

CHAPTER ONE

INTRODUCTION

1.1 General Background

As we know language is means of communication through which human beings express their thoughts, emotions, feelings and desires in their daily life. Language helps to expose the basic needs of human beings. It also helps to transfer knowledge from person to person. Harmer (2001) states that the fundamental medium of language is sound and it is sound for all the languages, no matter how well developed is their writing system. The primary system of writing is to lend some kind of performance to the spoken language and not to prescribe that spoken language in any way. Wallace (1998, p. 151) defines language as “The institutions where by humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols” (as cited in Lyons, 2008, p.4). People speak several languages in the world. Among all the languages in the world today, English has been regarded as the world language. It has been the link language between the people of different nations. The world has entertained the taste of speaking English for many decades. Nepal is no exception. In Nepal, English has been used as a means of interaction and medium of writing by the people from educated circles since the Rana regime. There are various languages in the world. Out of them, English, the most influential and the most widely used language, is the most dominant language in the earth. Language is the unique gift that helps to share ideas, feelings, thoughts, desires, emotions, experiences, etc. So, language is inseparable part of human communication. A vast store of knowledge and technology is explored through English. It is powerful means to achieve the end target of development. Hymes (1971) opines that we can never

pluck the fruit of the rapid advancement and innovations made in the field of science and technology, industrial development, international relationship, tremendous progress made in the different fields of human knowledge unless we use English. Doctors, engineers, pilots and high technical personalities should have the knowledge of English without fail. English is undoubtedly of vital importance for accelerating the modernization process in Nepal, and in so far as education as a foreign language is secure and unassailable because it is one of the preconditions for promoting technical education. Awasthi (1979) states that English has long been taught as a foreign language in all the schools starting from grade one to master level at different universities of the country. English plays a vital role for Nepalese students to become successful in local and international communication. It is taught as a school subject too.

1.2 English Language Teaching in Nepal

Awasthi (1979) mentioned that formal teaching and learning of English in Nepal started with the opening of Durbar high school at Dakhchowk, Thapathali after Janga Bahadur Rana returned from Britain in 1910 B.S. But at that time, common people were not permitted to learn English. The chance to learn English was granted only for the children of the Rana families. Later, English was realized as the most appropriate language for Nepal. Realizing the importance of English Language, it was taught as a foreign language in all the schools of Nepal starting from grade four up to bachelor level as a compulsory subject. But, now, it is taught from grade one up to bachelor level as a compulsory paper. Khaniya (2007) focused that initially, reading and writing were given high priority whereas other skills such as listening and speaking were ignored. English was taught through GT method. The teaching was done by

translating the target language into the mother tongue of the students. But, later this method was realized as merely traditional, unnatural and inappropriate. After that, other methods were introduced in the field of language teaching such as direct method, audio-lingual method, communicative method, etc. But, because of the lack of its professional development, teaching of English in Nepal doesn't seem to go satisfactory. We are still using Grammar Translation Method which is outdated and has been severely criticized for its failure to develop communicative ability in students. Before the implementation of the 'New Education system Plan' (NESP, 2028 B.S.) the grammar translation was widely used. It mainly focused on grammar and translation. The grammatical rules were taught deductively and the medium of instruction was mother tongue of the students. The students taught through this method could recite the rules of the target language but generally failed to apply them in actual communication.

Because of worldwide influence of audio-lingual method, NESP 2028 adopted this method for teaching in our country too. It was also a revolt against the grammar translation method and emphasized the spoken form of language as well as inductive teaching of grammar. Different education commissions founded in the past have mentioned that English has to be taught as a compulsory subject. But, first and foremost aspect is to deliver English as a subject to the students. This issue is found most dominant in literature of English language teaching. Several attempts have been made to develop effective approaches and techniques for teaching English in the world as well as in Nepal.

In the present day Nepal, English has been prescribed as a compulsory subject up to bachelor's degree. However, English is taught from the very beginning of schooling

in private schools. Moreover, English is the medium of instruction of various technical disciplines at higher level. Most of the private schools have adopted English as the medium of instruction to teach subjects except some language subjects. Now, the new syllabus for school has been designed on the basis of communicative approach in which grammar is supposed to be taught inductively.

1.3 Introduction to Communicative Method and its Relevance

Language is means of communication. To use language appropriately for communication, we must have the knowledge of linguistic forms and their functions. That is why; we need the knowledge of social meaning of the linguistic forms and their functions. If we have only the knowledge of rules and forms, we are said to have 'Linguistic Competence'. We should also have the knowledge that enables us to have 'Communicative Competence'. The main objective of Communicative method is to enable the learners to achieve communicative competence which makes them use the linguistic forms and vocabulary items functionally. The Communicative Approach and Communicative Language Teaching have been used synonymously. (The terms notional-functional approach and functional approach are also sometimes used.)

Little wood (1981) states that CLT is a recognized theoretical model in English language teaching today. Any applied linguists regard it as one of the most effective approaches to ELT. In Nepal, the main focus of communicative language teaching method is to help the students to learn a language so that they can use it to communicate meaningfully in real life situation. The method assumes that the learners of English language will be able to communicate socially on an everyday basis with native or expert English language speakers. The communicative approach makes teachers and students consider language in terms of communicative functions it

performs in real situation as well as its structures (vocabulary and grammar). In practical terms, whether assisting mixed-ability classes, aiding motivation, leading from a focus on form to one of fluency, or supporting learning, it has a lot to offer the EFL teacher. CLT is usually characterized as a broad approach to teaching, rather than as a teaching method which clearly defines set of classroom practices. As such, it is most often defined as a list of general principles or features. The most recognized features of these lists are David Nunan's (1991) five features of CLT:

1. An emphasis on learning to communicate through the interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provisions of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the languages as it is taught in their class and used outside the classroom. Under this broad umbrella definition, any teaching practice that helps students develop their communicative competence in an authentic context is deemed as acceptable and beneficial form of instruction. Thus, in the classroom , CLT often takes the form of pair and group work requiring negotiation and co-operation between learners, fluency-based activities that encourage learners to develop their confidence, role-

plays in which students practice and develop language functions as well as judicious of grammar and pronunciation focused activities.

1.4 Historical Background of Communicative Method of Language Teaching

Brown (2000) states that history of Communicative Approach belongs to the changes and movements in the field of language teaching in America, Britain and Europe. In the late 1960s' Situational Language Teaching or the OSS Approach was questioned in the U.K. According to the OSS Approach, language was taught by practicing basic structures and vocabulary items in meaningful situation-based activities. In the mid-1960s, the Audio-lingual Method in the U.S.A was questioned highlighting its drawbacks. Nearly at the same time, the need of an effective language teaching method/approach was realized along with the change in educational realities in Europe.

Richards & Rodgers (2006; 280) states, Noam Chomsky, a prominent American linguist, rejected the principle of structural linguistics on which the OSS Approach and the Audio-lingual Method were theoretically based. "Chomsky had demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristics of language the creativity and uniqueness of individual sentences" (Richards & Rodgers 2006:1530). British applied linguists emphasized the functional and communicative potential of language, which could not be developed in the learners by applying the current approaches of language teaching. They realized the need of communicative proficiency rather than mastery over the sentence patterns or structures. The linguists and scholars such as Christopher Candlin and Henry Widdowson, who advocated this view of language, drew on the work of British functional linguists, the work of American sociolinguists and the work of

philosophers. Thus British linguists contributed to strengthen the view of communicative and functional aspects of language.

Nearly at the same time, the changing situation in Europe influenced the new movement in language teaching. Because of the increasing interdependence of European countries, there emerged a great need to teach adults major European languages to make them able to be employed in the European Common Market and Council of Europe. The council of Europe sponsored international conference of language teaching, published articles, books on language teaching and actively contributed to the formation of International Association of Applied Linguists. These movements compelled the linguists to think of the alternative approach to language teaching. D.A. Wilkins played a prominent role developing communicative syllabus for language teaching. His 'National Syllabuses' had a significant impact on the development of the Communicative Approach to language teaching. The council of Europe included his semantic/communicative analysis into a set of specifications and a strong influence on the design of communicative language programme and textbooks in Europe, and ultimately communicative language teaching programme was established.

Both American and British linguists accepted the need of communicative language teaching. They believed the Communicative Language Teaching as an approach that aims at developing communicative competence as the goal of language teaching. One of the most significant characteristic features of communicative language is that it pays systematic attention to functional as well as structural aspects of language. It was accepted by the linguists who advocated the communicative and functional aspects of language.

The writings of Chomsky, Wilkins and other linguists, the work of the Council of Europe, the rapid application of the idea of communicative competence by textbook writers, syllabus designers, curriculum development centers, etc. resulted the emergence of the Communicative method.

1.5 Statement of the Problem

CLT is introduced in Nepal to cater to the increasing demand of communicatively competent users of English. But, the fact is that ELT is still in its traditional fashion, Grammar-Translation Method. Teachers have the theoretical knowledge of the principles of CLT, but lack practical experience. Teachers are not adequately trained in CLT, but course books in the CLT are floated. So, it is seen that CLT is introduced without adequate preparation. This research has focused on the problems that teachers and students come across while applying Communicative Language teaching in the secondary level. It has identified most of the problems spotted in the education System, teachers' misconceptions about CLT, socio-cultural factors, the traditional examination system, and large class size. Though there are efforts by the government of Nepal to improve ELT scenario at the Secondary level, there are serious failures and limitations in that enterprise.

Communication is at the heart of language standards. Despite the importance of communication in teaching, Richards (2006) points out that a great deal of language teachers who believe they use CLT do not have a consistent definition of what CLT means. When asked what makes their classes communicative, some teachers state it is because they focus on speaking, and avoid the use of the students' L1 (Wu, 2008). Wu (2008) also indicates that some teachers do not advocate for CLT because of their misunderstanding of what it is. These teachers think that CLT will hinder students'

development of the language process because of its restriction of focusing on meaning only. At present, it is seen that the prevalent instruction in English in Nepal is inadequate for global communication. Though students are passing out from schools and Colleges, they are not competent enough to carry on communicative activities because of lack of communicative skills in English. But, the communicative competence is the key to success for participation in any affairs inside and outside the country. English as a foreign language claims that though English is the language of business, court, military affairs, education etc., it is not a means of communication among the masses. Students rarely find any chance to use English outside the classroom. Hence, English has a foreign language context in Nepal. Sharma (2007) mentions that the difference of English as a Second Language (ESL) and EFL is one of the major challenges in adopting the CLT approach in a non-native environment. The practitioners are trying their best to implement this methodology equally well in both contexts, nevertheless its application in an EFL context is still under high criticism from different corners. Both of these contexts have learners whose first language is not English, yet teaching is distinct in both cases. Likewise, the students can understand their class teacher's English but when they speak to their teacher, teacher can't understand. Today, most of the students at English are weak especially at speaking and implementing communicative competence in real life situation. Teachers hardly use communicative method and students want to learn English in their mother tongue. Sharma & Phyak (2007) mention that teaching and learning English by using communicative method has become a major challenge in EFL classes. What may be the reason behind them? So, the researcher has made this study to go through the problems and point out the applicable suggestions. In this study, challenges faced by English language teachers and students in the use of

communicative language teaching have been found and appropriate solutions are pointed out.

1.6 Objectives of the Study

The objectives of the study are as follows:

- i. To find out the existing situation of ELT and challenges faced by the English language teachers and students in the use of communicative language teaching.
- ii. To find out the effectiveness of CLT in the secondary level.
- iii. To suggest some pedagogical implications.

1.7 Research Questions

The researcher has tried to attempt the following questions:

1. Mention some of the advantages that you have achieved while applying communicative method.
2. For what purpose communicative method is important? (To teach grammar, to teach communicative functions, reading comprehension, etc.)
3. What do you think is the main focus of communicative method in language teaching?
4. Mention some of the challenges and difficulties in the use of communicative method in your classroom. How do you think they can be overcome?
5. What are the problems with using CLT in the secondary ELT classes of Nepal?

1.8 Rationale of the Study

This researcher has tried to find out the use of communicative language teaching in Nepalese context. Curricula innovation becomes successful only when key members pedagogically believe in the new approach and adopt the changes. By listening carefully to the voices of teachers about the practical constraints in classrooms, policy makers and teacher educators might be able to identify specific actions to be taken to make the communicative approach successful in Nepal. The research outcomes and recommendations resulting from this thesis have the potential to help secondary level English teachers enhance English teaching efficacy in the following areas: it may help them to identify the main impacts of CLT in Nepalese context and this research may provide potential suggestions for English teachers to improve their teaching strategies to improve students' communicative competence. Moreover, insights gained from this research may improve the teaching and learning experiences of both teachers and students in the high school education of Nepal. The results of this study might also help both teachers and students change from emphasizing grammar - based translation to a communicative approach, which could motivate the students to be more focused on communicative activities and improve students' communicative competence. Lastly, it might assist policy-makers and curriculum designers to understand the complexity of introducing communicative English teaching into the syllabus. As a matter of fact, with the help of training, guidance and handbooks, the teachers are trying their level best to implement Communicative Approach for teaching English yet they face a lot of problems while implementing the same. Hence, to find out teachers problems is important for this study. In this research studies, attempts are made to find out the various methods, activities, etc. implemented to teach English as a foreign language by Communicative Approach. Hence, it is the

basis to locate the teachers' and students' problems and find out the solutions to the problem. Whoever is interested to see the condition of English language teaching, this thesis may be very much fruitful for him/her. In particular, this study is significant to those who are interested in language teaching and learning (especially to English language teachers) and is equally significant for syllabus designers, trainers, students, textbook writers, researchers, methodologists, and the entire people directly and indirectly involved in ELT.

1.9 Delimitation of the Study

The study has the following delimitations:

- i. The study is limited to only the challenges faced by the English language teachers and students in the use of communicative language teaching.
- ii. The population of the study is limited to twenty teachers teaching in different government-aided and private schools of Morang district and twenty students of grade ten of the very schools of the same district.
- iii. The research is limited to the challenges in the use of communicative language teaching, not the other aspects of communicative language teaching. It is confined to developing students' attitude towards learning EFL
- iv. It is limited to the Secondary Level English teachers having the minimum teaching experience of five years.
- v. The research tools for analysis and interpretation of the data are limited to the use of questionnaire, interview and observation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Literature

Many researches have been carried out in the field of the English language in the foreign countries and Nepal. Likewise, a number of teachers and research scholars have carried out several studies at comparing methods in terms of their effectiveness. But quite a few research studies related to communicative method in English language teaching can be found. In Nepal, among many research studies, some of them have been conducted to find out the effectiveness of communicative method in teaching English using experimental research. The related studies are reviewed as follows:

Ghimire (2001) has carried out his thesis on the topic of "A comparative study on the effectiveness of the grammar translation method and communicative approach in a lower secondary school." This research was an experimental research. His main objective was to find out the effectiveness of GT Method and communicative method in English Language Teaching. He taught for a month in a school by using the two methods and found that teaching through communicative approach is more effective than that of teaching through translation method.

Moreover, Chamlagain (2004) has carried out a research on the topic of 'Problem in applying communicative approach in Secondary level.' His main objective was to find out the problems in the use of communicative method in secondary level. He selected eighty teachers from Jhapa district and collected data from

questionnaire. He found out that the most serious problems of applying communicative method were lack of physical facilities and large size of the classes. He also found that lack of sound knowledge on communicative approach is also a serious problem of applying communicative approach.

Adhikari (2007) did a study on the topic of "Effectiveness of communicative method in teaching reading comprehension". His main objective was to find out effectiveness of communicative method in teaching reading comprehension. This research was an experimental research. He taught for a month in a school by using communicative method in teaching reading comprehension. He found that communicative method is highly important but the teachers in government-aided schools and even in private schools as well are applying G.T. method.

A similar study was carried out by Khanal (2007) who carried out her thesis on the topic of "The effectiveness of communicative method in teaching vocabulary." Her main objective was to find out the effectiveness of communicative method in teaching vocabulary. This research was an experimental research. She taught for a month in a school by using communicative method for teaching vocabulary. She found that communicative method is more useful for teaching vocabulary.

Likewise, Chapagain (2008) carried out a study on the topic of "Effectiveness of communicative approach in teaching writing". Her main objective was to find out effectiveness of communicative approach in teaching writing. This research was an experimental research. She taught for a month in a school by using

communicative approach for teaching writing. She also found that communicative method is more effective than other methods for teaching writing skills.

Dahal (2008) carried out a study on the topic of "Communicative strategies used by the secondary level teachers and students." Her main objective was to find out communicative strategies used by the secondary level teachers and students. She found the following strategies used by the students and teachers: simplification, formulaic expression, repetition, paraphrase, language shift, code switch, mime, synonym, antonym, mother tongue, approximation word coinage, substitution, generalization, description, explanation, restructuring, exemplification, guessing, asking, etc.

Pant (2009) has carried out a research on "Perception of communicative language teaching by secondary level English teachers". His main objective was to find out perception of communicative language teaching by secondary level English teachers. In his research study, he found that different teachers perceive the communicative language teaching differently. Some of the teachers were found to have better perception of CLT and some of them were found to have relatively higher experience in CLT. Some of them showed the matured awareness of the environmental constraints in CLT. In his research he also found that the secondary level English teachers perceived that the text book had positively influenced them to implement CLT in English class whereas the examination system being adopted was a cause of interference.

Shrestha (2009) carried out his research study on the topic "Teaching English through communicative method, A Case Study". His main objective was to find out the problems in using communicative method. He found that majority of the teachers were found playing the role of the facilitator though they faced difficulties in applying communicative approach. He found that lack of sufficient training on ELT was more serious problem among all the problems. He also found that most of the teachers agreed hesitation as one of the difficulties in using communicative approach.

Despite the multiplicity of the researches, the present study is confined to view the challenges faced by the English language teachers and students in the use of communicative language teaching in Nepalese context.

2.2 Implication of the Reviewed Literature

The main implication of the review literature has been to facilitate to do the research. The researcher has collected many research titles. Most of them are related to the implementation of Communicative Method in teaching various aspects and skills of English language in Nepalese context. These studies have been conducted in the department of English education. These studies are to a great extent related to the present study. These studies have helped the researcher to get some information about his study and then they have helped to explore the theoretical concepts on this study too. These studies have aided for proper planning, execution and right concept of the problems and solutions. They have provided guiding hypothesis, suggestive methods of investigation and comparative data for interpretative purpose. They have assisted the researcher to be familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step has helped to eliminate the duplication of what has been done and provides useful

hypotheses and helpful suggestions for significant investigation. The review of related research has provided the right direction to think an appropriate track to execute and complete the research. The review of related literature has not only provided conceptual frame of reference for the contemplated research but also suggested method, procedures, sources of data and statistical techniques appropriate for the solutions of the problem selected for the present study. The researcher is able to formulate the hypothesis on the basis of review of related literature which has presented the rationale for the study. In the present study, the researcher has used various books, dissertations, handbooks, articles, journals, thesis, and websites as reference material to understand various aspects and scope of the research thoroughly. They have provided a vast outlook regarding the subject helped to avoid repetition of the researches done, provided more knowledge and explanation about CLT (Communicative Language Teaching) and broadened the researcher's horizon of knowledge to find out the novelty of the present research.

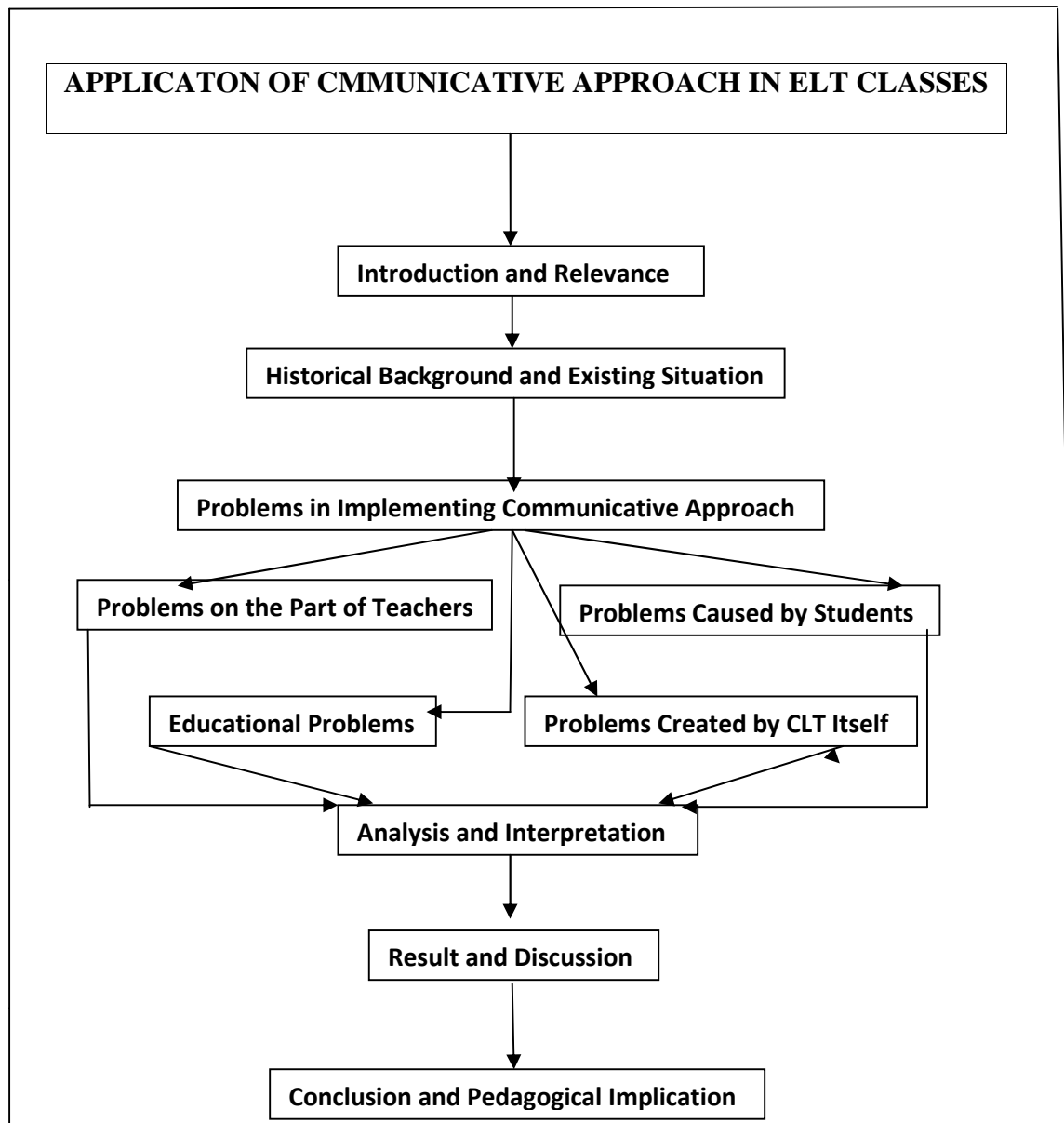
2.3 Theoretical Framework

Communicative language teaching is the generally accepted norm in the field of second language teaching. CLT suggests communicative language and language acquisition and the approach proposes way for the learners to internalize a second language and to experiment in a classroom context. Therefore, the classroom context is used to create activities to teach students how to react in a real world situation, not to fake real-world situations, its basic features are:

- (1) An emphasis on learning to communicate through interaction in the target language.
- (2) The introduction of authentic texts into the learning situation. (Authentic materiel is a must, because students cannot extrapolate to the real world from their learning on made-up material)
- (3) The provisions of opportunities for learners to focus not only on language, but also on the learning process itself.
- (4) An enhancement of the learner's own personal experience as important contributing elements to classroom learning.
- (5) An attempt to link classroom language learning with language activation outside the classroom

2.4 Conceptual Framework

The research on “A STUDY ON THE APPLICATION OF COMMUNICATIVE APPROACH IN ELT CLASSES” is based on the following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The methodologies followed to carry out this work are as follows.

3.1 Design of the Study

To find out the existing situation and challenges faced by the English language teachers and students in the use of communicative language teaching and learning and to find out the effectiveness of it, the researcher has followed the observational research design in particular. To carry out the research work successfully, the researcher has visited different secondary classes (with teacher and classes) to collect the data on the problems of implementing communicative method of teaching English. In this research, the researcher has observed the data and problems from class observation, interview and questionnaire to the teachers as well as students. Finally, after analyzing and describing the collected data, he has prepared the finished report of the research.

3.2 Sample Population

The sample population of the study is secondary level teachers and students of different government-aided and private schools of Morang district (**See Appendix VII**). The sample population comprises of 20 English language teachers, teaching at the secondary level of Morang district and 20 students of class 10 purposively. The sample population is urban and rural; male and female; and from public and private schools with the teaching experience of an average of over 5 years. The participants were given the questionnaires personally, and they were given enough time to

complete and return them to the researcher. Based on their experience in teaching English as an EFL, they are the representative sample of the EFL teachers teaching in the same context. Based on the researchers' familiarity, most of these teachers are mostly among the more successful teachers in their classes.

3.3 Sources of Data

The sources of data for the study were as follows:

3.3.1 Primary Sources of Data

The primary sources of data for this study were English language teachers of secondary level of Morang district and the students of grade 10 of the very schools of the same district. (See **Appendix VII** for the name of schools, teachers and students)

3.3.2 Secondary Sources of Data

The secondary sources of data are the related reference materials. For the successful completion of the study, the researcher has also consulted different books viz. 'Teaching English as a Foreign Language in Nepal' by Krishna Bista (2008), 'Teaching Speaking in the Nepalese Context: Problems and Ways of Overcoming them' by Bal Ram Adhikari (2006), 'English for Academic Purpose in Nepal' by Madhav Kafle (1998). Similarly, the researcher has also consulted some journals (i.e. English for Academic Purpose), articles, website and previous research studies as secondary sources.

3.3.3 Population of the Study

The population for the purpose of this study has included secondary level English teachers and students of Morang district.(See Appendix VII)

3.4 Sampling Procedures

Twenty secondary level English teachers and twenty students of grade 10 of different government-aided and private schools of Morang district were selected by using simple random sampling. To collect the empirical data necessary for this study, questionnaires were distributed among the 20 teachers and 20 students participating in the research. They have provided both open answers and alternative answers to the open ended and closed ended questions respectively. The researcher has also used observation checklist with pre-defined appraisal scale to observe the classes of each of the participant teachers. Then, to hear their personal views, the researcher requested each of the teachers to have a five minutes interview with him. The data obtained from the written questionnaires, observation checklist and the oral interviews have been carefully analyzed. Since data analysis is not a simple description of the data collected but a process by which the researcher can bring interpretation to the data, the themes and coding categories in this study emerged from an examination of the data rather than being determined beforehand and imposed on the data.

3.5 Data Collection Tools

In order to collect the data, the researcher has used the following tools:

- I. Objective Questionnaire to the English language teachers.

(See Appendix I & II)

- II. Subjective Questionnaire to the English Language Teachers.
(See Appendix III)
- III. Objective Questionnaire to the Students.(See Appendix IV)
- IV. Class Observation Checklist (See Appendix V)
- V. Interview to the Teachers.(See Appendix VI)

3.6 Data Collection Procedures

Procedures are a fixed, step-by-step sequence of activities or course of actions (with definite start and end points) that must be followed in the same order to correctly perform a research task. The researcher has adopted and employed the following data collection procedures to collect the data needed for the study.

- i. First of all, the researcher visited the selected schools of Morang district and described the purpose and process to the authority and took permission to carry out the research work. He requested the authority to put him through to the respective English teachers and students to enhance his study.
- ii. After that, he selected 20 secondary level English teachers and 20 students of grade ten (one/one from each sampled school) purposively.
- iii. Then, the researcher fixed the time for data collection. To collect the empirical data necessary for this study, sets of questionnaires containing the same questions (both open-ended and close ended) were distributed among the 20 teachers participating in the research. Similarly, a set of questionnaire containing close-ended questions was distributed among the twenty participant students. They provided both open answers and alternative answers to the open-ended and close ended questions respectively.

- iv. He again visited the same schools' teachers and students to collect the given questionnaires.
- v. After that, he observed at least one class of each of the respondent teachers according to their convenience
- vi. The researcher filled the observation checklist by using the designed appraisal scale.
- vii. To hear their personal views, the researcher took time and requested each of the participant teachers to have 5 minutes interview with him.
- viii. The data obtained from written questionnaires, interview and class observation were carefully analyzed. Since data analysis is not a simple description of the data collected but a process by which the researcher can bring interpretation to the data rather than being determined beforehand and imposed on the data.
- ix. Finally, on the basis of analyzed data, conclusion, necessary recommendations and pedagogical suggestions have been generated.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION

This section deals with the analysis and interpretation of the data collected from primary sources. For the analysis, at first, the researcher classified all the data on the basis of the objective/subjective questions, interview and class observation form. As regards to objective questions, the researcher has tabulated the data as well.

4.1 Analysis of the Data Obtained from Objective Questionnaire for the Teachers

Part-I

Under this title, item wise analysis of all the responses of fifteen objective questions (See **Appendix I**) taken from twenty government-aided and private school teachers have been analyzed.

Q. No. 1 Which one of the following activities do you mean communicative language teaching?

- a) Teaching and learning grammar rules c) Translation activities
b) Teaching language by creating real life situation d) Dictation activities

As regards Q. No. 1, the responses provided by the informants are analyzed below:

Table No. 1: Opinions Towards Communicative Language Teaching

Options							
Teaching and learning grammar rules		Translation Activities		Teaching Language by Creating Real Life Situation		Dictation Activities	
No.	Percent	No	Percent	No.	Percent	No	Percent
		2	10	18	90		

Table No. 1 shows that only 2 (10%) teachers viewed communicative language teaching as translation activities. All the other 90 percent teachers viewed communicative language teaching as teaching language by creating real life situation. It shows that still now some of the teachers are unknown about the concept and importance of communicative language teaching.

Q. No. 2 Which one of the following is the best objective of language teaching?

- a. To teach target language grammar
- b. To make students able to analyze target language.
- c. To make students able to translate from TL to MT and vice versa.
- d. To make students communicate in the TL.

Analysis of Q. No. 2 according to the responses provided by the informants has been given below:

Table No. 2: The Objective of Language Teaching

Options							
To teach target language grammar		To make students able to analyze target language		To make students able to translate from TL to MT and vice versa		To make students communicate in the TL.	
No.	%	No.	%	No.	%	No.	%
1	5	2	10			17	85

Table No. 2 shows that the majority of private and government-aided school teachers considered the option to make students communicate in the TL as the best objective of language teaching and their percent was eighty-five. Only 15% respondents considered other options as the objective of language teaching.

Q. No. 3 Which one of the following factors mainly prevents you from applying communicative method in your class?

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

As regards Q. No. 3, the responses provided by the informants have been analyzed below:

Table No. 3: Preventing Factors of Applying Communicative Method in Class

Options							
Large size of the class		lack of physical facilities		Lack of sound knowledge on communicative approach.		Lack of sufficient training on ELT	
No.	%	No.	%	No.	%	No.	%
6	30	2	10	5	25	7	35

Table No. 3 shows that the majority of government-aided and private school teachers considered lack of sufficient training on ELT as the most disturbing factor for the application of communicative method inside the classroom. Again 30% respondents said that large size of the class is also the problem of application of communicative method in class. Similarly, 10% respondents said that lack of physical facilities is also a main problem of applying communicative method. Other respondents considered the other options as the problem of application of communicative method in their class.

Q. No. 4: The role of the student in your class should be:

- a. A follower of the teacher
- b. An active participant in teaching learning process
- c) A passive listener
- d) A disciplined learners

Analysis of Q. No. 4 is given below:

Table No. 4: Role of Students Inside the Class

Options							
A follower of the Teacher		An active participant in teaching learning process		A passive listener		A disciplined learner	
No.	%	No.	%	No.	%	No.	%
1	5	15	75			4	20

Table No. 4 shows that 75 % respondents from government-aided and private schools preferred the active role of the students in teaching learning process. No one preferred the role of student as passive listener and only few respondents preferred as a follower to the teacher and as a disciplined learner.

Q. No. 5: Which of the following method do you use in your teaching?

- a. GT method
- b. Direct method
- c) Audio-lingual method
- d) Communicative method.

As regards this, the responses provided by the informants have been analyzed below:

Table No. 5: Method Used in Classroom

Options							
GT Method		Direct Method		Audio-lingual Method		Communicative Method	
No.	%	No.	%	No.	%	No.	%
1	5	1	5			18	90

Table No. 5 shows that 18 (90%) teachers from both private and government-aided schools preferred to use communicative method in their language teaching. Similarly, 5 % teachers preferred each of direct method and GT method to teach their students.

Q. No. 6: Do you think communicative method is being used in Nepal?

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

As regards Q. No. 6, the responses provided by the informants have been analyzed below:

Table No. 6: Communicative Method is being Used in Nepal

Options							
Strongly Agree		Agree		Disagree		Strongly Disagree	
No.	%	No.	%	No.	%	No.	%
		14	70	5	25	1	5

Table No. 6 shows that 70 % teachers agreed that communicative method is being used in Nepal. But the teachers did not strongly agree for the same statement. Similarly 25 % teachers disagreed with the statement; communicative method is being used in Nepal. Again 5 % teachers strongly disagreed with the same statement.

Q. No. 7: Which of the following activities do you regard as a communicative approach?

- | | |
|----------------|----------------------|
| a. Drilling | c. Rule presentation |
| b. Translation | d. Interaction |

As regards Q. No. 7, the responses provided by the informants have been analyzed below:

Table No. 7: Activities Under Communicative Approach

Options							
Drilling		Translation		Rule Presentation		Interaction	
No.	%	No.	%	No.	%	No.	%
1	5			1	5	18	90

Table No. 7 shows that most of the private and government-aided school teachers (90%) teachers considered the option 'interaction' as the communicative activity. But 5 % teachers considered drilling as communicative activity and again 5% teachers considered rule presentation as communicative activity. Whereas, no teacher considered translation as communicative activity.

Q.No. 8: "Language is basically learnt through using language for communication"

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

The analysis of Q. No. 8 has been given below:

Table No. 8: Language is Learnt Through Using Language for Communication

Options							
Strongly Agree		Agree		Disagree		Strongly Disagree	
No.	%	No.	%	No.	%	No.	%
11	55	8	40	1	5		

Table No. 8 shows that most of the teachers from both private and government-aided schools showed their agreement towards the statement 'language is learnt through using language in communication'. To say in percent 11 (55%) teachers of secondary schools strongly agreed with the statement and 40% teachers from private and government-aided schools agreed that language is learnt through using language for communication. Only 5% teachers disagreed with the statement.

Q. No. 9: Which of the following two skills are most important in language teaching?

- a. Listening and speaking
 b. Listening and writing
 c) Listening and reading
 d) Reading and writing

As regards Q. No. 9, the responses provided by the informants have been analyzed below:

Table No. 9: Most Important Skills in Language Teaching

Options							
Listening and Speaking		Listening and Writing		Listening and Reading		Reading and Writing	
No.	%	No.	%	No.	%	No.	%
17	85					3	15

Table No. 9 shows that 19 (85%) teachers considered the option 'listening and speaking' as the most emphasized skills in teaching. Similarly, no teachers considered 'listening and writing' as the most emphasized skills in teaching and 15 % teachers from private and government-aided schools considered 'reading and writing' as the most emphasized skills in teaching language.

Q. No. 10: "The teacher should always correct the mistake of a learner."

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

The analysis of Q. No. 10, on the basis the responses provided by the informants have been analyzed below:

Table No. 10: Teachers Should Always Correct the Learners' Mistakes

Strongly Agree		Agree		Disagree		Strongly Disagree	
No.	%	No.	%	No.	%	No.	%
4	20	9	45	6	30	1	5

Table No. 10 shows that most of the teachers agreed with the statement that teacher should always correct the mistake of learners. 20 percent of them strongly agreed, 45 percent agreed, 30 percent disagreed and 5 percent strongly disagreed.

Q. No. 11: Which of the following statement is true?

- Writing is just secondary representation of language.
- Literary language is superior than colloquial language.
- Writing has greater importance than speaking
- Writing should be emphasized much in ELT.

As regards Q. No. 11, the responses provided by the informants are analyzed below:

Table No. 11: Views Towards Literary Language and Writing Skill

Options							
Writing is just Secondary Representation of Language		Literary Language is Superior than Colloquial Language		Writing has greater importance than speaking		Writing should be emphasized much in ELT	
No.	%	No.	%	No.	%	No.	%
16	80			3	15	1	5

Table No. 11 shows that 16 (80%) private and government-aided school teachers considered the option 'writing is just secondary representation of language' as the true statement. Similarly, for the third option 'writing has greater importance than speaking', 15 % teachers showed their agreement. Similarly, 5 percent teachers

considered writing should be emphasized much in ELT. Thus, it is clear that most of the teachers viewed writing as secondary representation of language.

Q. No. 12: Which of the following should be taught to make the learners communicatively competent?

- a. Writing practice
- b. Grammatical rules
- c) Translation activity
- d) Communicative functions

The analysis of Q. No. 12 has been given below:

Table No. 12: Emphasized Area to Make the Learners Communicatively Competent

Options							
Writing Practice		Grammatical Rules		Translation Activity		Communicative Function	
No.	%	No.	%	No.	%	No.	%
		1	5	1	5	18	90

Table No. 12 shows that 18 (90%) teachers considered the option 'communicative functions' as the most emphasized area to make the learners communicatively competent in it. Only 5 percent teachers considered the option ' grammatical rules' as the most emphasized areas to make the learners communicatively competent in TL respectively. Similarly, 5 % teachers opined that translation activities are the most to make the learners communicatively competent.

Q. No. 13: "Grammar should be taught deductively."

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

As regards Q. No. 13, the responses provided by the informants have been analyzed below

Table No. 13: Views on Deductive Method for Grammar Teaching

Options							
Strongly Agree		Agree		Disagree		Strongly Disagree	
No.	%	No.	%	No.	%	No.	%
1	5	9	45	9	45	1	5

Table No. 13 shows that 45 % of the teachers from both private and government-aided schools disagreed with deductive method for grammar teaching. Among them, 5 % teachers strongly disagreed with deductive method for grammar teaching. 5 % school teachers strongly agreed with the same view and 45 % teachers agreed with deductive method for grammar teaching.

Q. No. 14: Which of the following activity is the most in language teaching?

- a. Picture description
- b. Using grammatical rules to make sentence
- c) Pronunciation training
- d) Teachers' lecture

As regards Q. No. 14, the responses provided by the informants are analyzed below:

Table No. 14: Most Effective Activity in Language Teaching

Options							
Picture Description		Using Grammatical Rules to make Sentences		Pronunciation Training		Teachers' Lecture	
No.	%	No.	%	No.	%	No.	%
14	70	3	15	2	10	1	5

Table No. 14 shows that 70 % teachers considered the option 'picture description' as the most effective activity in the language teaching. Similarly, only 15 % teachers considered the option 'using grammatical rules to make sentence' as the most effective

activity in the language teaching. Again 10 % teachers from both government-aided and private schools considered pronunciation training as the most effective activity in the language teaching. In case of teacher's lecture, only 5 % teachers considered as the most effective activity in the language teaching. Thus, both the private and government-aided school teachers viewed 'picture description' as the most effective communicative activity.

Q. No. 15: "Teacher centered teaching approach will be more effective than students centered teaching approach."

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

As regards Q. No. 15, the responses of the informants have been analyzed below:

Table No. 15: Effectiveness of Teacher Centered Teaching Approach Over Students Centered Teaching Approach

Options							
Strongly Agree		Agree		Disagree		Strongly Disagree	
No.	%	No.	%	No.	%	No.	%
2	10			6	30	12	60

Table No. 15 shows that 12 (60%) teachers strongly disagreed with effectiveness of teacher centered teaching approach over students centered teaching approach. Again, 30% teachers from both government-aided and private school teachers disagreed with the same statement. But only 10 % teachers showed their strong agreement to the effectiveness of teacher centered teaching approach over student centered teaching approach. Thus, it shows that most of the government-aided and private school teachers showed their strong disagreement to the effectiveness of teacher centered teaching approach over students centered teaching approach

4.2 Analysis of the Data Obtained from Objective Questionnaire for the Teachers

Part-II

Under this title, item wise analysis of all the responses of 10 objective questions of different types (See Appendix II) taken from twenty government-aided and private school teachers have been analyzed.

Results of question no.1

Training

It is quite interesting that most of the respondent teachers have got pre-service training. Very few of them have got in-service training. The respondents have got the training from the three years B.Ed. Programme and one year B.Ed. Programme organized and run by Tribhuwan and Purbanchal University. Some respondents have got refresher training organized by NELTA, Educational Training Centre, Nepal Government, SEDU, HSEB, etc. The duration of the training varied from few days to few months. Most of the teachers are of the opinion that the training programmes were very meaningful and inspirational. It is interesting to note that this training is more fruitful for academic purpose. The training prepares the teachers for becoming competent teachers

Results of question no.2

Question No. 2 included 12 items, descriptive of CLT. They were intended to elicit teachers' perceptions about general attributes of communicative language teaching approach. The teachers responded by ticking those options which they considered features of CLT.

Table No. 16: Features of CLT as Perceived by Teachers

S N	Features	No. of Responses
1	CLT is student centered approach	19
2	CLT means verbal interaction	20
3	CLT emphasizes fluency over accuracy	7
4	CLT relies heavily on speaking and listening	12
5	CLT requires the teachers to have high proficiency in English	9
6	CLT means only pair work and group work	4
7	CLT requires higher knowledge of target culture	5
8	CLT means not teaching grammar	2
9	CLT put too much pressure on teachers	
10	CLT requires a lot of time to prepare class activities	5
11	CLT is basically an English as Second Language, not English as Foreign Language methodology.	4
12	CLT emphasizes communication in L2	13

Table No. 16 shows that almost all the teachers perceived the features viz. ‘CLT is student centered approach’ and ‘CLT means verbal interaction between the teachers and students’ to be the features of the CLT.

Results of question no.3

Question no.3 was designed to elicit teachers' perceptions about communicative activities. 10 items, both communicative and traditional language teaching activities were listed and teachers were asked to select the activities they thought were communicative in nature.

Table No.17: Teachers' Identification of Communicative Activities

S.N.	Which of the following do you think are the communicative activities?	Number of Responses
1	Fill in the gaps	3
2	Having a debate or role play	17
3	Group discussion	17
4	Reading Dialogues	4
5	Speaking in pairs	19
6	Dictation Task	3
7	Story-telling in front of the class	14
8	Grammar exercise	1
9	Describing a picture to a partner	16
10	Explaining Textbook	3

Table No. 17 shows that majority of teachers identified the communicative activities correctly. They are -speaking in pairs, group discussion, describing a picture, having a debate or role play, storytelling in front of the class. Explaining textbooks, looking up words in the dictionary, grammar exercise were correctly mentioned as non-communicative by most of the respondents.

Results of question no. 4

Question no.4 was meant to find whether teachers faced difficulties in adopting CLT in Nepal. For each item, teachers were asked to rate their opinions on a scale from 1 to 3 with 1 indicating 'no problem', 2 'manageable problem' and 3 indicating 'major difficulty'. The options were all selected from related research literature and they are those which Secondary English teachers consider to be the major barriers in implementing CLT in Nepal.

Table No.18: Teachers' Perceived Difficulties in Adopting CLT in Nepal

S. N.	The following are some of the difficulties that EFL/ESL have in adopting CLT. Do you come across these difficulties or do you think they might be difficulties for you in adopting CLT in Bangladesh?	1	2	3	Total response
a	Teacher does not have sufficient spoken skill	4	9	7	20
b	Teacher does not have enough target culture knowledge	3	10	2	19
c	Teacher does not have sufficient time to prepare communicative materials	7	5	6	18
d	Students do not want to engage in communicative activities	8	10	1	19
e	Examinations are traditionally grammar based	2	10	8	20
f	Large class size	2	5	12	19
g	The differences between EFL/ESL teaching contexts	1	12	6	19
h	Lack of training in CLT	2	11	6	19
i	Not enough logistic support from administration	1	12	7	20
j	Teachers do not know what CLT means	4	12	4	20
k	Unsuitability of Western educational system in EFL context	3	9	7	19

Table No. 18 indicates that majority of the teachers rated the following problems as great difficulties large class size', students' unwillingness to participate in communicative activities, lack of training in CLT, grammar based traditional examination, lack of spoken skill among the teachers and lack of enough logistic support from administration.

Results of question no.5

Question no. 5 was intended to know from the participating teachers how much importance they put on different types of activities while teaching. Eight items were mentioned and teachers were asked to rate these activities from 7 to 1, with 7 the highest in terms of importance teachers give on each item.

Table No.19: Classroom Activities Organized by Teachers

Classroom activities	7	6	5	4	3	2	1
Explaining grammar rules	0	2	1	1	3	4	6
Listening	4	6	1	4	1	0	1
Speaking	6	4	5	0	0	1	1
Reading	1	2	6	5	2	1	0
Writing	2	0	3	4	6	0	2
Games	2	1	4	3	3	1	2
Explaining textbooks	1	1	2	1	4	5	3
Translation into L1	2	0	0	0	2	3	8

Table No. 19 illustrates that 30 % of teachers gave importance to speaking, listening practice and 5% to reading, 5% to explaining textbooks and 10% to translation into L1, the traditional teaching practice. On the other hand, games were awarded the minimum of importance by teachers

Results of question no.6

Question no. 6 listed 4 types of communicative activities that are found in the textbook being used in the secondary level. They were problem solving, debate, pair work and group work. Teachers were asked to tick those that they use in their class.

Table No.20: Communicative Activities Done by Teachers

S.N.	Communicative activities done by teachers	No. of responses
1	Problem solving	11
2	Debate	6
3	Pair work	13
4	Group work	16

Table No. 20 reveals that 55% of teachers engaged their students in problem solving 65% teachers engaged their students in pair work and only 30% in debate and 80% in group work.

Result of question no.7

Question no. 7 wanted to know from the participating teachers how often they arrange students to do these communicative activities.

Table No.21: Frequency of Communicative Activities

S.N.	How often do you arrange students to do these communicative activities?	No. of Response
1	Always	6
2	Sometimes	13
10	Rarely	1
4	Never	0

Table No. 21 proves that majority of respondents (65%) said that they sometimes arrange communicative activities for their students. 6 (30%) teachers said that they always arrange students to do these activities.

Results of question no. 8

Question no. 8 asked the teachers if they follow the Teachers' Guide in preparing their lessons.

Table No.22: Do you Follow Teacher's Guide?

S.N.	Do you follow the Teachers' Guide?	No. of Response
1	Yes	19
2	No	1

Table No. 22 demonstrates that among the respondent teachers, 19(95%) teachers proudly responded that they regularly use teachers' guide for proper planning and effectiveness of their lessons. But, 1(5%) teachers stated that they never use teachers' guide to prepare their lessons.

Results of question no. 9

Question no. 9 asked teachers to say about the approximate number of students they teach in each class. The figures they mention has helped the researcher to find out whether variation in the number of students has any impact on their classroom practice.

Table No.23: Approximate Number of Students in Each Class

S.N	approximate number of students in each class	No. of Response
1	30-40	5
2	40-50	1
3	50-60	6
4	60+	8

Table No. 23 indicates that most of the teachers (40%) mentioned that they have to teach more than 60 students in their classes. 6 (30%) teachers responded that they have to teach 50-60 students in their class.

Results of question no. 10

Question no.10 was intended to find out how many of the students are engaged in pair work and group work. Teachers were told to write the approximate number in percentage.

Table No.24: Involvement of Students in Pair Work and Group Work

S.N.	Students' Percentage	No. of Response
1	Below 40%	10
2	40-50%	5
3	50-60%	4
4	60+%	1

Table No. 24 shows that only 5% teachers said that more than 60% of their students are engaged in pair work and group work. Most of the teachers (50%) mentioned that the percentage of their students participating in pair work and group work is below 40%.

4.3 Analysis of the Data Obtained from Subjective Questionnaire for the Teachers

All the responses taken from ten subjective questions (See **Appendix III**) have been analyzed on the basis of individual items.

Q. No. 1: What according to you is communicative method in language teaching?

Regarding question no. 1, almost all the teachers, irrespective of the type of school they belong to defined communicative method satisfactorily. All the teachers viewed that communicative method is a method which enables learners to use the target language appropriately in social context. Some respondents defined it as the task based method which emphasizes discussion and interaction as both the means and the ultimate goal of learning a language. They viewed that it is the way of meaningful communication and interaction among the teachers and students in the given context. They also viewed that it is based on the theory which assumes that language is a means of communication and all four language skills are equally important for proper communication. Some of the respondents judged this method as a core method which justifies that language is primarily a tool to convey one's ideas opinions and reactions to others in verbal or non-verbal forms.

Q. No. 2 What is /are the objectives of foreign language teaching?

Regarding question no 2, most of the private and government-aided school teachers opined the objectives of foreign language teaching in the same way. They listed the objectives of foreign language teaching as follows:

- To enable the students to communicate their feelings, thought, opinions and emotions in target language.
- To make the learners equally perfect in all the four language skills.
- To familiarize the learners to target language culture and modern world
- To bring closeness among the people of the world.
- To facilitate and know the literature of target language.
- To get knowledge about the modern science and technology.
- To widen the periphery of our interactive world.
- To make students understand their culture.

Q. No. 3 Do you want to use communicative method in your class? Why?

Regarding question no. 3, almost all the teachers wanted to use communicative method in their class. Because according to them communicative method is the best method which helps the learners to use language in social context which is the main aim of language teaching. Again they viewed that students can unknowingly learn the target language while taking part in games, and role-play activities or in pair or group works. Some of them preferred this method to enrich the taste of language among the learners and to reach the core and purpose of language teaching. Some wanted to use communicative method to make the students understand well, to enhance their confidence and to involve them to learn language in real situation

Q. No. 4 Mention some of the challenges or difficulties you have faced in the use of communicative method in your classroom. How do you think they can be overcome?

Regarding question no. 3, most of the teachers from both government-aided and private schools mentioned the following challenges or difficulties they have faced in the use of communicative method in their classroom.

- Large size of class and mixed ability among the students.
- Poor base of the students and lack of students participation
- Lack of language lab and animated classroom
- Weak implementation of academic policies
- Lack of teachers training and teaching materials
- Lack of sound knowledge of communicative approach
- Lack of audio visual materials
- Overload of periods
- Weak background and inactiveness of students in English.
- Lack of conducive environment for learning.
- Lack of effective and efficient assessment.

To overcome these problems the respondent teachers have given the following suggestions:

- The government should raise teachers' quotas to maintain 1:40 teacher-students ratio.
- The government should declare English as only medium of instruction for all the subjects.

- The government should provide teacher trainings for teachers' professional development.
- We can prepare low cost teaching materials by using second hand materials.
- Diagnostic and planned instruction should be tried.
- Students friendly learning environment should be generated.
- Foreign language should be taught as spontaneously as mother tongue.

Similarly, they have also focused for the management of physical facilities and teacher's trainings to overcome this problem.

Q. No. 5 How do you teach grammar? Inductively or deductively? Why?

Regarding question no. 4, the majority of the teachers (75%) from private and government-aided schools wanted to use inductive method in their grammar teaching. Because they said that when they provide more examples, students observe and analyze the examples and illustrations and they can generalize the rules of grammar easily and improve their command over language. They frequently switch from one method to another depending upon the learners' competence level to make them understand faster and better. Some respondent teachers pointed the necessity of both the methods of teaching grammar according to students' level and base.

Q, No. 6 Do you use GT method in your classroom? Why?

Regarding question no. 5, most of the teachers from the government-aided schools said that they sometime use GT method especially in teaching literature based texts. And they also use GT method when the definition to a word is longer and more difficult and contextualization also does not make the meaning clear. According to them, the main reason of using GT method is weak foundation of the target language.

Some of the teachers blamed GT method as old-fashioned, unscientific and monotonous. Some of them pointed the necessity of GT method at base to make students write and speak correctly rather senselessly and fast. They also mentioned that there are many situations where they cannot express the real sense of language without using GT method. But most of the private teachers said that they do not use GT method in their language teaching. They use GT method when all the methods fail.

Q. No. 7 Mention some of the advantages that you have achieved while applying communicative method.

Regarding question no. 6, the majority of the teachers from private and government sector have mentioned the following advantages

- It is student centered.
- Language learning becomes fun and effective instead of burden for the students.
- Confidence develops in students to use language in social context.
- It enables the learners to be active and fluent speaker in the target language
- It follows the natural process of language learning.
- Students can get enough opportunities for communication.
- Students are well motivated, enthusiastic and interested in classroom activities.
- It is appropriate to teach four skills of language.
- The students can convey what they have in their mind openly without hesitation.
- It makes language learning lively and easier.

Q. No. 8 How far do you integrate all the four skills of language teaching? What difficulties do you face in doing so?

Regarding question no. 7, most of the teachers from private and government-aided schools wanted to integrate all the four skills of language while teaching picture description, discussion, debates, etc. To integrate all the four skills of language they have the following difficulties:

- It is difficult to manage time.
- Lack of peace, concentration, motivation and students' participation.
- Limited time boundary to complete the course.
- Very weak base of the students and diversity among them.
- Lack of physical facilities (i.e. electricity, etc)
- Many students in the classroom are introvert as well as passive.
- Listening and speaking skills are neglected in our present examination system, only reading and writing skills are focused in exam.
- Lack of audio visual materials like cassette player
- Vague or ambiguous text.

Q. No. 9 For what purpose communicative method is important? (to teach grammar or communicative functions or reading comprehension, etc)

Regarding questions no. 8, most of the teachers teaching in private and government-aided schools wrote that communicative method is important to teach communicative functions. They opined that without using communicative method, language can't be taught perfectly. They mentioned that this method is equally important to teach all the other aspects and skills of language. They viewed that this method helps to develop communicative competence in the learners.

Q. No. 10 What do you think communicative method is focused in language teaching?

Regarding question no 9, most of the teachers irrespective of which school, they belong to said that communicative method is focused in teaching functional aspects of language, interactive role of language teaching because this method teaches the language rather than about the language. Some teachers were of the opinion that communicative method is focused to teach all the four skills of language. It has focused special emphasis on the ability to use language for communication. It focuses to enable the learners speak correctly, logically and creatively.

Q. No. 11 How important do you think are the communicative activities in learning English in general?

With regards to question no.11, most of the respondents advocated that communicative activities are vital to make students more enthusiastic and to let them freely come up with their ideas on the issues discussed in the classroom. They responded that students can meet their needs by using communicative language. Such activities enable them to use functional language in their real life. The respondents considered such activities to be more appropriate to motivate students towards learning and to make teaching and learning students friendly. Some of the importance of communicative activities as opined by the respondent teachers is stated below:

- It is vital to make students enthusiastic
- Understanding occurs through active students' participation.
- It changes the classroom into the living situation.
- Student gains perfectness in using language.
- It develops both competence and performance in learners and teachers both.

Q. No. 12 What do you think about the students' participation in the communicative activities in Nepalese ELT classes?

In response to the question, the respondent teachers stated that though students' participation is the most for the successful implementation of CLT, they were not found to be involved in such activities effectively due to the interference of mother tongue, lack of interest among the students; grammar based teaching and traditional examination system. They participated less due to fear and poor background. Most of the teachers mentioned that students' participation in the most of the Nepalese ELT classes is ornamental not thorough as they are found communicating either poorly or senselessly being extravagant, never precise. Most of the teachers suggested the need of participation of students in the communicative activities in Nepalese ELT classes.

Q. No. 13 Describe the roles of learners in language classroom in Nepal.

In the question, "What are the roles of learners in language classrooms in Nepal?" Some respondents mentioned that students' role is not remarkable. They are more or less commercial rather dedicated. They lack a genuine interest and discipline too. They are made passive in their classes. Many teachers replied graphically that learners are the core or backbone of learning in language classroom. They pointed that the learners should play the role of active participants; they should interact with their friends, teachers, etc. They are to play the role of negotiators. They should be more attentive, active, creative and informative rather than being passive listeners. They must communicate in English being sure that their mistakes will be avoided with regular practice. They should be co-operative. Some teachers presented the logic that learning a language will be very difficult and distant goal unless the learners have

intrinsic and extrinsic motivation towards learning language; they should be more informative and give being stuck to the teachers

Q. No. 14 How would you describe the role of teachers in language classroom?

Regarding question no. 14, most of the respondents mentioned that teachers should be capable. They should create a favourable environment for the students. Students have multiple talents. The teachers should have the knowledge of guiding and handling them into to the right direction. Some respondents stated that teachers' role has not been found effective. They think teaching language is a formal approach. They are not active, interested and dynamic to adopt learners friendly method of teaching. They burden the students with rules and norms of grammar. They generate aversion and finally fail in their approach. They opined that the teachers should play the role of facilitator, inspirer, guide, friend, resource person, organizer, researcher and need analyst so that teaching and learning of language become more successful. They mention the bitter truth that to adopt such roles for a teacher is really difficult.

Q. No. 15 What are the problems with using CLT in secondary ELT classes?

In response to this question, majority of the respondents stated that poor participation of students, monotonous classroom environment, less exposure of teachers to CLT and lack of teachers training are the major problems with using CLT in secondary ELT classes of Nepal. Some of the respondent teachers opined that large size classes, lack of instructional materials; less qualified teachers, etc. are the major problems which interfere the successful implementation of CLT in Nepal. The respondents have mentioned the following problems in using CLT in the secondary classes.

- i. Heterogeneous class

- ii. Large size and overcrowded classes
- iii. Lack of self awareness among the students
- iv. Lack of commitment and determination among the students to learn.
- v. Lack of training in CLT.
- vi. Dishonesty among the working teachers
- vii. Misconceptions about CLT.
- viii. Lack of teaching materials and equipments.
- ix. Monotonous classroom environment.
- x. Use of GT method
- xi. Promotion of Students despite their poor performance
- xii. Deficiency in sociolinguistic and strategic competence.
- xiii. Little time for and expertise in material development
- xiv. Low English proficiency.
- xv. Resistance to class participation.
- xvi. Lack of motivation for communication.
- xvii. Lack of budget.
- xviii. Insufficiency of support.
- xix. Grammar-focused exams.
- xx. Lack of efficient assessment instruments.
- xxi. Inadequate account of EFL teaching in CLT, etc.

4.4 Analysis of the Data Obtained from Objective Questionnaire for the Students

Students' views against the provided questionnaire (See Appendix IV) are different.

Their views are mentioned in the table below.

Table No. 25: Students' views, attitudes, opinions and preferences with respect to their teachers and CLT

S. N.	Statements	S A	A	U D	D	S D	Total
1	I want my English to be as accurate as possible even if I am a little less fluent.	4	12		4		20
2	I want my English to be as fluent as possible even if I am a little less accurate.	6	6	1	6	1	20
3	I will feel very embarrassed if I make a mistake or if my teacher asks a question in the classroom.	4	3	3	9	1	20
4	I do not like speaking in front of the class.	2	6	2	5	5	20
5	It is impolite for me to disagree with the teacher even though I may have a good reason.	8	5		6	1	20
6	I prefer learning from my teacher to learning independently.	7	9	1	3		20
7	I would rather learn English by struggling to communicate with my own efforts.	5	5	2	7	1	20
8	I prefer my teacher to explain the content of a particular topic explicitly giving me examples.	10	10				20
9	I want my teacher to correct my errors immediately.	10	8		2		
10	Students should produce a lot of English in class.	8	4	6	2		
11	The English teacher's role is to provide clear information.	6	12	1	1		
12	The English teachers should be a model of using English.	12	8				
13	The teacher should spend time on functional language tasks rather than grammatical tasks.	2	4	3	7	4	
14	The teacher should focus on speaking skill. Listening, reading, writing, grammar and vocabulary are secondary.	1	8	3	6	2	
15	The teacher should use authentic materials all the times.	5	6	5	4		
16	The teacher should only use English in the classes.	7	4	3	6		
17	The teacher should engage you to practice meaningful and	6	14				

	purposeful language tasks						
18	Teaching should focus on fluency.	3	11	1	3	2	
19	Teaching should focus on accuracy.	6	11	1	2		
20	Teaching should focus both on fluency and accuracy.	6	8	5	1		
21	The teacher should devote time to teaching structures	12	6	1	1		
22	The teacher should be a facilitator for students.	4	13	3			
23	The teachers should encourage students to communicate.	4	12	2	2		
24	The teacher should spend a lot of time on role play, games, etc	2	5	6	6	1	
25	The students should be the centre of learning.	1	10	2	6	1	
26	CLT is an effective approach for you to learn.	6	6	3	5		
27	The teacher should not correct the students' mistakes unless they may cause communication breakdown.	3	1	2	11	3	
28	The students should be exposed to authentic language and material all the time.	4	8	7	1		
29	Language task should be meaningful and purposeful.	8	11		1		
30	The lesson should focus mostly on communicative skills.	11	3	2	4		

Table No. 25 indicates that students differed in their preferences for accuracy and fluency. Both for fluency and accuracy, students were almost equally divided into two poles in their responses. Many students (45%) reported that they do not feel embarrassed from using language actively because of personality and affective factors such as shyness, loss of face or an unwillingness, and speaking English publicly; however, they hesitated to question the teacher's teaching techniques if even they have a sound reason, which is an evident indication of students' reliance on teacher-fronted learning. Although some students (50%) expressed a preference for struggling to communicate by themselves without teacher and textbook dominancy, some of them (35%) were in favour of teachers' explanation and overt correction, namely, a deductive teacher-centered learning. 50% students were of the strong opinion that their errors should be corrected by their teacher immediately. These views showed inconsistency with some of the main premises of CLT.

The study reveals that the teacher is seen as the sole input provider, and thus should generate English as much as he can, but apart from that, the majority of the students wanted the teacher to explicitly supply them with the required information about the subject content and while doing so, the teacher is expected to use a good and fluent English as the ideal model to imitate. However, there was a lack of agreement among students on the choice of which type of tasks (i.e. functional or grammatical) should be given much precedence by the teacher, majority of the students (50%) favoured grammatical tasks, whereas the other took side with functional tasks. 45 % of the students were of the opinion that speaking capabilities should have much weight over the other major skills and, and hence the teacher should attend to this fact in earnest. In terms of the material choice, many students (55 %) supported the view that the teacher should make use of authentic materials in the delivery of the lessons. However, with regards to the medium of learning and teaching, slightly more than half of the students (55 %) opted for English-only, while less than one-thirds (30%) were opposed to the delivery of lessons in solely English. Remaining 15% students were undecided.

The data show that students achieved consensus on the significance of the fluency and accuracy when integrated in teaching. A clear majority of them believed that the teaching should be student-centered, and the teacher should facilitate language learning, by prompting students to engage in real communication. Accordingly, some students favoured the inclusion of activities and practices (e.g. role plays, games) that create rooms for their engagement in communicative behaviours, which will enhance their communicative capabilities in the long term. On the other hand, a paradox was observed among the students concerning the explicit teaching of grammar rules, half backing it while the other half opposing to explicit teaching. Views on error

correction indicate that although 90% of the students are against the absence of error correction, 10% of them are in favour of omission of corrections of mistakes, unless they cause a loss of healthy communication. The role of authentic language and materials is highly recognized by students (60 %). Most of the students (95%) hold the view that language tasks should be meaningful and purposeful and the majority of them (70%) find CLT pedagogically functional for them in practice, while just a few remain indecisive.

4.5 Analysis of the Data Obtained from Class Observation Checklist

An observation Checklist containing 29 different activities related to communicative and non-communicative activities (**See Appendix V**) was designed for the observation of the regular classes of each participant teachers to mark the presence or absence of such activities during teaching. Through the checklist, the teaching and learning areas were checked and marked according to the range mentioned in the appraisal scale prepared by the researcher. The appraisal scale consists of 5 scales. 'E' for excellent-Performance fulfils and exceeds job responsibilities; 'P' for Proficient-Performance fulfils job responsibilities; 'NI' for Needs Improvement-Performance needs Growth and Development in Specifically noted areas. There is a reasonable expectation that performance in noted areas will improve; 'U' for unsatisfactory-Performance does not fulfill job responsibilities and 'NA' for not Applicable-Does not apply to this situation. The data obtained from class observation are mentioned in the following table.

Table No. 26: Organization and Presentation

Organization and Presentation	E	P	NI	U	NA
Appears well-prepared for class	4	7	9		
Motivates the students towards the lesson	4	9	6	1	
Clearly states the goal or objective for the period	4	8	5	3	
Incorporates various instructional supports like slides, films				3	17
Responds to changes in students attentiveness		9	4	7	
Speaks audibly and clearly	18	1	1		
Uses Listening Cassette	2				18
Use of humor is positive and appropriate	1	14	3	2	
Establishes and maintains eye contact with students	8	5	6	1	
Requires students' thought and participation	1	6	6	7	
Responds constructively to students' opinions		11	8	1	
Treats class members equitably	6	12	2		
listens carefully to students' comments and questions	3	2	9	4	1
Creates an environment conducive to learning	1	12	3	3	1
Selects examples relevant to student experiences and level	3	4	3	6	4
Integrates all the skills of language teaching	1	1	5	5	8
Clearly organizes and explains assignments	1	9	4	4	2
Encourages students' questions, involvement, and debate	2	5	6	4	3
Encourages students' participation in interaction	1	5	8	3	3
Corrects students' errors	13	6			1
Allows ample time for questions		1	9	4	6
Encourages students to respond to each other's questions		4	5	6	5
Presents challenging questions to stimulate discussion	1	5	3	5	6
Respects diverse points of view	1	7	10	1	1
Allows opportunity for individual expression	1	9	4	4	2
Provides ample practice time		4	6	6	4
Gives prompt attention to individual problems	6	5	6	2	1
Provides immediate feedback	3	16	1		
Allows sufficient time for completion		4	8	4	3

Table No. 26 shows that most of the teachers, irrespective of the type of school they belonged to, tried their best to implement communicative approach in their class.

Because of the large class size and lack of facilities, they could not implement communicative approach successfully. Government-aided school teachers did not use listening cassettes for listening texts because of lack of cassette players, electricity and batteries. Same was the case with private school teachers as well.

More than 85 % teachers were found not incorporating various instructional supports like slides, films to teach their students. They were found very poor in integrating all the language skills collectively. The table shows that 90% teachers spoke audibly and clearly, 65% teachers corrected the students errors immediately and 40% teachers established and maintained eyes contact with their students. Similarly 90% teachers provided immediate feedback to their students. Most of the teachers from both government-aided and private schools showed their authoritative role in the learning activities, private school teachers managed time for students to take part in class, students participated in interaction whereas students of government-aided schools were found shy, hesitated and nervous while doing so. The classroom was found teacher centered rather than student centered.

Regarding teaching of grammar, most of the teachers were found teaching explicitly.

Most of the government aided school teachers did not correct students' errors and they also did not provide immediate feedback while teaching. But the private school teachers seemed a bit different regarding correction and feedback. They corrected students' errors and provided feedback immediately at the time of teaching.

Almost all the teachers of both sectors tried to integrate all the skills. But especially, the government-aided school teachers became unsuccessful. Most of the students

from private schools are found interacting in the English language but the students from government-aided schools are found interacting in the Nepali language. Similarly, most of the teachers from government-aided schools are not found using the target language as the medium of instruction. But the teachers from private schools are found using the target language as the medium of instruction.

Most of the teachers wanted the role of a student as an active participant in teaching learning process but they did not give chance to students to speak sufficiently. Some students actively participated in teaching learning activities but some shy natured students did not take part both in private and government-aided schools.

4.6 Analysis of the Data Obtained from Interview with the Respondent Teachers

A very short interview was used as an ancillary tool to the questionnaire. The researcher used it for the clarification of some responses and elaboration of some points. Interview was arranged with each participant teacher for 5 minutes.

When the teachers were asked what kind of abilities their students achieved from their class, all of them responded that their students achieve communicative abilities and the ability to socialize themselves by means of language.

When they were asked which language is more appropriate for the IELTS class, they clarified that they use mostly TL for the IELTS class. They also responded that they sometimes use students' mother tongue to teach the target language because they think it would cut a huge amount of time off the class.

When the participant teachers were asked why they teach communicative functions, they said that they do it to make students communicatively competent and to make

them known practically the ways of dealing with the people of different streams successfully.

When they were inquired why do they choose to use ‘integrated practice of four language skills in their class, they advocated that the four skills of language are interrelated to each others. They are supplementary to each others. No language skill can be taught successfully in isolation.

In response to the question, ” Why do you make more use of teacher-student interaction in English”? Most of them mentioned that that when learners always use English to interact and communicate with their teachers and others, they will become fluent and will not hesitate in course of time.

In response to the question, ” What do you think is your role in your class”? Most of the teachers responded that teacher’s role is to give props and prompts when students grope for words, they will be very helpful. They opined that the teachers should play the role of facilitator, inspirer, guide, friend, resource person, organizer, researcher and need analyst.

When they were asked why they involve their students in pair work and small group work, they responded pleasantly that encouraging students in such communicative activities in the class makes teaching-learning process fruitful; they say that teachers can do it through creating fun-making, enjoyable games. Teachers can also float interesting topics for the students to speak on in such pair work and group work.

When the respondents were asked what criteria do they adopt for the selection of teaching materials, they said that they mostly bring locally available, cheap, lively and attractive teaching materials by keeping in view the age and level of students. Some

participants frankly mentioned that they teach their students without teaching materials since it time consuming.

When they were asked what they think is the focus of IELTS test, almost all of them responded that such test should be planned and conducted to diagnose the problems being faced by learners, to bring diagnostic improvement in their language proficiency and to guarantee their mastery over language. Very few of them also opined that such test should be conducted for grading and promotion of the learners.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 Summary

The aim of the present research is to find the problems of secondary level teachers and students in using CLT and to provide some pedagogical suggestions for the solutions of such problems

The sample population of the study was 20 secondary level English teachers and 20 students of class 10 of different government-aided and private schools of Morang district. Undergoing the research, the researcher has applied different tools viz. questionnaires and interview schedule to the secondary level English teachers, questionnaire to the students and class observation form. The researcher administered the objective and open-ended questionnaires to the teachers and close-ended questionnaire to the students of class 10, observe the classes of each teacher and interviewed them.

The collected data have been tabulated, analyzed and presented on the basis of number and percentage. The analysis and interpretation has been done in five sections. They are:

- i. Analysis of the Data Obtained from Subjective Questionnaire for the Teachers
- ii. Analysis of the Data Obtained from objective Questionnaire for the Teachers.
- iii. Analysis of the Data Obtained from objective Questionnaire for the Students.
- iv. Analysis of the Data Obtained from Class Observation Checklist.
- v. Analysis of the Data Obtained from Interview with the Teachers.

The researcher has found that participant teachers and students bear both the right understanding and misconceptions about the principles and characteristics of CLT. However, many of them have correctly identified the communicative activities and the potential barriers to the implementation of CLT in Nepalese secondary ELT classes. Their identification and description of the state of the present ELT classrooms at the secondary level are also objective and representative of the whole scenario. Moreover, the conceptions are similar to those held by teacher and students in most of the EFL countries. It has also been found in my study that though all the participants have theoretical knowledge about CLT and the impediments in the way of the implementations of CLT in secondary ELT classes of Nepal, their classes are not communicative. To simplify, their classroom practices do not correspond well with their perceptions and beliefs about CLT. They evade the communicative activities of CLT and attribute this avoidance to various factors and barriers as mentioned in the study. However, it is interesting to see that though their right perception does not contribute positively to their implementation of communicative activities in the class, the misconceptions have negative impact on their classroom practice. Teachers evade the communicative classroom practices, such as, pair work, group work, role play owing to the misconceptions about CLT and they are still persisting in the traditional teacher-fronted language teaching techniques such as, explaining grammar rules and explaining textbooks in the class. They also correctly identify the barriers to the implementation of CLT.

The barriers as mentioned by teachers and identified in this study are large class size, the lack of training or retraining in CLT, lack of logistic support, students' unwillingness to participate in communicative activities, exam-oriented students, teachers' lack of time to prepare communicative materials and teachers' lack of

fluency. Students' too much care for grammar is also a formidable factor for teachers' giving emphasis on teaching grammar rules and doing grammar exercise. These barriers as well as the misconceptions about CLT discourage the teachers from engaging students in communicative activities. So, it is seen that teachers still follow the traditional language teaching techniques. Many teachers in Nepal find the CLT activities non-compatible with the education system of the country.

It is true that a huge number of secondary level English teachers have been trained and retrained in the CLT approach and CLT textbooks replaced old, non-CLT textbooks. But, the scenario has not changed much, however, English teaching and learning have been continued in the same classrooms, surrounded by the same external socio-economic and political realities, with the same teachers and the same generally inadequate facilities."Unless these problems are removed, significant improvement in English language teaching is really difficult. The objective for introducing CLT to develop communicative competence is not fulfilled.

For the solution of such problems, Nepal should strive to establish its own research contingents and encourage method specialists and classroom teachers to develop language teaching methods that take into account the political, economic, social and cultural factors and, most important of all, the EFL situations in the country. So, instead of 'follow the methods 'techniques, it should try to 'develop a methodology' that is culture and context sensitive, in other words, bottom-up, not top-down. Rather than method, technique is more important for effective language teaching and learning because there is no 'one-to –one relationship between method and techniques. And any classroom where there is less teacher talk and more students' talk can be communicative.

5.2 Findings

On the basis of the analysis and interpretation of the data, the following findings have been derived

- i) Majority of the teachers (90%) from both private and government-aided schools want to use communicative method in their language teaching. But lack of sufficient training on ELT is found more serious problem amongst all the problems. Similarly, large size classroom is also found to be the problematic areas in using communicative approach. Besides these two, through observation, it is also found that lack of sound knowledge on communicative approach is also the serious problem for applying communicative method.
- ii) Most of the teachers in both sectors, view that listening and speaking are the most emphasized skills. However, in actual observation they are found to use reading and writing with much attention.
- iii) Most of the students are found passive listeners in their classroom. On the other hand, majority of the teachers preferred the role of students as an active participants and followers of the teachers.
- iv) Most of the teachers (65%) from private schools agree that the teacher should always correct the mistake of a learner. But most of the teachers (60%) from government-aided schools are not agreed with the same statement.
- v) More than 90 percent teachers regard interaction as the best activity in language learning.

- vi) Most of the teachers opinion that the main aim of language teaching is to make the learners able to communicate in target language community or in social context.
- vii) Most of the respondent teachers are found careless in the frequency of the corrections they make which has severely hindered learners' motivation.
- viii) The teachers still place maximum focus on grammar,
- ix) The teachers are found assuming active roles, and the learners back-stage roles which has severely hindered the learning process.
- x) Learners are not afforded freedom to practice whatever language items they wish to tackle at the time of their choosing.
- xi) Nepali learners lack English language communication skills and the use of old traditional methodology is one cause for this shortcoming. Students take English as a compulsory subject from grades one through twelve, yet they cannot communicate well in English.
- xii) The conditions under which English is taught in the secondary level of Nepal are not conducive to teaching and learning language. It is clear that the methods of teaching English language in Nepal have not yielded the desired objective, i.e. communicative competence.
- xiii) The major impediments in applying the communicative approach are lack of teachers' training, students' hesitation in the use of target language, over-crowded class rooms, grammar-based examinations, and the lack of appropriate materials.
- xiv) Teachers are found with own deficiency in oral English constrained them in using CLT in their classes. Their inadequate ability in spoken English

does not let them conduct the communicative classes essentially involved in CLT.

- xv) Teachers' insufficient strategic and sociolinguistic competence in using English for real communication to achieve genuine purposes in real context would inhibit their use of CLT.
- xvi) Lack of enough training in CLT. Most of the teachers are lacking systematic training in CLT which has led to a sketchy and fragmental understanding of CLT and has made it unsafe for the instructors, to leave the security of the traditional methods and take the risk of trying a new unfamiliar method.
- xvii) Almost all the English textbooks available have been developed under the influence of the grammar-translation method.
- xviii) One main problem preventing the teachers from applying Communicative Language Teaching is their students' low proficiency in English. They have only 45 minutes English classes per day and this makes progress slow. They usually suffer from their small English vocabulary and little command of English structures.
- xix) Teachers recognize the lack of motivation on the part of the students to work on their communicative competence as a great hindrance. Some respondents believed that the students' resistance to class participation is one of the primary constraints in trying to use CLT. It is very difficult to bring up our students while giving them ample opportunities to be active participants in real communicative activities.
- xx) Lack of enough funding is also mentioned as a great limitation in CLT utilization.

- xxi) Teachers generally find the lack of professional, administrative, and collegial support discouraging. That is why they mainly lose hope in dealing with the challenges of introducing CLT in their classes.
- xxii) Another problem found in this study as a constraint in using CLT is lack of effective assessment instruments. Dealing with the evaluation of the CLT students points out that the student who has the most control of the structures and vocabulary is not always the best communicator.
- xxiii) EFL learners have low intrinsic motivation to communicate in foreign language
- xxiv) CLT lacks clear cut assessment procedures
- xxv) Creating the right kind of interaction is a major challenge for the teachers
- xxvi) CLT compared with other approaches places greater demands on the teacher
- xxvii) One of the other problems most often recognized is the fact that the teachers of English courses themselves usually cannot speak English well. It goes without saying that this creates a great deal of difficulty if the objective of the class is to teach students how to speak the language

5.3 Recommendations

On the basis of the findings from the analysis and interpretation of data, some recommendations have been made. They are as follows:

- i) Many teachers are found to use traditional way of teaching, so what they need is training regarding new pedagogical techniques and methods developed in the field of ELT.
- ii) Although the primary skills of language are listening and speaking teachers do not seem to be giving due attention to these skills. To improve this situation, the weight of these skills in exam should be increased.
- iii) The English books should be made more communicative than they are today. Moreover the teachers should be given orientation training for "How to use the text book effectively".
- iv) Physical facilities and basic teaching materials should be managed by schools.
- v) Government should declare English as the only medium of instruction for all the subjects.
- vi) Physical facilities should be managed properly.
- vii) For the government-aided schools, teachers' quotas should be raised according to the number of students.
- viii) Strict supervision in both private and government-aided schools should be applied by the concerned sector. The supervision should provide feedback to the teachers regarding their teaching learning strategies.
- ix) ELT classroom is in many ways different from the 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 constraints such as classroom management, complain about the noise in English classes.

- x) Delivery of EFL methods courses in education programs should change.
- xi) Priority should be given to introduce animated and lab facilitated classrooms.
- xii) National education policy, Curriculum, syllabus, textbooks, etc. should be amended time to time to make them more communicative and students friendly.
- xiii) CLT should not be lectured about but demonstrated. Novice Non-native teachers of English then should have opportunities to go hands-on experience with and gain confidence in using Communicative Language Teaching.
- xiv) Our country should strive to establish its own research contingents and encourage method specialists and classroom teachers to develop language teaching methods that take into account the political, economic, social, and cultural factors' and most important of all, the EFL situations Nepal. They should also devise teaching methods, appropriate to their learners, their colleagues, and their societies.
- xv) The education department and other stakeholders need to understand the importance of using the CLT approach for helping learners become well versed in English. The syllabus for English language teaching should be revised accordingly. Teachers' training programs should include the use of

technology in teaching and a focus on increasing communication on the part of learners should be emphasized.

- xvi) The examination system should not focus only on writing skills, and the evaluation of all language skills should be ensured.
- xvii) The rapid changes in course of study and shift of examination patterns require teachers training in the new system. There should be held training, workshops and refresher courses at least once in a year in the best suited time.
- xviii) Implementation of CLT in letter and spirit until we also teach the traditional values of the people of the language; their manners of addressing each other, expression on dressing and eating, their values and the matters of heart and spirit, flesh and blood etc., all need to be taught to the learners for full understanding of the system how language works in original context
- xix) The teachers should be provided computers and other teaching materials and they should have enough time to prepare their material for teaching. Then we can expect innovative and creative teaching in applying communicative approach.
- xx) Students' must be motivated to bring good results in improving the situation. If they are motivated and willing to use the target language in classroom, it will create an environment of the use of language which will result in improved communicative competence of the learners and, will also help teacher motivation.
- xxi) It is a false belief that our students have less chances of communication in target language out of the classroom. The majority of students have access

to computers which can be used for this purpose. The need is to stimulate students towards this direction and the role of teachers is important in this respect.

- xxii) English language teachers in Nepal should begin to move towards adopting the learner centered approach for teaching communication. It is an approach that Nepalese learners can noticeably benefit from, even though they may not see its full legitimacy in its true light.
- xxiii) Nepalese language teachers should be encouraged to consider relaxing their grip on longstanding traditions, and start thinking about the use of alternative approaches in teaching English communication, since the traditional methods and approaches have been proved to be ineffective in this respect. Essentially, language has only one true function, and that is to be used for communicating messages and ideas, therefore it is essential that learners know how to utilize it in real life contexts.
- xxiv) Learners should become comfortable with their new roles as 'active' participants in the foreign language classroom; otherwise language acquisition may prove to be ineffective.
- xxv) Learner-centered 'communicative language teaching methodology' must be introduced and launched since it is beneficial for communicative inter-language development. At the very least, it shows great promise in prompting learners to speak with greater confidence. Moreover, it naturally persuades learners to take part in English conversation, wherein real ideas and concepts are exchanged between the interlocutors, thus, even further improving their communicative Competence.
- xxvi) More amount of national budget should be allocated in the education sector of the nation.

References

- Adhikari, P. (2007). *Effectiveness of communicative method in teaching reading comprehension*. Unpublished M.Ed. thesis T.U. Kathmandu.
- Awasthi, J. (1979). *ELT in Nepal: A sociolinguistic survey*. India: Central Institute of Indian Languages
- Brown, H. D. (2000) *Principles of Language Learning and Teaching*. New York: Longman.
- Chamlagain, H. (2004). *Problems in applying communicative approach in secondary level*. Unpublished M.Ed. thesis, T.U., Kathmandu.
- Chapagain, P. (2008). *Effectiveness of communicative approach in teaching writing*. Unpublished M.Ed. Thesis T.U., Kathmandu.
- Dahal, T.D. (2008). *Communicative strategies used by the secondary level English teachers and students*. Unpublished M.Ed. thesis T.U., Kathmandu.
- Ghimire, D. (2001). *The effectiveness of GT method and communicative approach: A comparative study*. Unpublished M.Ed. Thesis T.U. Kathmandu.
- Harmer, J. (2001) *The practice of English language teaching*. London: Longman.
- Hymes, D. (1971). *On communicative competence*. Philadelphia PA: University of Pennsylvania Press.
- Khanal, S. (2007). *The effectiveness of communicative method in teaching vocabulary*. Unpublished M.Ed. Thesis T.U. Kathmandu.

- Khaniya, T. R. (2007). *New horizon in education in Nepal*. Kathmandu: Mandala Book Publication
- Littlewood, W. (1981). *Communicative language teaching: An introduction*. Cambridge: Cambridge University Press.
- Lyons, J. (2008). *Language and linguistics and introduction*. Cambridge: CUP.
- Nunan, D. (1991). *Research methods in language learning*. Cambridge: CUP.
- Pant, L. (2009). *Perception of communicative language teaching by the secondary level teachers and students*. Unpublished M.Ed. thesis. T.U., Kathmandu.
- Richard, J.C. and T.S. Rodgers (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Sharma, U.N. (2007). *ELT methods and practices*. Kathmandu: Atal Academic Centre.
- Sharma, B.K. and P.B. Phyak (2007). *Teaching English language*. Kathmandu: Sunlight Publication.
- Shrestha, M. (2009). *Teaching English through communicative method. A case study*. Unpublished M.Ed. Thesis. T.U., Kathmandu.
- Wallace, M.J. (1998). *Action Research for Language Teachers*. Cambridge: Cambridge University Press.
- Wu, S. (2008). *Transfer in English students' academic English writing*. Unpublished doctoral thesis, North Arizona University, Flagstaff, Arizona, USA.

Appendix I

Teachers' Questionnaire

Close ended Questions: Part I

School's Name: -----Gov. /Private

Teacher's Name: -----Address: -----

Age: ----- Sex: -----Educational qualification: -----Class Taught: -----

Period: -----Experience: Year: -- ----- Signature: -----

Researcher's Name: ----- -Signature: ----- Date: -----

Q. No. 1: Which one of the following activities do you think is communicative

language teaching?

- a. Teaching and learning grammar rules
- b. Translation activities
- c. Teaching language by creating real life situation
- d. Dictation activities

Q. No. 2: Which one of the following is the best objective of language teaching?

- a. To teach target language grammar
- b. To make students able to analyze target language.
- c. To make students able to translate from TL to MT
- d. To make students communicate in the TL.

Q. No. 3: Which one of the following factors mainly prevents you from implementing CLT?

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

Q. No. 4: The role of the student in your class should be

- a. A follower of the teacher
- b. An active participant in teaching learning process
- c. A passive listener
- d. A disciplined learner

Q. No. 5: Which of the following method do you use in your teaching?

- a. GT method
- b. Direct method
- c. Audio-lingual method
- d. Communicative method.

Q. No. 6: Do you think communicative method is being used in Nepal?

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

Q. No. 7: Which of the following activities do you regard as a communicative approach?

- a. Drilling
- b. Translation
- c. Rule presentation
- d. Interaction

Q. No. 8: "Language is basically learnt through using language for communication"

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

Q. No. 9: Which of the following skills are most important in language teaching?

- a. Listening and speaking
- b. Listening and writing
- c. Listening and reading
- d. Reading and writing

Q.No. 10: "The teacher should always correct the mistake of a learner."

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

Q.No. 11: Which of the following statement is true?

- a. Writing is just secondary representation of language.
- b. Literary language is superior to colloquial language.
- c. Writing has greater importance than speaking
- d. Writing should be emphasized much in ELT.

**Q. No. 12: Which of the following should be taught to make the learners
communicatively competent?**

- a. Writing practice
- b. Grammatical rules
- c. Translation activity
- d. Communicative functions

Q. No. 13: "Grammar should be taught deductively."

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

Q. No. 14: Which of the following activity is the most in language teaching?

- a. Picture description
- b. Using grammatical rules to make sentence
- c. Pronunciation training
- d. Teachers' lecture

Q. No. 15: "Teacher centered teaching approach will be more effective than students centered teaching approach."

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

Appendix II

Teachers' Questionnaire

Close ended Questions: Part II

School's Name: -----Gov. / Private

Teacher's Name: -----Address: -----

Age: ----- Sex: -----Educational qualification: -----Class Taught: -----

Period: -----Experience: Year: ----- Signature: -----

Researcher's Name: ----- Signature: -----Date: -----

Please, tick (☑) the answer which best reflects your opinion on the given statements:

Or, do as per the provided instruction:

1. Have you received any training in ELT, esp. Communicative Language Teaching?

Yes

No

- if yes, complete the table:

S.N.	Program	Organized by	Duration	Comment about the Program
01.				
02.				
03.				

2. What is Communicative Language Teaching Approach in your view? Tick (☑) those

which you think are the features of the CLT.

CLT is student -centered approach.

CLT means verbal interaction between teacher –student and student – student.

- CLT emphasizes fluency over accuracy.
- CLT relies heavily on speaking and listening.
- CLT requires the teacher to have high proficiency in English.
- CLT means only group work and pair work.
- CLT requires higher knowledge of target language culture.
- CLT means not teaching grammar.
- CLT puts too much pressure on teachers.
- CLT requires a lot of time to prepare class activities.
- CLT is basically English as Second Language, not EFL methodology.
- CLT emphasizes communication in L2.

3. Which of the following do you think are communicative activities? (Please tick)

- Fill in the blanks.
- Having a debate or role play
- Group discussion
- Reading dialogues
- Speaking in pairs
- Dictation task
- Story telling in front of the class
- Grammar exercise
- Describing a picture to a partner
- Explaining textbook

4. The following are some of the difficulties that EFL/ ESL have in adopting CLT. Do you come across these difficulties or do you think they might be difficulties for you in adopting CLT in Nepal?

Try a scale (circle on) the following issues: 1.No problem.....

2. Manageable problem.....

3 .Great difficulty.....

- | | |
|---|-------|
| a) Teacher does not have sufficient spoken skill. | 1 2 3 |
| b)Teacher does not have enough target culture knowledge | 1 2 3 |
| c) Teacher does not have sufficient time to prepare communicative materials | 1 2 3 |
| d) Students do not want to engage in communicative activities | 1 2 3 |
| e) Examinations are traditionally grammar based | 1 2 3 |
| f) Large class size | 1 2 3 |
| g) The differences between EFL/ESL teaching contexts | 1 2 3 |
| h)Lack of training in CLT | 1 2 3 |
| i) Not enough logistic support from administration | 1 2 3 |
| j) Teachers do not know what CLT means | 1 2 3 |
| k) Unsuitability of Western educational system in EFL context. | 1 2 3 |

5. While teaching, what do you give more emphasis on? Give a rating from 7 to 1 with 7 the highest.

Explaining grammar rules

Listening

Speaking

Reading

Writing

Games

Explaining textbooks

Translation into L1

6. Do you engage students in any communicative activities as required to do in the textbook? What are those? Tick the ones you use:

Problem solving

Pair work

Debate

Group work

7. How often do you arrange students to do the communicative activities? Tick the one you do:

Always sometimes rarely never

8. Do you follow the teachers' guide in preparing your lesson?

Yes

No

9. How many students are there usually in your class? Please, tick one:

i. 30-40 ii. 40-50 iii. 50-60 iv. 60+

10. What percentage of your students are involved in pair work and group work?

i. below 40% ii. 40-50% iii. 50-60% iv. 60+%

Appendix III

Teachers' Questionnaire

Open ended Questions

School's Name: -----Gov. / Private
Teacher's Name: -----Address: -----
Age: ----- Sex: -----Educational qualification: -----Class Taught: -----
Period: -----Experience: Year: ----- Signature: -----
Researcher's Name: -----Signature: -----Date: -----

Write your views about the following questions .Please try to give as much detailed answers as possible.

1. What according to you is communicative method in language teaching?

.....
.....
.....
.....
.....

2. What are the objectives of foreign language teaching?

.....
.....
.....
.....
.....

3. Do you want to use communicative method in your class? If yes, why? If no, why?

.....
.....
.....
.....
.....

4.Mention some of the challenges or difficulties you have faced in the use of communicative method in your classroom. How do you think they can be overcome?

.....
.....
.....
.....
.....

5.How do you teach grammar:- inductively or deductively Why?

.....
.....
.....
.....
.....

6. Do you use GT method in your classroom? Why?

.....
.....
.....
.....
.....

7.Mention some of the advantages that you have achieved while applying communicative method.

.....
.....
.....
.....
.....

8. How far do you integrate all the four skills of language teaching? What difficulties do you face in doing so?

.....
.....
.....
.....
.....

9 For what purpose communicative method is important? (to teach grammar, to teach communicative functions, reading comprehension, etc)

.....
.....
.....
.....
.....

10. What do you think communicative method is focused in language teaching?

.....
.....
.....
.....
.....

11. How important do you think are the communicative activities in learning English?

.....
.....
.....
.....
.....

12. What do you think about the students' participation in the communicative activities in Nepalese ELT classes?

.....
.....
.....
.....
.....

13. Describe the role of learners in language classroom in Nepal.

.....
.....
.....
.....
.....

14. How would you describe the role of teachers in language classroom in Nepal?

.....
.....
.....
.....
.....

15. What are the problems with using CLT in Secondary ELT classes of Nepal?

.....
.....
.....
.....
.....

Appendix IV

Students' Questionnaire

Close ended Questions

School's Name and Address:

Student's Name:Address:

Age:Sex:Class: Signature.....Date:

Researcher's Name: Signature: Date:

Please, tick () the answer which best reflects your opinion on the given statements:

1. I want my English to be as accurate as possible even if I am a little less fluent.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

2. I want my English to be as fluent as possible even if I am a little less accurate.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

3. I will feel very embarrassed if I make a mistake or if my teacher asks a question in the classroom.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

4. I do not like speaking in front of the class.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

5. It is impolite for me to disagree with the teacher even though I may have a good reason.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

6. I prefer learning from my teacher to learning independently.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

7. I would rather learn English by struggling to communicate with my own efforts.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

8. I prefer my teacher to explain the content of a particular topic explicitly giving me examples.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

9. I want my teacher to correct my errors immediately.

A. Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

10. Students should produce a lot of English in class.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

11. The English teacher's role is to provide clear information.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

12. The English teachers should model a good example of using English.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

13. The teacher should spend time on functional language tasks rather than grammatical tasks.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

14. The teacher should focus on speaking skill. Listening, reading, writing, grammar and vocabulary are secondary.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

15. The teacher should use authentic materials all the times.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

16. The teacher should only use English in the classes.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

17. The teacher should engage you to practice meaningful and purposeful language tasks

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

18. Teaching should focus on fluency.

A. Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

19. Teaching should focus on accuracy.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

20. Teaching should focus both on fluency and accuracy.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

21. The students should be the centre of learning.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

22. The teacher should be a facilitator for students.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

23. The teachers should primarily encourage students to communicate.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

24. The teacher should spend a lot of time on role play/ games/ group and pair work.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

25. The teacher should devote time to teaching structures explicitly.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

26. The lesson should focus mostly on communicative skills.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

27. The teacher should not correct the students' mistakes unless they may cause communication breakdown.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

28. The students should be exposed to authentic language and material all the time.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

29. Language task should be meaningful and purposeful.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

30. CLT is an effective approach for you to learn.

A Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly Disagree

Appendix V

Class Observation Checklist

School's Name and Address: -----Gov. / Private
 Instructor/Teacher evaluated _____ Observation No:-.....
 Standard: -Subject: - _____ Teaching Item: -----
 Number of students present _____ Faculty Supervisor: -----
 Evaluator's Name: - _____ Signature: ----- Date: -----

Respond to each statement using the following scale:

Appraisal Scale:-

E = Excellent-Performance fulfils and exceeds job responsibilities

P = Proficient- Performance fulfils job responsibilities

NI = Needs Improvement-Performance needs Growth and Development in
 Specifically noted areas. There is a reasonable expectation that performance
 in noted areas will improve.

U = Unsatisfactory-Performance does not fulfill job responsibilities

NA = Not Applicable-Does not apply to this situation.

Organization and Presentation	E	P	NI	U	NA
Appears well-prepared for class					
Motivates the students towards the lesson					
Clearly states the goal or objective for the period					
Incorporates various instructional supports like slides, films					
Responds to changes in students attentiveness					
Speaks audibly and clearly					
Uses Listening Cassette					
Use of humor is positive and appropriate					

Establishes and maintains eye contact with students					
Requires students' thought and participation					
Responds constructively to students' opinions					
Treats class members equitably					
listens carefully to students' comments and questions					
Creates an environment conducive to learning					
Selects examples relevant to student experiences and level					
Integrates all the skills of language teaching					
Clearly organizes and explains assignments					
Encourages students' questions, involvement, and debate					
Encourages students' participation in interaction					
Corrects students' errors					
Allows ample time for questions					
Encourages students to respond to each other's questions					
Presents challenging questions to stimulate discussion					
Respects diverse points of view					
Allows opportunity for individual expression					
Provides ample practice time					
Gives prompt attention to individual problems					
Provides immediate feedback					
Allows sufficient time for completion					

Researcher's signature.....

Date.....

Appendix VI

A Sample Interview

School's Name: -----

Teacher's Name: -----Address: -----

Age: ----- Sex: -----Educational qualification: ----- Interview No. -----

Experience: Year: -----Signature: -----Date: -----

Researcher's Name: -----Signature: ----- Date: -----

R = Researcher; T = Teacher

R: - The first question is about IELTS courses' organization. What kind of abilities do your students achieve from your class?

T: - -----

R: - Which language is more appropriate for the IELTS class? Why do you choose that language?

T: - -----

R: - It seems that you usually use 'teaching of communicative functions' and 'open-ended questions'. Why do you do that?

T: - -----

R: - Why do you choose to use 'integrated practice of the four language skills' in your class?

T: - -----

R: - It seems that you make more use of teacher-student interaction in English. Why do you make this decision?

T: - -----

R: - The fourth question is about Teacher and Learner Roles. What do you think is your role in your class?

T: - -----

R: - It seems that your students have more feedback and evaluation and students' pair & small group work among them. Why do you do that?

T: - -----

R: - The fifth one is concerned about teaching materials. How do you select the teaching materials? What are your criteria for materials selection?

T: - -----

R: - The sixth question is about assessment. What do you think is the focus of IELTS test?

T: - -----

Appendix VII

List of Sampled Schools, Teachers and Students

The schools, teachers and students of Morang district which I have taken as samples.

S N	Name of the Schools	Address	Teachers' Name	Students' Name
1	Naragram Madhyamik Vidyalyaya	Tankisinuwari, Morang	Ambika Rijal	Kushal Basnet
2	Sagarmatha Higher Secondary School	Biratnagar 15, Morang	Ramakant Das	Aalok Anand Jha
3	Mahendra Ma.Vi	Biratnagar 10, Morang	Kumar Basnet	Bijaya Khanal
4	Satyanarayan Higher Secondary School	Biratnagar 7, Morang	Dek Kumar Bastola	Arjun Kumar Deo
5	Shree Janta Namuna H. Secondary School	Biratnagar 3, Morang	Chintamani Rijal	Jagadish Dhital
6	St.Joseph H.Sec. English School	Biratnagar 3, Morang.	Ranjit Kr.Yadav	Romash Pradhan
7	Star Secondary Boarding School	Biratnagar 17, Morang	Omkar Acharya	Swati Verma
8	Aadarsha Balika Ma.Vi.	Biratnagar 10, Morang	Ghanashyam Pokharel	Sanam Shrestha
9	Aadarsha Vidya Mandir	Biratnagar 10, Morang	Rabindra Kr. Mandal	Anup Katuwal
10	Everest English Boarding School	Biratnagar 7, Morang	Chandan Kumar Shah	Sushant Chaudhary

11	Koshi Vidya Mandir	Biratnagar 14, Morang	Sandip Kumar Singh	Kemmy Rai
12	Shree Saraswati Madhyamik Vidyalaya	Biratnagar 14, Morang	Bharat Raj Dahal	Pratik Neupane
13	Bal Kalyan Vidhya Mandir	Biratnagar 15, Morang	Sarada Upadhyaya	Shresta Bhattarai
14	Ratna Higher Secondary School	Darbesha-9, Morang	Pradeep Neupane	Kapil Gupta
15	Manokamana Secondary School	Biratnagar 19, Morang	Indra Narayan Shah	Sanjay Kr. Singh
16	Gograha Higher Secondary School	Biratnagar 5, Morang	Bedu Kr. Khatiwada	Bijan Dahal
17	Janapath Higher Secondary School,	Biratnagar 15, Morang	Rekha Nepal	Namita Shrestha
18	Janapriya Higher Secondary School	Babiabirta 2, Morang	Kumod Gupta	Bijay Rauniyar
19	Pokhariya Higher Secondary School	Biratnagar 4, Morang	Khem Bhattarai	Dipendra Shah
20	Lord Buddha Higher Secondary School	Biratnagar 18, Morang	Md. Alamgir Rain	Rajnish Bhagat

