they should learn to speak by speaking, to listen by listening. English should be the main medium of communication in the classroom.

2.2 Review of Empirical Literature

The researcher needs to draw knowledge from the previous studies since they provide foundation to the present studies. Very little research has been carried out on the application of recent methodologies. However, some researchers in the department of English education have carried out research about post method pedagogy, communicative language teaching, strategies in language teaching and learning and their condition of very limited places. Here, this section is an attempt to review the related studies, articles and reports. Some of them are present in the next page.

Bhattarai (2015) studied on "English Language Teachers' Perception on Post Method Pedagogy and its applicability in Nepalese context." The

main objective of his study was to find out English Language teachers perception on post method pedagogy. To fulfill his objective he selected 30 ELT teachers randomly from 5 different colleges of Dang district. In his study, he used questionnaire as the tools for data collection. He found the following perceptions of teachers' about post method pedagogy, teachers taught higher level were not satisfied with current practice of ELT, and to address the real problems of language teaching methods should be context and culture sensitive, teachers should be autonomous for effective teaching and learning activities.

Similarly, Bhurtel (2014) studied on "Teachers' Practice on Post Method Pedagogy." His main objective was to find out the teachers' practice on post method pedagogy. To fulfill his objective he selected 40 secondary level English teachers randomly from 20 different higher secondary schools of KTM valley. In his study he used questionnaire and observation checklist as data collection tools. He found the following practices of post method pedagogy, the higher secondary level ELT teachers were well aware about post method pedagogy, almost all of them preferred mixed method approaches, methods and techniques, sometimes they created theory of teaching and learning to make the classroom effective, they most focused on three parameters of post method pedagogy, and most of teachers were updated with recent innovation of ELT.

Paneru (2015) studied on "The Role of Task Based Approach in Teaching Vocabulary." His main objective was to find out the role of TBLT in teaching vocabulary. For this study he selected 25 students from Metro Higher Secondary Schools KTM as the population and he used pre- test, post-test questionnaire as the tools of data collection. He found that TBLT plays the vital role in developing vocabulary.

Similarly, Rai (2015) carried out a research on “Teachers Perceptions on Student- Centered Techniques in teaching writing.” Her main objective was to find out the teachers’ perceptions on student- centered techniques. In her study she used questionnaire as data collection tools and she selected thirty English language teachers from Dhankuta district for the population of her study. She found that student- centered techniques are more beneficial for effective teaching and learning.

In the same way, Thompson (2015) carried out an article on Some Misconception about Communicative Language Teaching: where he presents four misconceptions about CLT, like, CLT means not teaching grammar, CLT means teaching only speaking, CLT means pair works which means role play and CLT means expecting too much from teacher. In his article he also mentioned that, given the fairly dramatic change in attitudes not only to language but also to learners and teachers that came with the development of CLT, it is not surprising that it has taken some time to work out the implications for all aspects of the teaching/learning process. It is, however, worrying that many people's perceptions of CLT seem to have got stuck at its early stage of questioning and experimentation (admittedly sometimes over-enthusiastic), before some of the key issues were fully resolved.

In the same way, Vale & Feunteun (1995) published an article on Teaching English to Children- An Activity Based Approach where they presents that In terms of the language teacher, an activity-based approach may require a change in attitude and teaching strategy. Traditionally, EFL has focused on the value of the language. Activity-based learning focuses on the value of the activity. The latter approach would seem to favor the needs of the child- and these needs are a very important factor to consider when teaching children.

2.3 Implications of the Review for the Study

On the basis of the above mentioned theoretical perspectives the researcher has also developed some insights which significant to accomplish this study.

The studies that are carried out so far are survey and case studies and have made use of questionnaire, interview and observation checklist as research tools. In this sense the present study is similar to these studies because this study also makes use of questionnaire and observation checklist as research tools and moreover, it is a survey research. Having reviewed the related literature it became clear that no research is yet carried out to find out the "Application of Recent Methodologies in ELT".

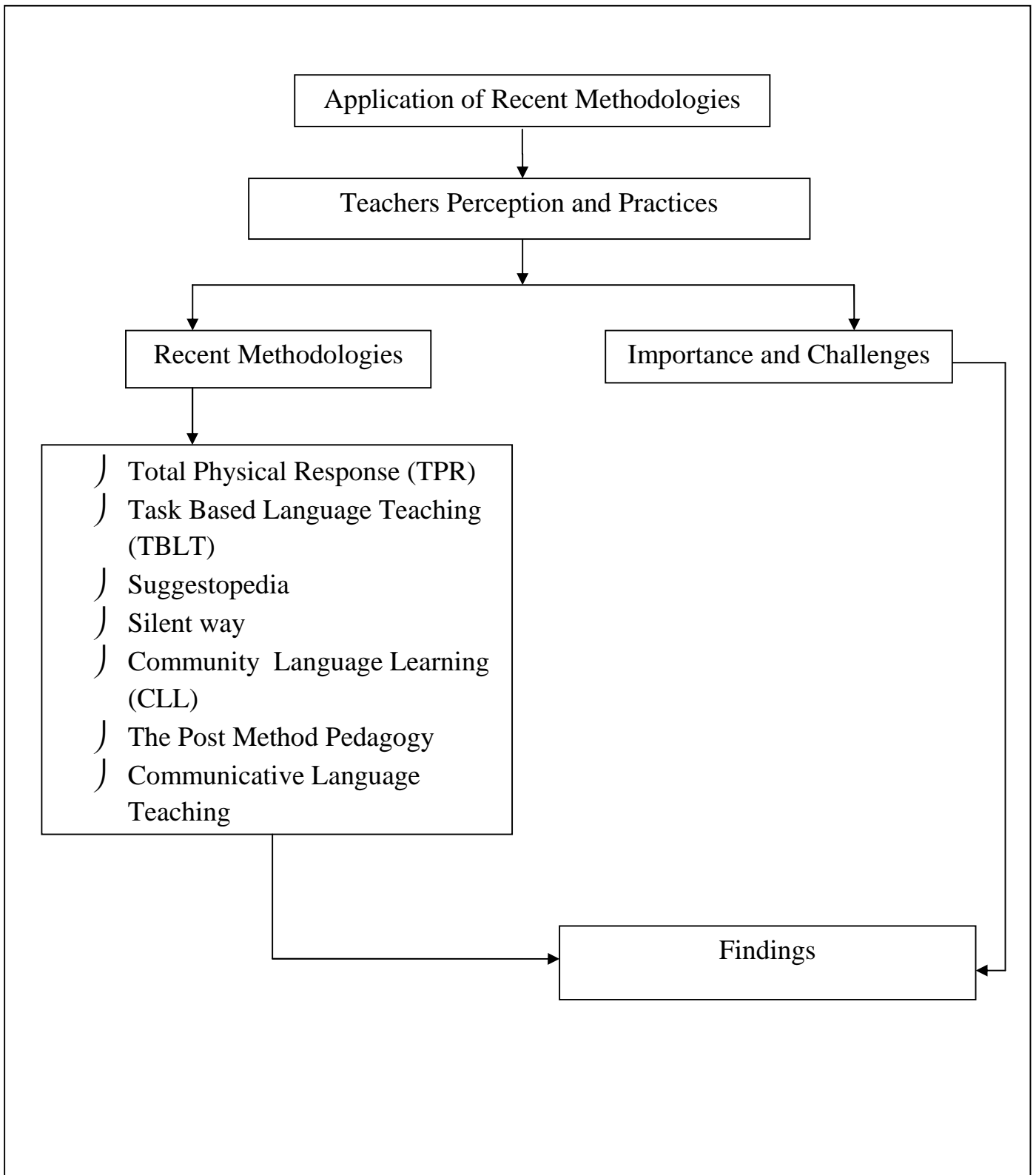
I got some ideas from Bhurtal (2014) about the role of modern teaching method in ELT classrooms.

I got insightful ideas from Rai (2015) to differentiate between teacher-centered method and learner-centered Method.

Not only that Bhattarai (2015) study on English Language Teachers' Perception on Post Method Pedagogy has made clear about teachers' perceptions and practices of post method pedagogy. Similarly, I got the ideas of different approaches, methods and techniques from some unpublished M.Ed. Theses of T.U.

To be more specific, no research has been carried out on application of recent methodology under Department of English Education, T.U. Thus, the present study is the first study on application of recent methodology under Department of English Education, T.U.

2.4 Conceptual Framework



Source: Richards & Rodgers, 2001

CHAPTER THREE

METHOD AND PROCEDURES OF THE STUDY

This chapter includes design and method of the study, population sample and sampling procedures, research tools, sources of data, data collection procedures, data analysis procedures and ethical consideration.

3.1 Design and Method of the Study

The current study is a survey research which was developed in 18th century. However, in the second part of the 19th century a systematic literature was made available. In survey research, investigators ask questions about peoples' beliefs, opinion, characteristics, and behavior. The survey questionnaire which is widely used as a source of data in studies in sociology, business, psychology, political science, and education also provides information used for non-research planning and policy setting in the areas of government, business, health, and education.

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. In other words, survey research is the method of collecting information by asking a set of pre-formulated sequence in a structured questionnaire to a sample of individual so as to be representative of a defined population.

From the abovementioned discussion it is crystal clear that survey research is one of the research designs which is carried out to find out the opinions, attitudes, and views of people on different issues, situations and

phenomena. The current study too needs the opinions of English teachers on application of recent methodologies. So, survey research was selected for this study.

3.2 Population Sample and Sampling Procedures

The study population of this study was the English language teachers teaching in private boarding schools and sample consisted only thirty English language teachers working in Pokhara. Ten different schools and three English language teachers from each schools were selected through purposive non- random sampling procedures.

3.3 Research Tools

A set of questionnaire and observation checklist were used as the tools for data collection. These tools were used because they are supposed to be effective, appropriate and feasible. Furthermore, a set of questionnaire consisting of closed as well as open-ended questions were used for data collection.

3.4 Sources of Data

Primary data were collected through data collection tools i.e. questionnaire and observation checklist and secondary data were collected through books, articles, journals, and web.

3.5 Data Collection Procedures

The researcher has collected the data from the primary sources with the help of questionnaire and observation checklist. For this purpose, following stepwise process of data collection were adopted.

- i) At first, the researcher went to the selected schools, talked to the authority and built the rapport with the selected teachers.
- ii) The researcher consulted teachers and explained them the purpose of the research and requested them to take part in it. She assured them of the confidentiality in terms of the ethics of research regarding the information obtained through questionnaire.
- iii) Then, the researcher handed over the questionnaire.
- iv) Finally, the researcher collected the questionnaire and thanked the informants and school authority for their cooperation.

3.6 Data Analysis Procedures

Collected data need analysis and interpretation to gain the required objectives for this study. Objective data are analyzed and interpreted with the help of table and bar graphs whereas subjective data are analyzed qualitatively.

3.7 Ethical Considerations

Your cooperation in responding the questionnaire and your responses have a great value in accomplishing my study. I appreciate your perception assure you that your response is completely anonymous. Please, feel free to put your response as required by the questionnaire. I honestly assure you that the response made by you is only for the present study and remain confidential.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter is concerned with the analysis and interpretation of the data collected from the primary sources.

4.1 Analysis of Data and Interpretation of the Results

In this section the researcher has analyzed the collected data in the sub-headings such as, analysis of practice related questions, and analysis of perceptions related questions.

4.1.1 Practice of Recent Methodologies in ELT Classroom

In this section the practiced related questions such as, Q. No. 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 19, are analyzed.

4.1.1.1 Recent Methodologies Practice in the Classrooms

Under these sub-headings the recent methodologies related questions such as, Q. No. 2, 4, 6, 7, 10, 11, 14, 19 are analyzed. The respondents were asked some questions related to the practice of recent methodologies in ELT classroom. The actual questions and statements asked were:

- i) 'Which of the following recent methodologies you often used in your Classroom? Please tick on them.'
- ii) Which method do you prefer mostly while teaching English?
- iii) Which one is the most effective techniques for learner-centered teaching?
- iv) CLT method has made learners use language communicatively in my classroom.

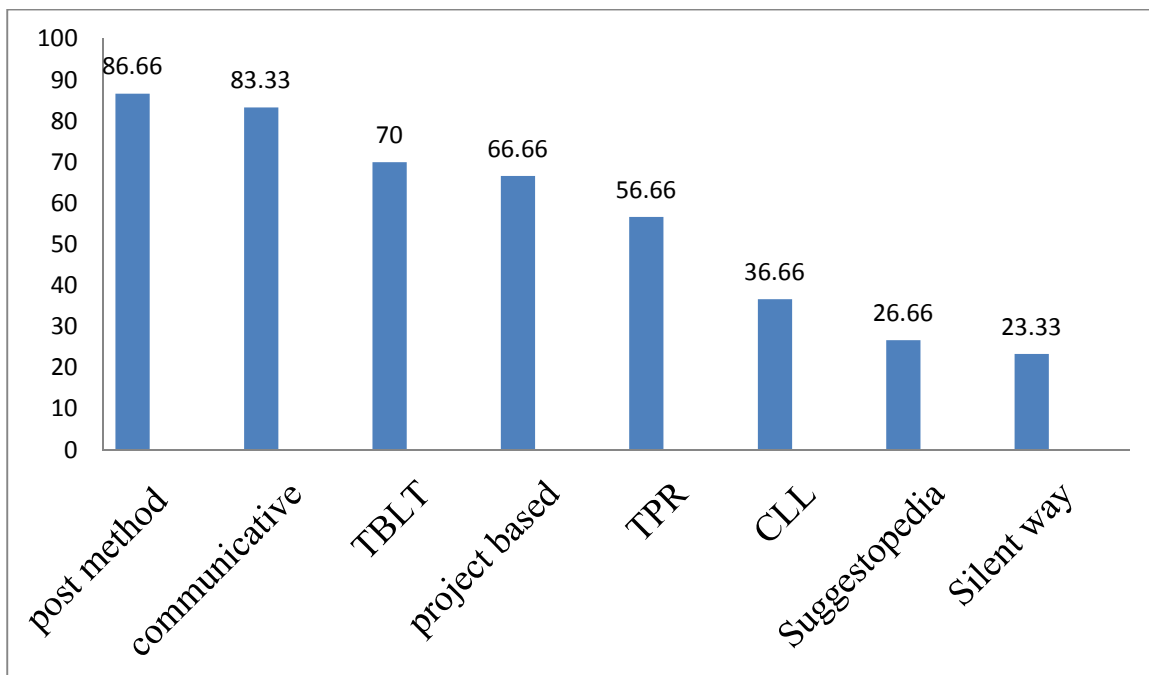
- v) I attempt to teach language through physical activity.
 - vi) Current methodologies increase the teacher's burden.
 - vii) I mostly used the following techniques to control the language classroom.
 - viii) Which recent teaching method do you often use in your classroom?
- The responses obtained from the above questions are presented under the following sub-headings.

a) Practice of Recent Methodologies in ELT Classroom

The researcher has analyzed the practice of recent methodology on the basis of the data given below:

Figure 1

Practice of Recent Methodologies in ELT Classroom



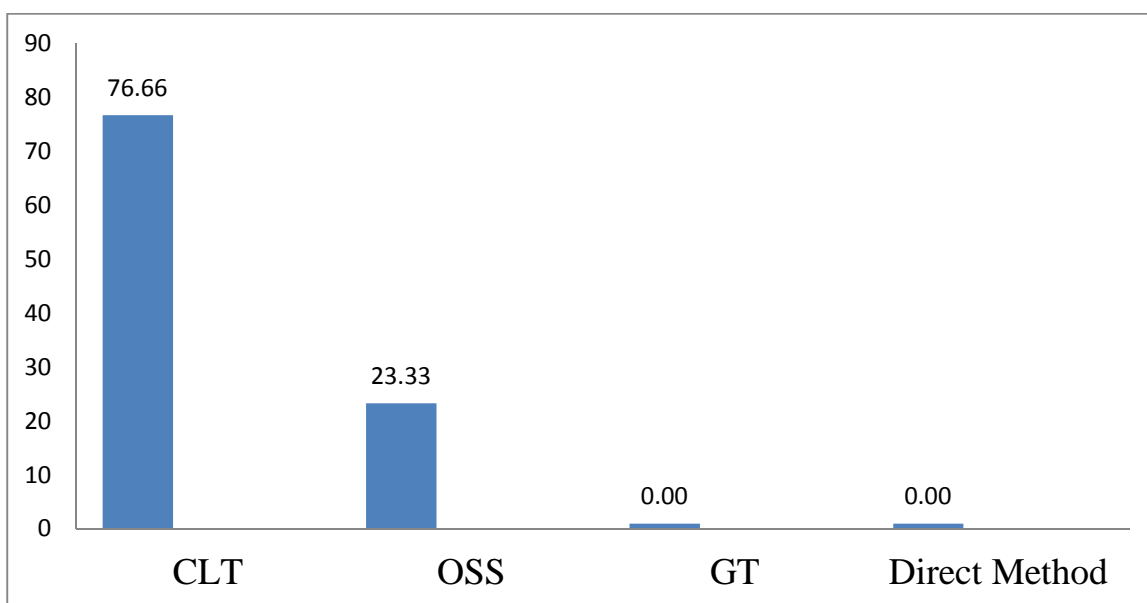
As presented in previous page, 26 teachers (i.e. 86.66%) used post method pedagogy. Twenty five teachers (i.e.83.33%) used communicative method. Twenty-one teachers (i.e.70%) used TBLT method. Twenty teachers (i.e. 66.66%) used project based learning. Seventeen teachers (i.e.56.66%) used TPR method. Eleven teachers (i.e.36.66%) used CLL method. Seven teachers (i.e.23.33%) used silent way method. Eight teachers (i.e.26.66%) used suggestopedia method. This indicates that majority of the teachers are aware of the need and importance of recent methodologies in the ELT classroom in present day world. In the same way, the teachers were presenting their opinion in favor of recent methodologies. They focused on the use of recent methodologies and learner- centered techniques in their classrooms.

b) Most Preferable Method during Teaching

The researcher has analyzed the most preferable method on the basis of the data given below:

Figure 2

Most Preferable Method



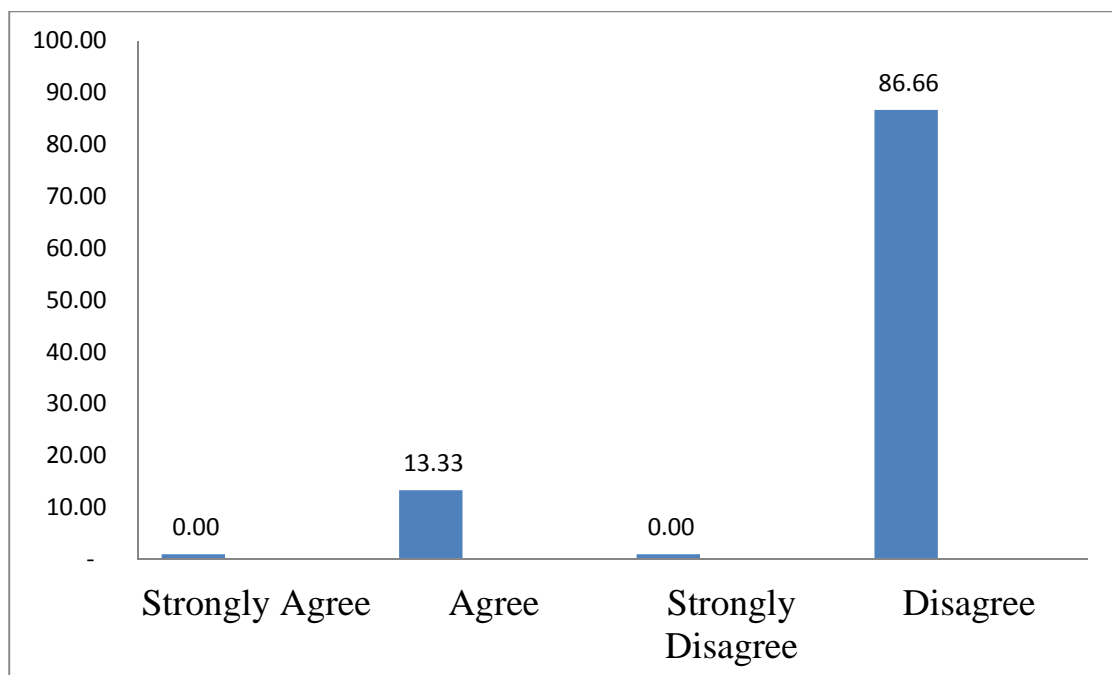
As presented in the previous page 23 teachers (i.e.76.66%) preferred communicative language teaching method in their classroom and 7 teachers (i.e.23.33%) preferred oral structural and situational method in their classroom. Whereas, none of them preferred direct and GT method in their classrooms. This shows that there is high no. of teachers who preferred communicative language teaching method in their classroom.

c) Opinion towards Use of Recent Methodology

The researcher has analyzed the teacher's opinion towards use of recent methodologies on the basis of the data given below:

Figure 3

Opinion towards Use of Recent Methodology



As presented above, 26 teachers (i.e. 86.66%) 'Disagree' and 4 teachers (i.e.13.33%) are 'Agree' with the statement current methodologies increasing the teachers' burden. None of them present their views on 'strongly agree' and 'strongly disagree'. It shows that most of the teachers

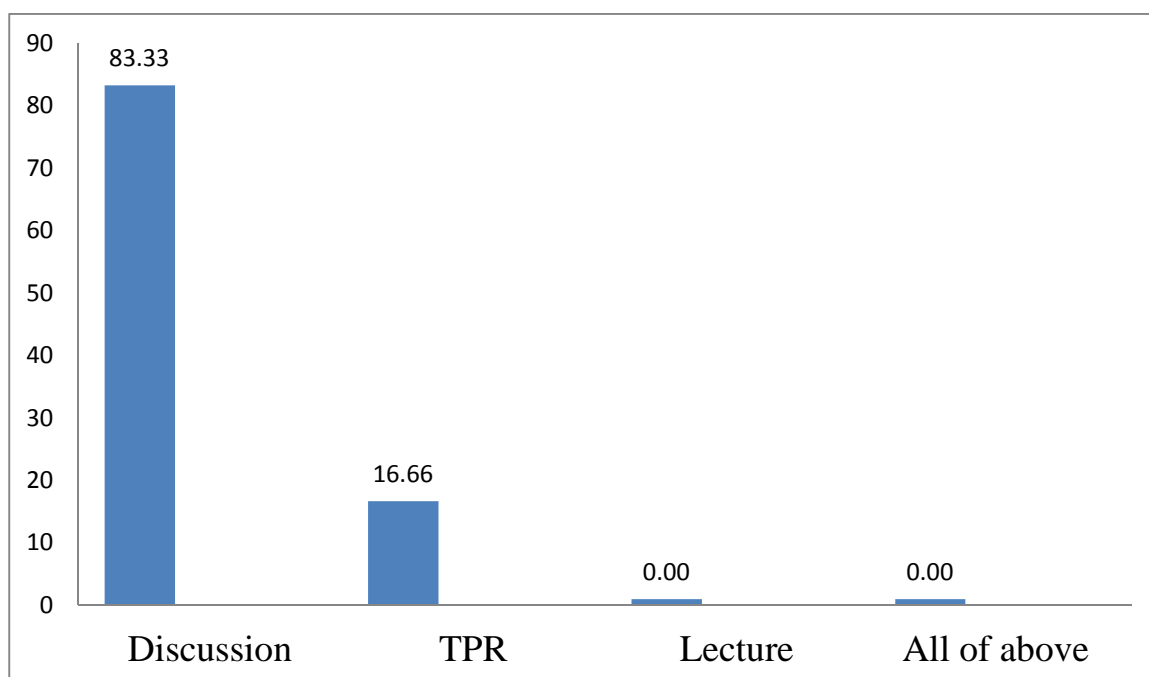
were using recent methodologies as comfortable tools in teaching and learning.

d) Most Effective Techniques for Learner- centered Teaching

The researcher has analyzed the most effective techniques prefer in the classroom on the basis of the data given below:

Figure 4

Most Effective Techniques for Learner-centered Teaching



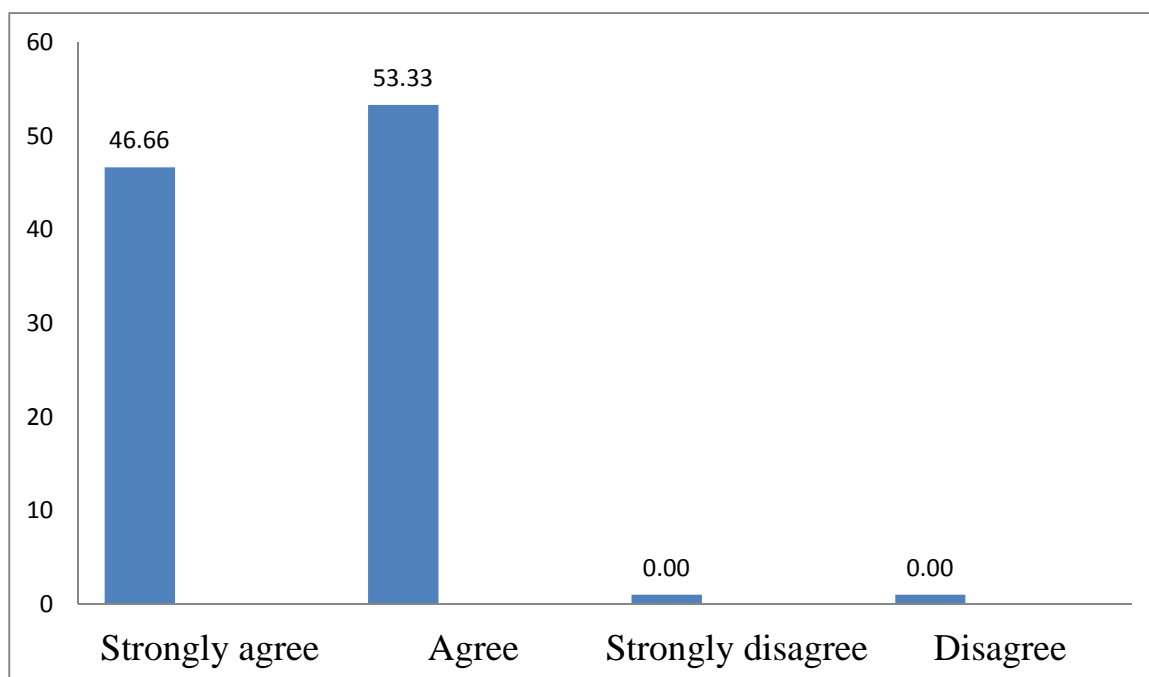
As the above figure shows 25 teachers (i.e. 83.33%) used discussion method. Five teachers (i.e. 16.66%) used TPR method. None of them put tick on lecture and all of them option. This shows that most of the teachers were focusing on discussion techniques in their classrooms.

e) CLT Method and Language Used

The researcher has analyzed the use of language through communicative language teaching method on the basis of the data given below:

Figure 5

CLT Method and Language Used



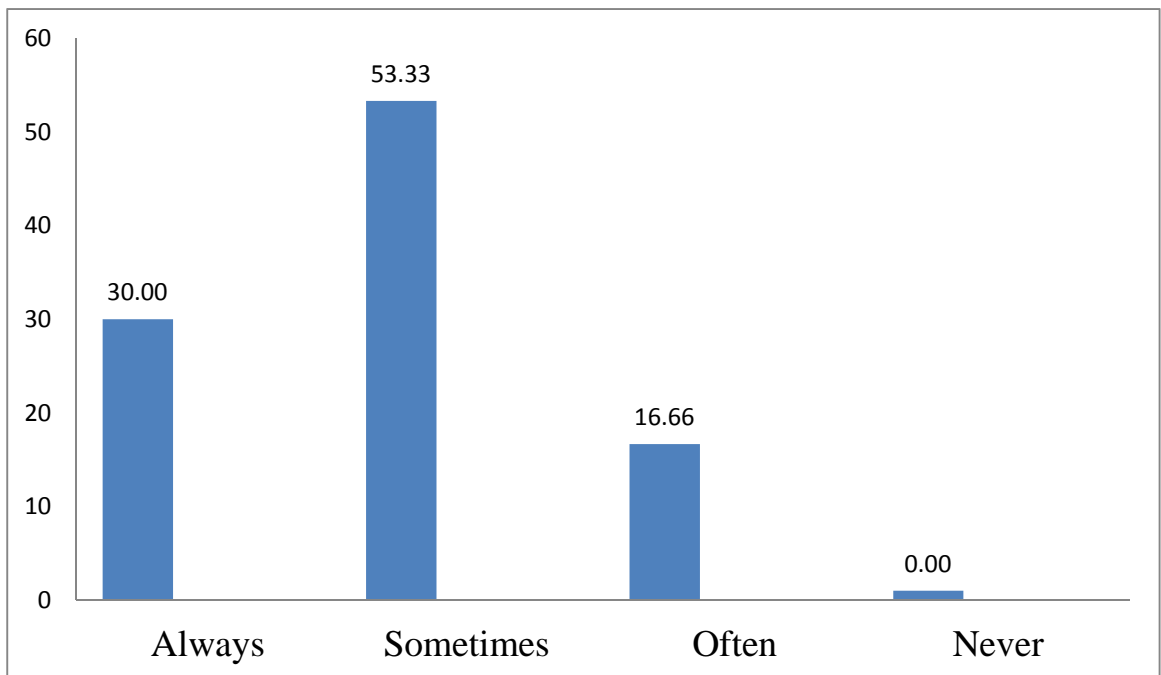
As the above figure shows 14 teachers (i.e.46.66%) 'Strongly agree' to use communicative language teaching method. Sixteen teachers (i.e.53.33%) 'Agree' to use communicative language teaching method and none of them were 'Disagree' and 'Strongly disagree'. It shows that majority of the teachers has used CLT method to communicate with the learners in the classroom.

f) Teaching Language through Physical Activity

The researcher has analyzed the statement teaching language through physical activity on the basis of data given below;

Figure 6

Teaching Language through Physical Activity



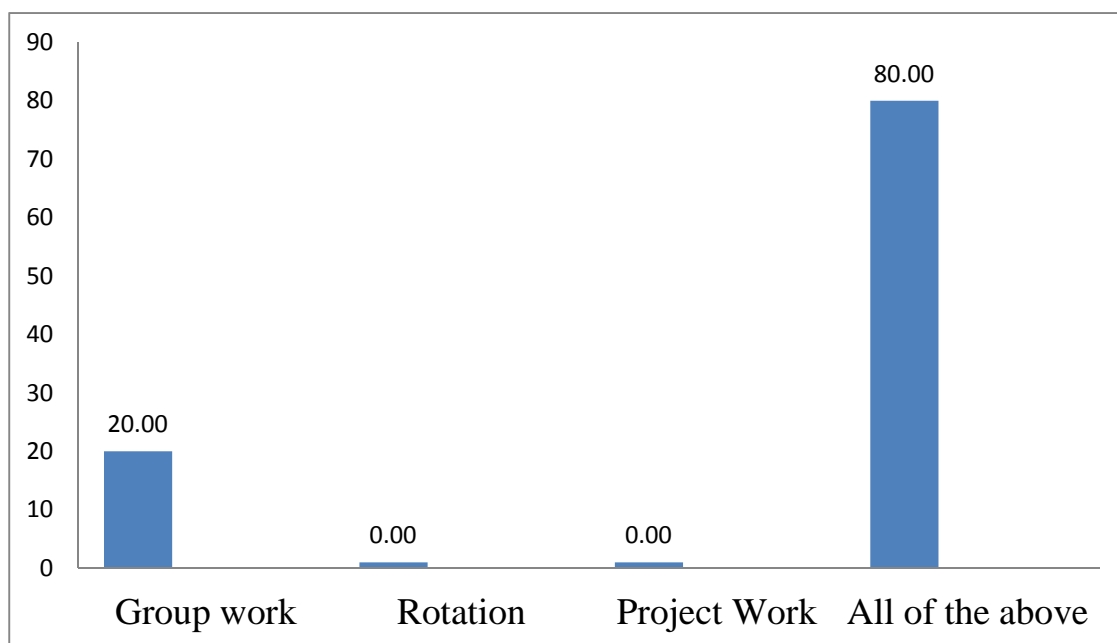
The data show that 9 teachers (i.e.30%) 'Always' teach through physical activity. Sixteen teachers (i.e. 53.33%) 'Sometimes' teach through TPR method. Five teachers (i.e.16.66%) 'Often' teach through physical activity and none of them present their view on 'never'. So it shows that most of the teachers used physical activity in the language classroom.

g) Techniques used to Control the Language Classroom

The researcher has analyzed the teachers' views on techniques used to control the language classroom on the basis of data given below:

Figure 7

Techniques used to Control Language Classroom



The above figure shows that 6 teachers (i.e.20%) used group work technique to control the classroom. Twenty-four teachers (i.e. 80%) used all techniques like rotation, project work group work to control the language classroom. It indicates that most of the teachers used modern techniques to control the language classroom which emphasized on learner participation.

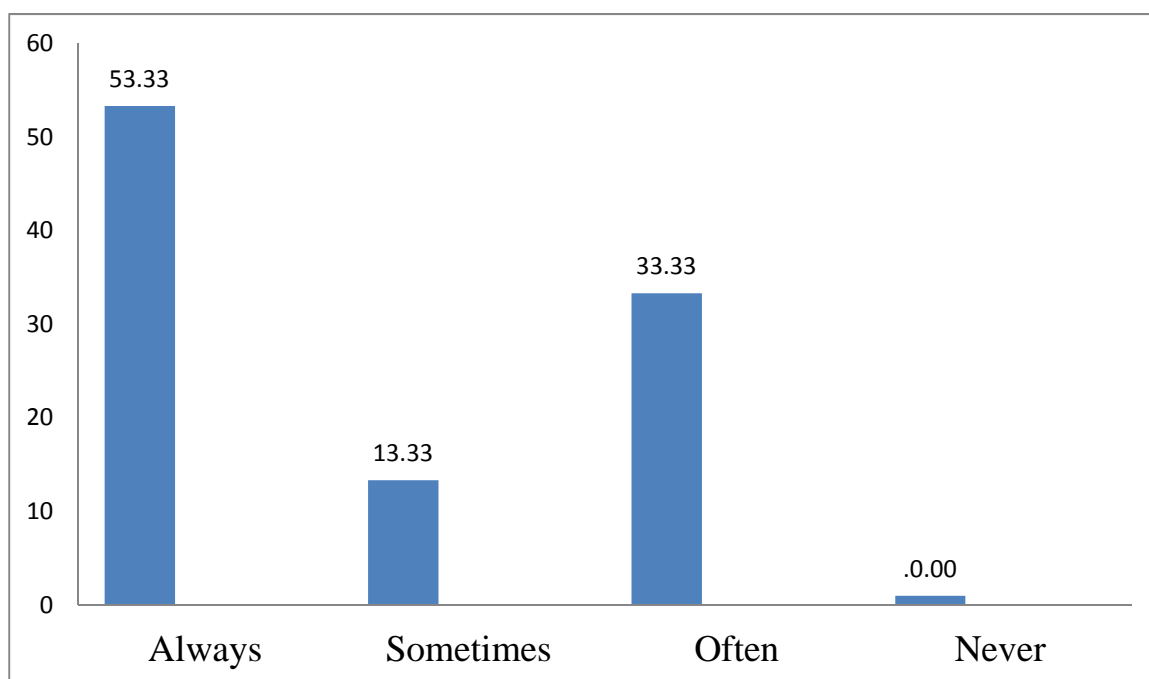
4.1.1.2 Provide Constructive Suggestions to the Learners

The respondents were provided a statement with the purpose of finding out the interaction between teachers and students, the statement given was'I provide constructive feedback after the discussion or individual

work in ELT classroom.' The responses obtained from the respondents are presented below:

Figure 8

Provide Constructive Suggestion to the Learners



As the above figure shows, 16 teachers (i.e. 53.33%) were 'Always' provide constructive suggestion to the learners. Four teachers (i.e.13.33%) 'Sometimes' provide constructive suggestion to their learners. Ten teachers (i.e.33.33%) 'Often' provide constructive suggestion to their learners, and none of them marked as 'Never'. Majority of the teachers were marking on to provide constructive suggestion. So, the researcher came to the conclusion that majority of the teachers emphasized on classroom interaction and learners motivation.

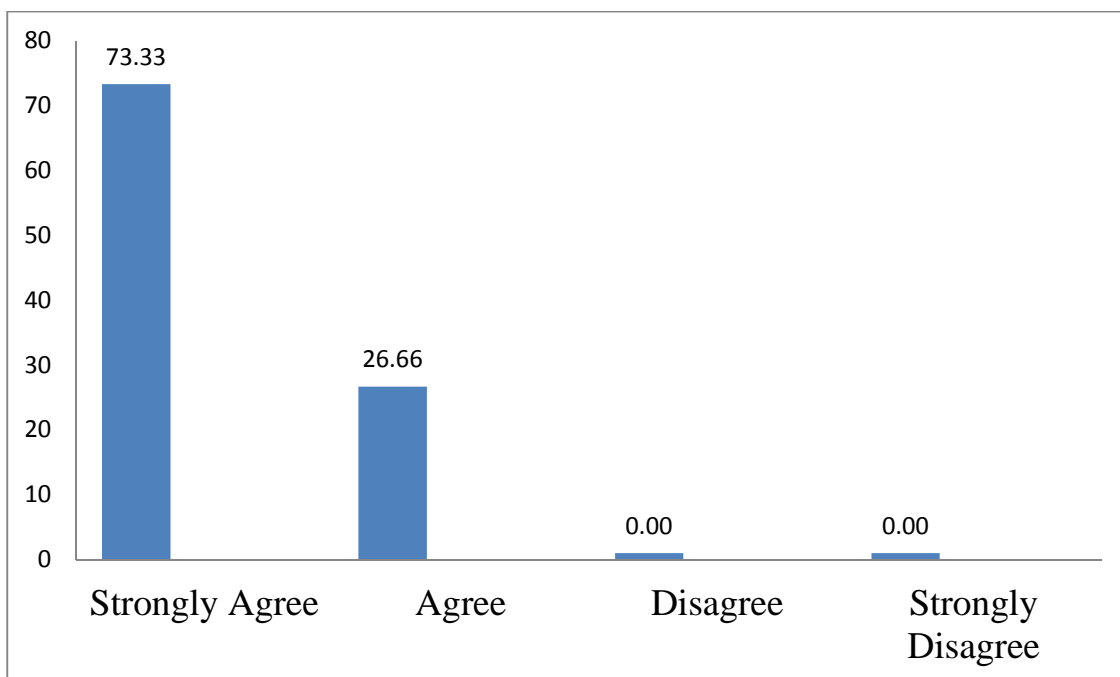
4.1.1.3 Relation with the Learners

The respondents were provided a statement with a purpose to find out teachers' attitudes on learners learning related to the learners autonomy.

The statement given was, 'I make positive relation with the learners in ELT classroom.' The responses obtained from the respondents are presented below:

Figure 9

Relation with the Learners



As the above figure shows, 22 teachers (i.e. 73.33%) 'Strongly agree' with to make the positive relation. Eight teachers (i.e.26.66%)'Agree' with to make positive relation and none of them marked as 'disagree' and 'strongly disagree'. Majority of the respondents agreed with the statement so the researcher came to the conclusion that most of the teachers are aware about recent methodologies and they applied these methodologies in their classroom. They highly focused on recent methodologies.

4.1.1.4 Application of Recent Methodologies in ELT

The respondents were asked a question related to the application of recent methodologies in the ELT classroom. The actual question was asked 'Is it easy to apply recent methodologies in ELT classroom?' The responses are tabulated below.

Table 1

Application of Recent Methodologies in ELT

S.N.	Question	Responses			
		Yes	%	No	%
3.	Easy to Apply or Not				
		24	80	6	20

The data show that 24 (i.e. 80%) respondents are entertaining with recent methodologies in their classrooms. They feel comfort to applied those methodologies and 6 (i.e. 20%) respondents are feeling difficult to applied recent methodologies in ELT classroom. This shows that there is high no. of people who are applying recent methodologies in the classroom and they feel easy to apply those methodologies in the classrooms.

4.1.1.5 Status of Infrastructure in School

Under this topic teachers were asked a question 'Is there sufficient infrastructure in your school to apply these methodologies? To find out the status of application of recent methodologies the respondents views towards this question is presented in the following table.

Table 2

Status of Infrastructure in School

S.N.	Question	Responses			
		Yes	%	No	%
5.	Sufficient infrastructure	22	73.33	8	26.66

The table shows that 22 (i.e. 73.33%) respondents have sufficient infrastructure to applied recent methodologies in their classroom, where 8 (i.e. 26.66%) responds have no sufficient infrastructure to applied the recent methodologies in their school. It shows that most of the respondents have good facilities in their school and they used modern teaching methodologies in their classrooms.

4.1.1.6 Frequently Used Techniques in the Classrooms

The respondents were asked a question ' Which techniques have you often used in your classroom?' to find out the learner participation in classroom activities, most of the respondents used learner-centered way of teaching in their classrooms. The responses are tabulated below:

Table 3

Frequently Used Techniques in the Classroom

S.N.	Question	Responses			
		Learner-centered	%	Teacher-centered	%
9.	Techniques used in the classroom	30	100	0	0

As shown in the table above, out of the total respondents, cent percent says learner- centered techniques in the classroom. It shows that learner participation is focused in the classrooms and teaching learning is conducted in the interactive environment. Teaching learning is conducted according to the need and interest of the learners.

4.1.2 Analysis of Perception related Questions

In the next page the perceptions related questions such as Q. NO. 16, 17, 18, 19 and 20 are analyzed.

4.1.2.1 Views on Recent Teaching Methods

The respondents were asked the question 'Do you think that practice of recent method is important in ELT classroom? Mention your view.' To find out the teachers' perceptions towards recent methods. The responses obtained from T1, T8, T15, T25, and T30 are thematically presented below:

- i. It makes students busy and curious to learn something by heart not by force. Different techniques and methods enhance the learning in ELT classroom. (T8)
- ii. Recent methodologies makes the ELT easier and accessible. It makes the classroom environment more interactive as well as it is more important to develop sustainable skills and learning. (T15)
- iii. Recent methods help the students to solidify their thinking, gain ideas and thought from the teachers and become more articulate. (T25)
- iv. Change is inevitable. Use of internet, discussion, interactions, and Classroom activities are important to enhance learning. (T1)
- v. It eliminates the traditional methods and improves learners' creativity. (T30)

4.1.2.2 Practice of Recent Teaching Methods as Interactive Method

To find out the real practice of recent methodologies the respondents were asked a question 'How do you practice modern teaching methods as an interactive method in the classroom?' The responses obtained from T2, T6, T1, T18, T29 are presented below.

- i. By showing videos, using multimedia, presenting audio-visual materials and by using computer. (T2)

- ii. Through role play, group work, individual work, project based activities, and provided individual task to the learners. (T6)
- iii. According to the need and interest of the learners and on the basis of nature of the lesson and classroom situation. (T29)
- iv. Motivating the learners and engage them in the classroom activities.(T29)
- v. By asking questions as much as possible, discuss with the learners and ask them to solve the problems. (T1)
- vi. Through the medium of oral test, dictation, classroom discussion and through the interaction. (T18)
- vii. Through role play, games, dramatization, and so on. (T18)

4.1.2.3 Recent Methods as Best Methods

To find out the status of recent methodologies the respondents were given a statement. The actual statement provided was 'Modern teaching methods are the best methods in English language teaching.' The responses obtained from the T1, T7, T15, T21, T28 are presented below:

- i. Recent methods means use of internet in the classrooms and engage the learners in project works and focuses on learners participation, that is the best way of teaching and learning. (T1)
- ii. Recent methods are learner-based techniques and they make the students active and autonomous. So the learners learn second language unknowingly but effectively. (T7)
- iii. These techniques are up-to-date and relevant with the needs of modern time. As well as modern methods can capture the learning style of modern learners. (T15)

- iv. Teaching is not only thinking and holding the certain value, it is also action. And there must be interaction among teachers and students, for this modern teaching methods are highly beneficial. (T21)
- v. These methodologies made the learners more laborious, busy and highly attentive to search the solution. So the learners feel easy, comfortable and effective. (T28)
- vi. Not always but recent methods are more effective than traditional methods. They assimilate the students with the change in the modern technologies. (T7)

4.1.2.4 Challenges Faced by the Teachers

The respondents were asked the question 'What kind of challenges that you have faced while using recent methodologies?' The responses obtained are thematically presented below:

- i. It is very difficult to teachers to sustain in regular discussion while using modern methods.
- ii. Risk of overusing the mother tongue and learners from the multi-ethnic community.
- iii. In some cases it is highly expensive. All the teachers do not familiar with modern methods.
- iv. Different learners are of multiple intelligence and in each 40 minutes time it is very difficult to address each individuals.
- v. Learners' poor background of the language and effect of external environment. No. of students and classroom size.
- vi. Limited time, resources, and less dedication to the teachers. Old syllabus and inappropriate lesson.

4.1.3 Analysis of Observation Checklist

While observing the classroom the researcher found that most of the teachers were using recent methodologies in their classrooms. Like, communicative method, task based language teaching method, project based teaching and so on. Teachers were also used modern technologies in the classroom. They used group-work, pair-work, discussion, etc. in learning.

The researcher has analyzed the observation-checklist in the following way:

4.3.1.1 Practice of Recent Methodologies in the Classroom

The researcher has analyzed the practice of recent methodologies on the basis of observation checklist in this section:

While the researcher observed the ELT teachers classroom most of the teachers like, T1, T3, T5, T8, T9 were using total physical response method frequently in their classrooms, and T1, T5, T6, T8, were using community language learning frequently in their classrooms and T1, T2, T3, T4, T5, T6, T7, T8, T9, T10 were using task based language teaching method frequently in their classrooms, and all of them using communicative method frequently in their classrooms. In the same way silent way method was used sometimes and suggestopedia method is also used sometimes in their classrooms. Most of the teachers were using recent methodologies frequently in their classrooms.

4.3.1.2 Use of Modern Technology in the Classroom

The researcher has analyzed the use of modern technology on the basis of her observation in this section:

Similarly, the researcher has also observed next way of teaching that is 'was the ELT teachers used internet in their classrooms?' While the researcher entered inside the classroom she found that teachers were up-to-date with modern innovations and they used internet multimedia, projector, computer in their classrooms either directly or indirectly.

4.3.1.3 Learners' Participation in the Classroom Activities

The researcher has analyzed the learners' participation in the classroom on the basis of her observation in this section:

In this section the researcher has analyzed the learners' participation in the classroom activities, such as performing task by the students, their participation and classroom activities, where she found that most of the learners were actively participated in each and every activity in the classrooms.

In conclusion, from classroom observation the researcher found that most of the ELT teachers were using recent methodologies frequently in their classrooms and they also focuses on learners' participation in the classrooms. While teachers are using those methodologies they taught easily and students are also enjoying with those methodologies. Teachers and learners both were feel comfortable and teaching learning environment also became more effective and learners were easily understand the subject matter. So, she found that recent methodologies are applied very effectively and appropriately. So, they are very essential components in teaching and learning.

CHAPTER FIVE

FINDING, CONCLUSION AND RECOMMANDATIONS

5.1 Findings

From the analysis and interpretation of the information obtained, the researcher has drawn the following findings: The findings drawn are categorized into two different areas. They are:

- a. Teachers' perception on recent methodologies
- b. Practices of recent methodologies in the ELT classrooms.

5.1.1 Teachers' Perception on Recent Methodologies

On the basis of the data interpretation the following findings have been drawn:

- i. The teachers' teachings to the private boarding schools are well familiar with modern teaching methods. They all are aware of the fact that recent methodologies are more interactive in nature and they are fruitful to reach the learning goals.
- ii. Teachers are always positive towards recent methods and they have focuses on the learners' participation, their creativeness, autonomy, their needs and interest in the classrooms.
- iii. Teachers are aware of the fact that modern teaching methods are the best way of teaching and learning. They focus on use of internet, computer, audio-visual materials, projects works and modern technology in ELT classroom.

- iv. Recent methodologies assimilate the students with the change in the modern world. They also capture the learning style of modern students.
- v. Recent methodologies help in intellectual and emotional development of the learners where learners can understand more than through books and boards.
- vi. Insufficient resources, materials, traditional seat arrangement system, old syllable and inappropriate lessons. Effects in the learning. High no. of students, learners' hesitation, limited time, external environment, also effects in the learning.

5.1.2 Practice of Recent Methodologies in the ELT Classrooms

On the basis of practice of recent methodologies in the ELT classrooms following finding have been drawn:

- i. All the teachers are aware about the importance of modern methodologies. Different methods should be implemented on the basis of need and interest of the learners.
- ii. Most of the teachers are using multimedia, audio- visual materials, internet and computer in the classrooms.
- iii. All the teachers are emphasis on learner participation in the classroom and students are also actively participating in the classroom activities. Teaching learning environment seems interactive. Learners are present their quarries and teachers are discuss about these matters.
- iv. Teachers are provided various task-based activities in the classroom and learners are actively participating in such activities.

They emphasize on communication, interaction, project work, task based activities, problem-solving activities.

v. They provided group-work, pair- work, group discussion, individual task etc. in the classroom. Teachers focus on context, and situation while teaching. They used method according to the need, context and situation.

5.2 Conclusion

From the analysis and interpretation of the data, the researcher come to the conclusion that most of the teachers are used recent methodologies i.e., communicative method, task-based language teaching method, post method pedagogy, in their classroom.

The major conclusions of my study are as follows:

- i. Change is inevitable. As the need of modern era, we also change our trends of teaching. In this era traditional methods are not sufficient to address the need, interest and requirements of the modern learners so, modern teaching methods are the need of modern time.
- ii. As much as possible we engage our learners in the classroom activities. We provide sufficient time for discussion and ask them to write and present their task in the classroom. Teachers are positive towards recent methodologies and they also applied those methodologies in the classrooms. Learners are also fell free and they learn effectively through classroom interaction, discussion, pair- work, individual task.
- iii. Modern time is the period of science and technology. Learners learn many thing from their self-learning. They search everything in internet, they discuss with their teachers on Facebook, Skype and so

on. They also feel free and entertain with interaction rather than book and board.

- iv. Teachers as well as learners are aware and positive towards recent methodologies such as, communicative language teaching method, task based language teaching method, total physical response method, post-method pedagogy and so on. But due to the several reason it is also difficult to apply those methodologies like, insufficient materials, old syllabus, inappropriate lesson and insufficient training to the teachers and so on.
- v. While teacher teach through learner- centered way, they know the level of the learners where they are and they teach in such way what is necessary for whom. It is also helpful to identify the level and personal interest of individual learners so modern methodologies are very helpful to identifies individual differences.
- vi. Sometimes in some cases traditional methods are also used but modern methods are more effective, fruitful, easy and appropriate for the modern students and modern era.
- vii. Most of the teachers preferred TBLT Method, CLT Method, TPR Method, Project Based Method, and Post Method Pedagogy in their classroom. Comparatively Silent Way, Suggestopedia and Community Language Learning Method is less used in their classroom.

5.3 Recommendations

Being based on my findings, I have provided policy related, practice related and further research related recommendations for the pedagogical implications.

5.3.1 Policy Related

- i. Since the world needs some sort of changes in every sector, methodology cannot be an exception. Hence, there should be a paradigm shift from methods to post- method pedagogy.
- ii. Rather than the detailed explanation of those conventional methods, the concept of recent methodologies should be included in our syllabus.
- iii. Our curriculum, language policy can be designed on the basis of the concept of recent methodologies and their features.
- iv. For the professional development of the teachers, engaging them in teachers' training and helps them for their skill development.

5.3.2 Practice Related

- i. Teachers are active and autonomous as well as positive towards their students. They are always welcoming the learners queries and to address their problems.
- ii. Teachers are teaching according to the need, interest, situation and context. They also paid due attention towards learner's individual differences.
- iii. Teachers should practice their skills and modern teaching methods in the classrooms.

5.3.3 Further Research Related

Due to the delimitations of my research, I could not include some area in my research study. Some of those areas can be recommended as follows:

- i. This research is only the starting point in Department of English Education, T.U., Kirtipur. Hence, other researchers can look into the details of this area.
- ii. This research study is limited only in the Pokhara. Other researcher can carried out from other part of the country.
- iii. One can have researched to find out the effectiveness of recent methodologies in Nepalese context at present time.

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APPENDICES -I

Questionnaire for the Teachers

Dear Sir/Madam,

This questionnaire is a research tool for getting information for my research work entitled "*Application of Recent Methodology in ELT.Teachers' Perception and Practices.*" under the supervision of Prof. *Dr. Laxmi Bahadur Maharjan, Department of English Education, University Campus, T.U. Kirtipur, Kathmandu.* Your cooperation in responding the questionnaire and your response will have a great value in accomplishing my study. I appreciate your perception assure you that your response will be completely anonymous. Please, feel free to put your response as required by the questionnaire. I honestly assure you that the response made by you will be used only for the present study and remain confidential.

Researcher

Indira Sharma

Department of English Education

T.U., Kirtipur, Kathmandu

Name of School:

Qualification:

Name of the Teacher:

Questions

1. How long have you been engaged in the field of ELT?

.....

2. Which of the following methodologies you often used in your classroom? Please, tick on them.

i) Total physical response(TPR) method

ii) Community language learning method

iii) Task-based language teaching method

iv) Project- based learning

v) Post method pedagogy

vi) The silent way method

vii) Suggestopedia method

3. Is it easy to apply recent methodologies in the classroom?

i) Yes

ii) No

4. Which method do you prefer mostly while teaching English?

a. GT method

c. Communicative method

b. Direct method

d. OSS approach

sufficient

5. Infrastructure in your school which requires recent methodologies?

a. Yes

b. No

6. Current methodologies increase the teachers' burden.

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

7. Which one is the most effective techniques for learner- centered teaching?

- a. Lecture
- b. Discussion
- c.TPR
- d. All of them

8. I often use those methodologies in the classroom.

- a. cooperative language learning
- b. Project based learning
- c. Computer –assisted learning
- d. All of the above

9. Which techniques have you often used in the classroom?

- a. Learner- centered
- b. Teacher –centered

10. CLT method has made learners use language communicatively in my ELT classroom.

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

11. I attempt to teach language through physical activity.

- a. Always
- b. Often
- c. Sometimes
- d. Never

12. I provide constructive feedback after their discussion or individual work in ELT classroom.

- a. Always
- b. Often
- c. Sometimes
- d. Never

12. I am always making positive relationship among students.

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

14. I mostly use the following techniques to control language classroom.

- a. Rotation
- b. Group work
- c. Project work
- d. All of the above

15. What different recent methods do you use in your classroom? Please mention below.

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16. Do you think that the practice of recent method is important in ELT classroom? Please mention your view.

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17. How do you practice modern teaching methods as interactive method in classroom?

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18. Modern teaching methods are the best methods in English language teaching. DO you agree? Please elaborate.

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19. Which modern teaching method you often use in your classroom and why?

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20. What kind of challenges that you are faced while using those methodologies? Please list them below.

-
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-

APPENDICES: II

CLASSROOM OBSERVATION FORM

Name of the Teacher:

Date:

Name of the Institution:

Period:

Subject:

S.N.	Classroom practices	Frequently	Sometimes	Seldom
1.	Application of Total physical Response Method			
2.	Application of Community language learning			
3.	Application of Task-based language teaching			
4.	Application of Communicative Language Teaching Method			
5.	Application of Silent way Method			
6.	Application of Suggestopedia Method			
7.	Use of internet			
8.	Performing task by the Students			
9.	Students Participation on Classroom Activities			
10.	Use of Project-Based Activities			

**APPLICATION OF RECENT METHODOLOGIES IN ELT:
TEACHERS' PERCEPTIONS AND PRACTICES**

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

**Submitted by
Indira Sharma**

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Tribhuvan University
Kirtipur, Kathmandu**

2017

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