

CHAPTER: ONE

INTRODUCTION

1.1 General Background

Language is a powerful means of communication. We express our thoughts, feelings, emotions, desires, and exchange information through it. English is one of the richest languages in terms of written literature and large number of users. Stating the future of English, Crystal (1991) says, 'If in 500 years it will be the only language left? Such an outcome would be the greatest intellectual disaster that the planet has ever known'(as cited in Harmer 2008, p. 16). He added that the English language will be the most important language in the world. If we look at the history of the English language we get different methods, approaches and techniques of the English language teaching (ELT). Different methods and approaches are developed one after another in teaching and learning the English language. These methods lacked fluency and appropriateness so that the Communicative Language Teaching (CLT) came in the field of language teaching in the 1970s. The main focus of CLT is to develop communicative competence.

Communication among the people became the basic need due to developing science and technology. The late twentieth century has been called the age of communication. Language is not end in itself but it is a means of communication. So, in this communication era, the English language has become the lingua franca of the world. It is an international language and global language too. So, language teaching and learning has emerged as the important need for this global village. Wallace (2010) says, "Language teaching, especially of the great world languages, which are seen as international channels of communication, becomes ever more important" (p. 2).

Educational systems are experiencing important changes both in pedagogical values and methodological skills. In this respect, foreign language teaching is significantly changing since the introduction of Communicative Language Teaching (CLT). Following Widdowson (1978, p.). CLT is an effective approach to developing language proficiency and communicative competence. Communicative approach is implemented in many countries across the world. That is why, communicative language teaching is one of the most crucial practices for the betterment of the communicative proficiency of the students in the classroom.

1.1.1 The ESL/EFL Contexts

Communicative language teaching is a changing issue since the 90s. However, people are very slow to get the change in practice of pedagogy of language teaching over previous practices of teaching and learning in English language. Richards (2010, P. 3) states communicative method is an innovation in the field of language teaching. Before communicative language teaching practices audio-lingual method had wide ranges of influences in language teaching. The wash back effect of communicative language teaching has not mounted in the ESL/EFL context. The reasons of this are stakeholders (teachers, students, school administrators, parents) do not seem to have a positive perception of communicative methodology as practiced in a foreign language context, where opportunities to use the language are very few. In such situation teachers may not have proper training to face the new challenges.

Consequently, the implementation of communicative method becomes elective for applying the new innovation in practice like CLT, which is a change of traditional methodology and practice of innovative methodology. Khaniya (2005, pp. 25-30) presents various models of communicative competence. Such practices are reflected in the classroom actions (activity design and implementation) and in the exam. However, it is seen that in

some situations changes are varying in practice and use of evaluation are designed upon traditional criteria. In such context students are developing communicative competence in the target language unknowingly.

Another factor of that is complicated for the use of communicative methodology may be lack of communicative materials. Most of the textbooks in use in EFL context have not totally integrated communicative standards. Only a few teachers have been trained in the complex process of materials development. The other reason may be that the working conditions do not seem to favour the use of CLT. There is no doubt teachers are working in a very difficult condition in the classroom. Tomlinsion (1998, pp. 215-238) opines the challenges that the teachers were facing will mention as overcrowded classes, materials problems, insufficient time allocation and shortage of rooms which make teachers and learners work well beyond normal day schedule. The Nepalese conditions are not beyond the situation as mentioned above. The teachers of English have faced many challenges in Nepal who are teaching English in the multi- ethnic and multi-level students. Being some problems in the materials and teachers are practicing to adopt CLT in the classroom in Higher Secondary level. This is the reason the text books are communicative. Bearing all these issues in mind the study aims to draw a clearer picture of communicative language teaching in the Nepalese context.

The teachers, students and school administrators are sometimes the resisters to adopt communicative language teaching as an approach. Similarly, teachers and learners like to work through communicative methodology (pair work, group work, information sharing, and interaction activities). But, they may not have the proper understanding about the issues.

The goals of language teaching are to develop linguistic proficiency and communicative competence of the learners. According to Harmer (2008, p. 69), these can be achieved through practicing with communicative materials

but the materials may not be designed upon communicative criteria if the teachers do not have proper understanding about the process of materials writing.

1.1.2 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) advocates teaching practices that develop learners' abilities to communicate in a second language. It represents a change of focus in language teaching from linguistic structure to learners' need for developing communication skills. In recent decades, many English as Foreign Language (EFL) classrooms have adopted CLT into their curricula. The study is motivated by the review of previous literature showing that although teachers' attitudes play a crucial role in revealing their thinking about CLT and their implementation of CLT in the classrooms.

Following Khaniya (2005), the concept of communicative competence was proposed by Hymes, who claimed that the study of human language should place human in a social world. Communicative competence is what a speaker needs to know in order to communicate in a speech community. The speakers should know the grammatical accuracy with the context. Without the knowledge of the context the speaker cannot communicate accurately and fluently by understanding the speaker meaning. According to Hymes (1972, p. 12 as cited in Khaniya 2005, p. 25), "competence should be viewed as the overall underlying knowledge and ability for language which the speaker-listener possesses". That is, the concept of communicative competence involves knowledge of the language and the ability to use the knowledge in context. Communicative competence is a complex word that involves linguistic as well as sociocultural sectors. The speaker should have the knowledge of the both linguistic and sociocultural knowledge.

Communicative competence consists of knowledge of linguistic rules, appropriate language usage in different situations, connection of utterances in a discourse, and strategies to cope with for the use of language.

Wilkins's (1976) notional syllabus had a significant impact on the development of CLT. To support the learners' communicative needs, Richards and Rodgers (2009, p.78) state the emergence of CLT occurred at the time when language teaching was looking for a change. Due to the unsatisfactory traditional syllabus that failed to facilitate learners' ability to use language for communication, linguists attempted to design a syllabus to achieve the communicative goals of language.

Wilkins (1976 as cited in Richards & Rodgers, 2009) included communication function in a notional syllabus. Notions refer to concepts such as time, sequence, quantity, location, and frequency. Communicative functions refer to language functions such as requests, denials, offers, and complaints. Based on the notional syllabus, a communication language syllabus consisting of situations, language activities, language functions, notions, and language form was developed. As a result, the design of foreign language syllabus focused on a learner-centered and communication-oriented language instruction.

1.1.2.1 Characteristics and Principles of CLT

CLT has been popular and widespread in second and foreign language teaching. It highlights a radical change of the traditional structured teaching methods which have lived through history. Contrary to the teacher-centered approach, in which teachers are regarded as knowledge givers and learners as receivers, CLT reflects a more social relationship between the teacher and learner.

Brown (1994) states, "The learner-centered approach gives students a sense of "ownership" of their learning and enhances their motivation". CLT

emphasizes the process of communication and leads learners to different roles from the traditional approach. Following Richards and Rodgers (2009, 80), the role of the learner is negotiator between the self, the learning process, and the object of learning. Learners are actively engaged in negotiating meaning by trying to make them understood and in understanding others within the classroom procedures and activities.

In this way, they contribute and gain an interdependent way of learning. Teachers take particular roles in the CLT approach applying in the classroom. First, the teacher facilitates the communication process between all participants in the classroom. Larsen-Freeman (2010) discusses that the teacher is also a co-communicator who engages in communicative activities with the students. Richards & Rodgers (2009) argue that the teacher acts as analyst, counselor, and group process manager. Rather than emphasizing the explicit explanation of grammatical rules, CLT pays less attention to the overt presentation of grammar. However, CLT does not exclude grammar. In CLT classes, both accuracy and fluency should be taken into consideration in language teaching, but the aim is to build fluency.

1.1.2.2 Types of Communicative Activities

The task is easy to introduce and design in the second language setting, from real life situation. There are infinite numbers of tasks that can be easily picked up to use in the classroom. In other words, we can say, 'task' is the best way to engage learners in communication.

Specifically, Crookes (1986, as cited in Ellis 2010, p. 4) says “a task is a piece of work or an activity, usually with a specified objective, undertaken as a part of an educational course, at work or use to elicit data for research”, Bygate, Skehan and Swain (2010, as cited in Ellis *ibid*) say “A task is an activity which requires learners to use language with emphasis on meaning, to attain an objective”.

TBLT is a wellknown approach in the field of teaching English as a second language (ESL) and teaching English as a foreign language (EFL) situation. TBLT just as communicative language teaching (CLT), has gained wide-spread acceptance. For example, the teacher leads tasks where the norm in the Bangalore Project one of the picture may illustrate the idea that serves as a departure point for task-based activity. Most of the syllabuses are synthetic and analytic not mutually exclusive. TBLT can prove useful approach in our context because real-life tasks are the core of designing syllabus which culminates motivation in students' learning. It is also called Task-Based Learning (TBL). It makes the performance of meaningful tasks central to the learning process. It is believed that if students are focused on the completion of a task, they are likely to learn language as they are focusing on language forms.

Some language teaching also helped to clarify notions about learners' preoccupation with language and meaning. Some activities are form focused. In this activity the learners are occupied with a conscious perception (or memorization) of the rules of language structure. It relates to the notion of language skills, both in the sense of providing experience in different skills

Communicative activities are dealt with in a large number of methodology books and their classifications are given on them. However, all of them mention the similar views of communicative tasks but in different extent.

Richards (2006, pp. 19) proposes the distinction between three different kinds of practice – mechanical, meaningful, and communicative.

Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items.

Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as *across, from, on the corner of, near, on, next to*. They then have to answer questions such as “Where is the book shop? Where is the café?” etc. The practice is now *meaningful* because they have to respond according to the location of places on the map.

Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc.

The distinction between mechanical, meaningful, and communicative activities is similar to that given by Littlewood (1981, as cited in Richards *ibid*), who distinguishes communicative activities into Functional communication activities and Social interactional activities. Functional communication activities require students to use their language resources to overcome an information gap or solve a problem. Social interactional activities require the learner to pay attention to the context and the roles of the people involved, and to attend to such things as formal versus informal language.

Some other communicative activities given in Richards (*ibid*) are:

Task-completion activities: Puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one’s language resources to complete a task.

Information-gathering activities: Student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

Opinion-sharing activities: Activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

Information-transfer activities: These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.

Role plays: Activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Information gap activities are also described by Thornbury (2005, pp. 80-84) who claims that in these kinds of tasks there is a knowledge gap among learners and it can be bridged by using the language. Littlewood (1994, pp.22-26) labels these activities as functional communication activities. He emphasizes sharing the information among learners and its processing.

The most common information gap activity is spotting the differences in the pictures, exchanging personal information, guessing games and also creating the story based on flashcards shown to the students in random order, for a few seconds and one flashcard per group only. This makes the students cooperate and communicate with each other to find the lacking information.

Discussions are also another commonly used activity in a speaking lesson. A topic is introduced to the students via a reading or a listening passage and then they are asked to discuss a related topic in order to come up with a solution or a response. Celce-Murcia (2001, p.106) mentions that students need to be reminded that each person within a group should have a specific responsibility in the discussion – either keeping time, taking notes or reporting the results made by the group members.

Role play is a widely spread and one of the best communicative activities. It trains the students in the classroom to deal with unpredictable real-life conversation in an English speaking environment. Harmer (2008, p. 69) points out the special reasons for using the role play in the lessons. It puts students in situations in which they are required to use and develop language necessary in social relationships and helps them to build up their social skills. Using role play is useful especially while teaching shy students who have difficulty participating in conversation about them. Through this activity they are put into various roles and no longer feel that their own personality is implicated. Role play is an essential communicative technique which develops fluency, promotes interaction in the classroom and increases motivation.

Simulation is a kind of role play but the emphasis is put on creating the atmosphere of a real world. Students pretend they are a part of a simulated environment and take part either as themselves or are given a role and pretend being someone else. To achieve a suitable simulated environment, the classroom is usually rearranged and converted in a required place according to the situation.

Guessing games can be used as free activities for revision of vocabulary or as an interesting way to give quite controlled practice. Although they are called “games”, they provide intensive language practice, especially in asking questions, so they should not be regarded as an extra activity.

Students are fond of these guessing tasks mainly because they enjoy themselves without realizing they practise and improve their speaking skills.

However, we can list some of the activities which are communicative by nature. These are: asking questions, answering questions, correcting mistakes, playing roles, working in groups, working in pairs, listening to the teacher read aloud, reading aloud, singing songs, reciting poems, playing games, dramatizing, improvising, translating, practising grammar orally, writing grammar exercises, summarising a reading passage, listening to a native speaker, drawing, interpreting diagrams, tables, etc, working with maps, timetables, practising dialogues exchanging information, solving problems and processing information.

1.1.3 Teaching Listening and Speaking Skills

For most people, the ability to speak English is synonymous with knowing that language. It is because speech is primary means to communicate. English language learners do not expect the traditional approach of their teachers based teaching for developing grammatical competence and communicative competence. Teachers are providing student centred approach in the classroom which focused on students experiences.

Communicative approach focuses on a balance between fluency and accuracy. It is the most suitable for those students who aim to gain confidence in speaking and conversational abilities. Nevertheless, speaking in a foreign language has often been viewed as the most demanding of the four skills. Harmer (2008), argues “When we are engaged in conversation, we are bound to listen as well as speak because otherwise we could not interact with the person we are speaking to” (p.265).

Producing spoken language is difficult task for English learners who do not have proper L2 knowledge. In the natural spoken language, students are required to be aware of characteristics of fluent speech, such as reduced

forms, use of slang or idioms, fixed phrases, collocations and most importantly the pace of speech for actual use of a language. All of these have to be taken into consideration while practising conversation in the class. Without these, our spoken language would be unsound, bookish and unnatural. To avoid this, it is essential to introduce and practise “real” communication with our students within the learning process by using authentic materials. The communicative activities given in the text book emphasize to develop communicative competence and language proficiency to the students.

When using a foreign language for the first time in foreign environment for communication they may be shocked because they may feel uneasy in their conversation. They have not been prepared for spontaneous communication and could not cope with all of its simultaneous demands. This needs communicative task to the communicative textbook. This unnatural teaching activities change natural communicative activities. It helps to develop ability to speak to the learners.

This is natural while learning to speak or communicate in a foreign language. Native speakers are a great support and the opportunity to communicate with them means even greater encouragement for our students. Although it is quite demanding for students to keep up in conversation with them, they take it as an advantage in their studies. Most English learners are actually familiar with the fact that the best way to advance their speaking skills is adjusting to it in an English speaking environment. Thus, to develop successful communication in the English language, communicative language teaching method and communicative tasks are needed to be included in the textbook.

1.1.4 Perception: A Brief Introduction

The term 'perception' is derived from the Latin word 'Perceptio' which was in turn derived from Latin word 'percepere', this means observation. Oxford

Advanced Learner's Dictionary (7th edition) defines perception as "an idea, a belief, or image you have as a result of how you see or understand something." Similarly, Sanford and Capelin (1964, p. 175) define it as "the process of becoming aware, of the extra organic object or relations or qualities by means of sensory process and under the influence of set and of prior experiences." Similarly, Hochberg (1964, p. 669) argues that "Perception refers to both the experience of gaining sensory information about the world of people, things and events and to the psychological process by which this is accomplished." Thus, it is concerned with the deeper or natural understanding of something or the way of understanding and interpreting something. It also refers to the sensory experience of the world around us and that it involves both the recognition of environmental stimuli and actions in response to these stimuli. Through the perceptual process, we gain information about properties and elements of the environment that are critical to our survival. Perception not only creates our experiences of the world around us; it allows us to act within environment.

Perception is based on the experience of previous knowledge. It refers to awareness, understanding and interpreting something very deeply and closely. Perception develops from organization of present and past experiences about subject matter. The New Encyclopedia of Britannica (1990) defines perception as "the process whereby sensory stimulation is translated into organized and meaningful experiences" (p. 279).

Regarding perception, Schiffman (1990, p. 67) mentions the following characteristics of perception.

- Perception is always selective. Out of the innumerable impressions that fall on our sense organs, we pick up these that are useful.
- Perception is also a process of supplementing. Our past experiences help us to supply many of the details which we assume to be there.

- Perception is a combining or a synthetic activity. This activity of combining enables us to perceive definite patterns of meaningful figures which have some significance to us.
- Perception is also an analyzing activity. In this process, we try to cut out smaller units from larger masses and try to differentiate them. We must, however, note that the both aspects of analysis and synthesis occur at the same time.

From the above mentioned discussion, we can say that perception is concerned with the way that a person behaves towards something or somebody that shows how the people think and feel. It is important factor in language learning which guides a person for the better language learning. Especially, perception may be expressed in such terms such as for or against, like or dislike, for some general or stimulus. It creates motivational factors to learn any foreign language.

Therefore, perception is a powerful device or key that can change the way of language learning. From this sense, the learners need positive perception to learn language. Though it is important factor in learning, it is very difficult to measure because the perceptual process is not directly observable but the associated experiences and the percepts.

1.1.5 The Role of Teacher in Communicative Classroom

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of

making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning.

The teacher is a facilitator of students' learning and as such he has many roles to fulfil. Freeman (2010, p.131) describes teacher as *a manager* of classroom activities. In this role, one of his major responsibilities is to set up activities that promote communication. During the communicative activities he acts as *a consultant* answering students' questions, offers advice and provides necessary language items. One of the most important roles is to make sure that students know what they are supposed to practise and check if they do it effectively. These roles are called *a conductor* and *a monitor*. Although there is a great number of various activities which may be used in speaking lessons, their use would be confusing and pointless if they would not be logically organised. Being a good *organiser* should be an ability possessed by every skillful teacher.

Considering the facts mentioned above we can conclude that the teacher's personality in a learning process is very important not only while participating in the activity but also while monitoring the students. The teacher's less dominant role in communicative activities offers the students the opportunity to be involved in conversation and improve their speaking skills to be able to cope with the real-life situations.

1.1.6 Introduction to the Textbook Meanings into Words

The course book 'Meanings into words' is written by Adrian Doff, Christopher Jones and Keith Mitchell and published by Cambridge University Press and mentioned that it is a special edition for sale in South Asia. This course book is an independent and self contained course. It is used not for a particular level of students but also other students as well as teachers and other who require better proficiency in different aspects of English.

In the context of Nepal it is taken as a textbook or course book for the students of higher secondary level Grade XII. This book particularly focuses on communicative aspects, grammar through context and emphasizes on reading and writing .So it can be evaluated as an integrated course. There are many listening and speaking activities along with other reading and writing activities to develop all four language skills as well as to develop critical thinking and communicative proficiency.

This book (Meaning into Words of Grade 12) contains fifteen teaching units which are based on the major functional and notional area of English. Each unit of this book includes presentation with language materials, which introduces key language items, practice, free practice based on communication, intensive controlled practice, free communicative practice and writing activities and extended listening and reading activities. It also includes a language summary which lists the main points covered in the unit. After each unit there is an activity page. These activities provide an opportunity to combine and extend the language learnt in earlier units. The last unit is a revision unit which contains free activities covering language from the whole meaning into words course. Other interdisciplinary materials e.g. workbook, teachers' book drill activities cassette are also related with it, which are needed to support it. This course book has the following general objectives.

- To improve students' functional, notional as well as grammatical areas.
- To develop students' communicative skills.
- To develop students' four language skills.
- To train the students in functional and grammatical areas of English structures in a communicative skills.
- To make them able to analyze and describe different aspects of English grammar.

- To develop insights into practical aspects of language as well as develop critical thinking.
- To develop an understanding and command of grammar in term of meaning and use.

The contents of the course book Meanings into Words are specified below.

Unit 1: Experience	Unit 9: Clarifying
Unit 2: Appearance	Unit 10: Wishes and regrets
Unit 3: Relating past events	Unit 11: Events in sequence
Unit 4: Attitudes and reactions	Unit 12: Comparison
Unit 5: Duration	Unit 13: Processes
Unit 6: Reporting	Unit 14: Prediction
Unit 7: Deductions and explanations	Unit 15: News
Unit 8: Advantages and disadvantages	Unit 16: Revision

Many types of activity have been used in CLT, including the meanings into Words are:

Task-completion activities: These activities includes games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

Information-gathering activities: These activities include student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

Opinion-sharing activities: The activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse or computers.

Information-transfer activities: These activities require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B,

and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

Reasoning-gap activities: These activities involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.

Role plays: Role play activities are those activities which assigned roles and improvise a scene or exchange based on given information or clues.

Predicting : The activities are using a set of matching pictures one student chooses the pictures. The student reads the pictures and guesses the meanings, previous activity, predicts about the past. Or, the students are asked to guess something with the given clues. The other students must guess what it is by asking yes/no questions.

Guessing games: This can be done in pairs or teams. They are information gap activities the aim is for each student to share their information with the other students in order to complete the task. By taking turns, students ask questions in order to obtain information and complete the task, e.g. spot the difference, predict the meaning, guessing games, developing stories with down clues on one and across clues on the other or pictures, describe and draw where one student describes and the other must draw what is described, cloze passage where the students have different words missing.

Ordering: Group or pairs of students rank items and justify their decisions. Some of the listening texts are given their communicative tasks as rearrange the paragraph to make the meaningful story.

Sequencing : In pairs, students sequence a series of pictures, dialogue, life cycles, texts etc, and recount the events.

Matching: In some tasks, students are asked to match sentence halves with picture, words and pictures.

Dictogloss : Students read a short text and they must listen for meaning. Students listen to the text second time and note the key words and clauses. The text is read a third time for clarification and then the students reconstruct the text by talking in pairs or groups.

The exercises given in this book are based on practice and focused on appropriate context as well as suitable and interesting to the level of students. Most of the exercises are kept under the sub heading practice which is of varied nature. The exercises related to all language skills are equally focused. It is said that learning by doing is the best way of learning. This notion is supported by some of the exercises of this book. Some of the activities are given in the book are communicative.

1.2 Review of Related Literature

Different research works have been carried out under the Department of English Education to find out the practices of existing approaches to teaching English. Many researches are based on the field of English language teaching and proficiency in English language. Some of them related to theoretical part, approaches, methods as well as function are used in teaching field. Some of them are reviewed as below:

Pokharel (2000) carried out an experimental research entitled 'Teaching Communicative Functions: Inductively or Deductively' to find out the effectiveness of methods in teaching language function. He conducted his research in both public and private schools. He used questionnaire to the teachers and interview to them as the tools for data collection for his study. His findings supported that communicative method was better one ever deductive method to teaching language functions.

Ghimire (2001) conducted research entitled "Teachers' Perception towards "Expanding Horizons in English." The responses provided by fifteen teachers of B.Ed. second year from different campuses in Rupandehi district

affiliated with Tribhuvan University were the primary sources of data. His main objective was to find out the teachers' perceptions towards the textbook "Expanding Horizons in English." He used a set of open-ended and close-ended questionnaire as a main tool for data collection and concluded that the textbook is primarily concerned with the reading and the writing skill. The textbook helps to link reading with creative writing. He found out the teachers' perception towards the book was positive.

Likewise, Shrestha (2009) carried out a research study on "Teaching English through Communicative Method: A Case of Secondary Level". The main objective of his study was to find out whether the teachers used communicative approaches in teaching English in the classroom. He used questionnaire, observation and interview as the tools for the data collection for his quantitative study. He found that majority of the teachers were playing the role of facilitator by applying communicative approach. He also found that lack of sufficient training on ELT teachers were facing problems in applying communicative approach. Furthermore, he found that most of the teachers agreed that hesitation was one of the difficulties in using communicative approach.

Similarly, Bhatta (2011) carried out a research entitled "Practice of Communicative Approach in ELT Classroom". It was an attempt to find out the current practice of communicative approach to language teaching in ELT classroom of public schools in Doti district. It was a survey research conducted in ten selected public schools using random sampling procedures. He used questionnaire as the tools for data collection. The main objective of his was to find out the practice of communicative approach in English language teaching. He found that teachers were practicing communicative approaches in teaching speaking, whereas they used grammar translation methods while teaching passage and vocabulary. He further found that teachers were using multiple methods in teaching listening text.

Though, several researches have been conducted on the communicative approach and methods in language pedagogy, no research are found in analysis of communicative activities in the classroom. Hence, this study is the different research work from other studies.

1.3 Objectives of the Study

The proposed study had the following objectives:

- i. To find out how teachers perceive communicative activities given in the textbook meaning into words.
- ii. To suggest some pedagogical implications of the study.

1.4 Significance of the Study

The study mainly concerns with the teacher's perception towards communicative activities given the textbook Meanings into Words. The study will be useful for language teachers in that they can find some useful way to teach language communicatively in their classroom teaching. This study will be beneficial for all people who are interested in teaching, particularly to the language teachers, teacher trainers and the persons who are interested in carrying out research on different aspects of teaching teching. It will be beneficial to the teacher of other language too. This study will be useful to the material writers, course developers and curriculum designers to understand the actual grounded needs of teacher in our context. Furthermore, the students of higher secondary level will be highly benefitted from this study.

CHAPTER: TWO

METHODOLOGY

Methodology is a set of methods and techniques to discover new facts and information about a particular subject matter. So, it can be called an instrument to find out reliable and effective conclusion. The following procedures were adopted to conduct the study:

2.1 Sources of Data

In research both the primary and secondary sources of data can be used from which data can be collected. In order to accomplish the intended objectives, both primary and secondary sources of data were used.

2.1.1 Primary Sources of Data

Primary data were collected from 40 teachers of 40 Higher Secondary Schools of Kathmandu district. The teachers of English who were teaching English in higher secondary level were selected for this study.

2.1.2 Secondary Sources of Data

In order to accomplish the intended objectives, the course book of Higher Secondary Level (i.e. Meanings into Words, Grade- 12) was used. Apart from this material, other materials were also used. Those included: Munby (1978), Underwood (1989) , Brown (1992)) , Ur (1996), Cross (1998), Hedge (2003), Doff et.al (2004), Kumar (2005), Harmer (2008), Larsen-Freeman (2010), Richards (2010), etc.

2.2 Sampling Procedure

Sampling is a procedure that is used in research for representative number population. Forty schools of Kathmandu district were selected using

purposive sampling procedures. From these schools, forty teachers of English were selected by using purposive sampling procedures for the purpose of this study. One teacher was selected from each school. The teachers were teaching in different higher secondary school of Kathmandu district. The total samples of this study were selected by using non- random sampling procedures.

2.3 Tools for Data Collection

Regarding the use of tools for data collection, questionnaire was used as the tools for data collection. Questionnaires were distributed to the teachers to find out their perception towards communicative activities in the textbook *Meanings into Words*.

2.4 Processes of Data Collection

The following processes were used in order to collect the primary data.

- The selected higher secondary schools were visited and the purposes and processes of the study were explained to the administrators.
- Permission was asked for the data collection to the study to the administrators.
- The selected teachers were visited and described purposes and procedures of the data collection of this study.
- The questionnaires were distributed to the selected teachers.
- The questionnaire forms were collected from them.

2.5 Limitations of the Study

This study had the following limitations:

- It was limited to 40 English teachers as primary sources of data.
- This study was limited to Higher Secondary level.
- The study was limited to the textbook 'Meanings into Words' prescribed grade 12 by HSEB.
- The textbooks were 'Students' book and Work book' of Meanings into Words.
- This study was limited to communicative activities.
- The tools were the questionnaires.

CHAPTER: THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the data. It deals with the analysis and interpretation of data obtained from primary sources. Forty teachers were the primary sources of the data to this study. The questionnaires were distributed to the teachers to collect the necessary data to this study. The responses collected from the participants have been analyzed and interpreted in the broad sub-headings using appropriate statistical tools such as tables and qualitative interpretation of the qualitative data. The sub-headings which are used in this chapter are as follows:

- Perception towards teachers' knowledge about CLT
- Perception towards importance of communicative activities
- Perception towards the communicative activities for teaching aspects and skills
- Perception towards implementation of communicative activities in the classroom
- Perception towards the needs to use effective communicative activities

3.1 Perception towards Teachers Knowledge about CLT

For this purpose, the respondents were asked a set of three questions related to the knowledge of communicative activities. All the three questions were asked to the teachers whether the teachers had the knowledge of communicative activities or not. These questions were asked to know teachers' understanding of communicative activities. The subheadings used in this heading are knowledge about communicative activities and familiarity with the communicative activities.

3.1.1. Teachers' Knowledge about Communicative Activities

The participants were asked if they had heard about CLT or not, if they had heard about CLT the time when they got knowledge of CLT was asked to know their knowledge about communicative language teaching. Their responses to these questions are given in table 1.

Table No. 1

Teachers' Knowledge about Communicative Activities

S.N.	Categories	Responses		Percentage	
		Yes	No	Yes	No
1	Have you heard about CLT?	40	-	100	-
2	When have you heard about CLT first?	In University	While Teaching	In University	While Teaching
		40	-	100	-

Table no 1 shows that all the informants answered that they had heard about CLT. This means they had the knowledge about communicative language teaching. The second question was asked to find out whether they had experiential knowledge or content knowledge about CLT. The responses of the informants to this question were related that they had heard about it in the university when they were studying. It shows that all the informants had knowledge of CLT and it was not their experiential knowledge. The teachers had learned about CLT before they started their job of teaching.

The next question to the informants asked was related to the definition of communicative activities to express their view about communicative activities. The informants came with different ideas while defining

communicative activities. The major ideas about the definition are presented below:

- *A communicative activity is an activity which enables students' expressions and engages them in communicative task.*
- *Any task that helps to strengthen students' communicative ability.*
- *A communicative activity is a teaching technique.*
- *A communicative activity is a language group /pair work where students' participation is on listening and speaking.*
- *Communicative activity is a discussion or interaction in the classroom.*
- *Communicative activity is a meaning focused activity.*
- *A communicative activity is a language task which is conducted in the language classroom. The teacher gives the language task and the students participate in them. It is a cognitive activity.*
- *Communicative activities are information sharing activities. They are information gap or sharing.*
- *Communicative activity simply means conversation either in real life communication or in the classroom. The examples of the communicative activities are group work and role play where teacher gives control of speaking to the students and teacher monitors them.*

From the responses of the teachers it can be concluded that the informants consider communicative activities as those types of activities which are given to the students to enhance the students' communicative ability in the language classroom.

3.1.2 Familiarity with the Communicative Activities

In the same way, the informants were asked the types of communicative activities given in the textbook *Meaning into Words*. The participants were requested to list them to know their familiarity of the communicative

activities given in the textbook. The information obtained from the informants is tabulated and analysed in the table 2.

Table No. 2

Familiarity with the Communicative Activities

Communicative activities	Frequency	Percentage
Group work /pair work	38	95
Making a story with the given clue /pictures	38	95
Task completion / ordering / matching /sequencing /answering questions	38	95
Discussion	36	90
Making dialogue/ conversation	36	90
Guessing games/ prediction	30	75
Talking about a topic	30	75
Describing / interpreting pictures	30	75
Making an interview	15	37.5

Table no 2 shows that the informants were very closely familiar with the communicative activities like group/pair work, making story with the given clues or pictures, and task completion activities; they obtained 95 percent. This indicates that 95 percent of the informants were familiar with them. Discussion and making dialogue/ conversation occupied 96 percent. Similarly, making dialogue/ conversation, prediction/ guessing games, interpreting pictures and talking about pictures occupied 75 percent. The least number of the participants were familiar with making an interview as communicative activities given in the textbook *Meanings into Words*.

3.2 Perception towards Importance of Communicative Activities

The participants were asked to express their responses as to whether the communicative activities were useful or not, increase the students participation or not, students enjoyed them or not and requested to mention some necessary changes to them. For this purpose the participants were given a set of five questions (i.e. question no. 5-9). The responses given by the respondents are analysed in the subsequent sections.

3.2.1 Usefulness of Communicative Activities

The informants were asked that the types of the communicative activities were more useful. The responses to this question were vivid and varied. The informants stated that the most useful communicative activities developed students' communicative ability. The vital responses given by the informants are as follows:

- *Useful communicative activities develop students' participation in learning English.*
- *Students are not well matured. They need much more participation in communication. Communication cannot exist alone. So group work develops communicative ability.*
- *Developing story and information gap activity create communication to the students.*
- *The more the students engage in the activity the more the better they learn.*
- *The activities that encourage the learners in the participation are better.*
- *That depends on context.*
- *Needs help to learn.*

3.2.2 Students' Participation in Communicative Activities

The participants were asked to express their views about the types of communicative activities that their students enjoy with. The participants had given multiple answers to this response. The responses to this question are presented on table no. 3.

Table No. 3

Students Favorite communicative Activities

Communicative activities	Frequency	Percentage
Group work /pair work	38	95
Making a story with the given clue /pictures	36	90
Task completion / ordering / matching /sequencing /answering questions	38	95
Discussion	36	90
Making dialogue/ conversation	20	50
Guessing games/ prediction	30	75
Talking about a topic	10	25
Describing / interpreting pictures	25	62.5
Making an interview	15	37.5

Table 3 shows that 95 percent of the total respondents said that group work and pair work, task completion such as ordering, matching, sequencing, and answering were the favorite communicative activities that were favourite to the students. Making the story from the given clue and discussion were the communicative activities that were loved by 90 percent of the total students. The table indicates that guessing games and prediction occupied 75 percent, describing and interpreting pictures occupied 62.5 percent, making dialogue

and conversation occupied 50 percent talking about topics occupied 25 percent and making an interview occupied 10 percent. This indicates that most of the students love group work and pair work in communicative activities.

Similarly, the informants were asked to express their responses whether their students participate in the communicative activities that are designed in the classroom or not. The responses to the question are tabulate in table no. 4.

Table No. 4
Students' Participation in Communicative Activities

Responses	Frequency	Percentage
Yes	15	37.5
No	25	62.5

Table 3 shows that 62.5 percent of the total respondents answered in negation and 37.5 percent of them answered in affirmation. These who answered in affirmation said that the students actively participated during the class teaching English by talking part in group work, pair work, conversation, developing story, answering questions, responding the questions. But they suggested that language teacher must encourage and make the students familiar with the given communicative activities. Similarly, those who answered in negation said that the students did not take active participation during the communicative activities especially not well motivated in learning English.

3.2.3 Perception in Adaptation of Communicative Activities

The informants were asked if the communicative activities were sufficient to develop students' communicative competence. The respondents were asked

to specify them. The data obtained from the respondents are tabulated in the table 5.

Table No. 5
Sufficiency of Communicative Activities for Communicative Competence

Responses	Frequency	Percentage
Sufficient	30	75
Not Sufficient	10	25

Table no. 5 shows that 75 percent of the participants accepted that the communicative activities given in the Meaning into Words were sufficient for communicative competence. The rest of the participants stated that they were not sufficient. So, the book must be modified. The informants were asked to specify the reason. The responses are:

- *No, nothing is perfect.*
- *They are just for base. They are not contextual. Once I used the activity in the classroom given in meaning into words that was really ridiculous situations to me in the classroom. The activity was that tell your girl friend or boy friend how he or she is. It is not contextual to me and might not be contextual to other teacher teaching in Nepal.*
- *I adopt and adapt them in my situation.*
- *They are contextual and situational. They are related to meaning and form focused.*
- *Better to adapt in Nepalese context.*

From the views given by the respondents it can be concluded that the communicative activities given in the text book are not sufficient to the students. They need to make contextual so that adaptation is required to them.

Likewise, the participants were asked to list some necessary changes to the communicative activities given in the 'Meanings into Words'. Only three informants responded to this question. The responses to this question are given below.

- *The activities should be contextual.*
- *They are understandable and relevant.*
- *They should be according the level of the students. Language is learnt through practice. Extra activities should be mentioned.*

Based on the information, the majority of the teachers said that more communicative activities must be included which specially focus on meaning and the communicative competence of the students. The activities included must be more practical and more related to the nature, interest and daily life of the students.

3.3 Perception towards the Communicative Activities for Teaching Language Skills and Aspects

For this point the respondents were requested to respond seven questions about communicative activities that are helpful for teaching aspects and skills of language. First they were asked whether the communicative activities given in the 'Meaning into Words' were helpful to develop skills and aspects of language or not. All the participants accepted that they were helpful for developing skills and aspects of language. The participants were also asked to specify the reason about them. They stated that communicative activities were useful in listening and speaking skills.

3.3.1 Communicative Activities for Language Skills

The informants were asked to mention the types of the activities that they used in the classroom to develop certain skills of language. They are asked to specify them too.

3.3.1.1 Communicative Activities for Listening

The data related to listening skill obtained from them are summarized in table 6.

Table No. 6

Communicative Activities for Listening

Communicative activities	Frequency	Percentage
Group work /pair work	20	50
Task completion / ordering / matching /sequencing /answering questions	38	95
Discussion	36	90
Making dialogue/ conversation	40	100
Guessing games/ prediction	40	100
Making an interview	38	95

Table no 6 shows that all the participants were found to be familiar with making dialogue/ conversation and guessing /predicting as the communicative activities for listening skill. Likewise 95 percent of them were familiar with making and interview an task completion activities to develop listening skill. The least percent that group work and pair work occupied 50 percent. Therefore, making an interview, dialogue and conversation, discussion, task completion, group work and pair work are useful for listening skill.

3.3.1.2 Communicative Activities for Speaking

The data related to listening skill obtained from them are summarized in table 7.

Table No. 7

Communicative Activities for Speaking

Communicative activities	Frequency	Percentage
Group work /pair work	30	75
Making a story with the given clue /pictures	20	50
Task completion / ordering / matching /sequencing /answering questions	20	50
Discussion	40	100
Making dialogue/ conversation	40	100
Guessing games/ prediction	30	75
Talking about a topic	40	100
Describing / interpreting pictures	38	95
Making an interview	35	87.5

Table no 7 shows that all the participants were found to be familiar with talking about a topic, making dialogue/ conversation, discussion as the communicative activities for speaking skill. Likewise 95 percent of them were familiar with describing and interpreting to develop speaking skill. Making and interview occupied 87.5 percent. Similarly, 75 percent of the informants were familiar with group work/pair work and guessing games as the activities in teaching English to develop speaking skill.

Therefore, group work /pair work, making a story with the given clue, task completion such as ordering / matching /sequencing /answering questions /pictures, discussion, making dialogue/ conversation, guessing games/ prediction are the communicative activities given in the 'Meanings into

Words' and the teachers are familiar with them to develop students speaking ability.

3.3.1.3 Communicative Activities for Reading and Writing

The data related to reading skill obtain from them are summarized in table 8.

Table No. 8

Communicative Activities for Reading and Writing

Communicative activities	Frequency	Percentage
Group work /pair work	38	95
Making a story with the given clue /pictures	38	95
Task completion / ordering / matching /sequencing /answering questions	38	95
Making dialogue/ conversation	36	90

All the informants had given the same opinion about the communicative activities to develop reading and writing skills. The responses given by the informants showed that the teachers are familiar with the group work/ pair work, task completion such as ordering / matching /sequencing /answering questions, making dialogue, developing story are the communicative activities in which the teachers are familiar with.

3.3.1 Communicative Activities for Language Aspects

The informants were asked to mention the types of the activities that they used in the classroom to develop aspects of language. They were asked to specify them too. They stated that the grammatical activities given in the textbook were also communicative. Grammar is taught communicatively in Meanings into Words. The data related to aspects of language obtained from them are summarized in table no 9.

Table No. 9

Communicative Activities for Language Aspects

Communicative activities	Frequency	Percentage
Group work /pair work	20	50
Making a story with the given clue /pictures	38	95
Task completion / ordering / matching /sequencing /answering questions	38	95
Making dialogue/ conversation	30	75
Guessing games/ prediction	30	75
Talking about a topic	30	75
Describing / interpreting pictures	30	75
Making an interview	15	37.5

The table indicates that 95 percent of the respondents were found to be familiar with communicative activities such as making a story with the given clues/ pictures, task completion as ordering, matching, sequencing, answering questions; 75 percent of them describing and interpreting pictures, talking about the topic, guessing games and prediction all of them were meaning focus and form focus activities. The informants stated that 'Meanings into Words' was a book systematically covered functional, notional and grammatical areas that were important to the students of higher secondary levels. This course was designed to teach relationship between structures and meaning. This also dealt with how these structures were used in the communicative contexts. So, grammar was taught through meaningful context.

Based on the data, we can say that the majority of the communicative activities were designed to teach grammar and notions of the language in the meaningful context. Most of the teachers were familiar with the communicative activities to teach grammar and vocabularies.

3.4 Difficulties in Applying Communicative Activities in the Classroom

Under this topic, the respondents were given a set of two questions related to the difficulties in applying communicative activities given in the textbook. These questions were asked to know about the problems or cons of /in applying communicative activities in the classroom.

The question to the teachers was "what types of problems are you facing to implement the communicative activities of meaning s into Words?". It was asked them to express their opinion about the problems in communicative activities in the textbook. Their major responses are presented below:

- *Class size and grammar-based tests will inhibit the adoption of communicative activities in the classroom.*
- *Active participation of the students is difficult to be found.*
- *Communicative materials are not available.*
- *Form focused activities are desired to be taught directly.*
- *Students want exam oriented learning.*
- *Teachers sharing and collaboration is really difficult to meet.*
- *Communicative text should be taught uncommunicatively because students and administrators are resisters.*
- *There is mismatch between teaching and testing system so that using communicative tasks in the classroom is difficult.*

From the data it can be concluded that teachers are aware of situational constraints, and try to adopt communicative activities but the teachers faced

difficulties of getting communicative materials, mismatch between curriculum with testing, and students, teachers, administrators, resisters.

The next question was "Are you tired of using CLT in your class? Why do you or do not you feel so?"The responses to these question are tabulated in table no 10.

Table No. 10

Use CLT in the Classroom

Responses	Frequency	Percentage
Yes	25	62.5
No	15	37.5

The table shows that 62.5 percent of the total respondents agreed and 37.5 percent of them disagreed to the question. It showed that majority of the participants felt bored to use communicative activities in the classroom at grade 12. The teachers who said in affirmation stated that the students did not show their interest in participating in the communicative activities and the teachers who enjoy with communicative activities in the classroom stated that they enjoy with challenging and their students learn better.

3.5 Perception towards the Needs to Use Effective Communicative Activities

The teachers were asked to express their views about the teachers' needs to use communicative tasks in the classroom that are prescribed in the textbook 'Meanings into Words'. Most of the participants stated that teacher training was their need to implement communicative activities in the classroom. The responses collected from the respondents have been presented and tabulated in table no 11.

Table No 11

Training Needed for Using Communicative Activities

Responses	Frequency	Percentage
Yes	35	87.5
No	5	12.5

According to the table, 90 percent of the total participants responded that training was essential for the proper implementation of the communicative activities given in the textbook 'Meanings into Words'. In this context, they said that training provides new ideas, methods, vision, etc. for implementation of the communicative activities in the classroom while teaching in grade 12. Moreover, they said untrained teachers could handle and move class properly. Most of the communicative classrooms were noisier than other classes. The teachers needed to handle the noisy classroom properly. To this reason the teachers needed proper training. The refreshment training should be provided to the teachers based on the textbook and the curriculum. On the other hand, 12.5 percent of the total participants responded in negation to this question. Based on the information it can be concluded that training is essential for the effective implementation of the communicative activities in the classroom. Without proper training teaching and learning process cannot be effective to meet the goals of textbook and curriculum.

The teachers were asked to put their opinion to the implementation of the communicative activities in the classroom. The data indicated that adoption of CLT is the essential for effective language learning and application of CLT will bring about a positive effect on English teaching and learning. They mean communicative activities in the classroom are beneficial. From

the data it can be concluded that instructional practices which engage learners in meaning making were defined as communicative. These activities may include use of the L2 as a medium of instruction, group work on tasks, tolerance of learner errors, and a general classroom atmosphere conducive to learner participation with a focus on selected grammatical features as appropriate. In contrast, form-focused instruction focuses learners' attention on the forms of language and features explanation and practice of grammatical rules. Thus meaning focus activities must be adopted in the classroom. The activities that focus on meaning rather than form should be mentioned in the textbook. This means the textbook cannot mention grammatical activities on them. It means the grammatical activities should be mentioned by adding context. Contextual grammatical activities can be used as effective communicative activities.

CHAPTER: FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with major findings of the study. It also deals with some recommendations made on the basis of major findings of the study.

4.1 Findings

On the basis of presentation, analysis and interpretation of the data, the major findings of the study has been summarized and presented as follows:

- i. It was found that all of the informants had knowledge of CLT and it was not their experiential knowledge. The teachers had learned about CLT before they started their job of teaching.
- ii. It was also found that majority of the informants were familiar with the communicative activities given in Meanings into Words.
- iii. Informants of the study responded that most of their students loved group work and pair work in communicative activities. The teachers were familiar with guessing games, task completion and developing story with in group.
- iv. It was found that the communicative activities given in the text book were not sufficient to the students. They also viewed that the activities needed to be contextual so that adoption and adaptation could be done.
- v. It was found that familiar with the communicative activities like group/pair work, making story with the given clues or pictures, task completion activities, discussion and making dialogue/ conversation, making dialogue/ conversation and prediction/ guessing games.
- vi. It was found that the teachers were familiar with making an interview, dialogue and conversation, discussion, task completion, group work and pair work were useful for listening skill; group work /pair work, making a story with the given clue, task completion such

as ordering / matching /sequencing /answering questions /pictures, discussion, making dialogue/ conversation, guessing games/ prediction were the communicative activities for teaching speaking given in the Meaning into Words. It was found that the majority of the communicative activities were designed to teach grammar and notions of the language in the meaningful context. Most of the teachers were familiar with the communicative activities to teach grammar and vocabularies.

- vii. It could be concluded that teachers were aware of situational constraints, and try to adopt communicative activities but the teachers faced difficulties of getting communicative materials, mismatch between curriculum with testing, and students, teachers, administrators resisters.

4.2 Recommendations

The following recommendations have been made on the basis of the findings of the study.

- i. All the teachers should be familiar with the communicative activities given in the course to make students actively participate in the communicative tasks.
- ii. Not only group work and pair work in communicative activities; guessing games, task completion and developing story within group but also information gap activities, opinion gap activities, task completion activities, critical thinking and conversational activities should be frequently used in the classroom.
- iii. It was found that the communicative activities given in the text book were not sufficient to the students. They also viewed that the activities need to make contextual so that adoption and adaptation could be done. So that it is recommended to the teachers that they

should adopt and adapt and designed their own communicative activities to develop communicative competency for their students.

- iv. Teachers should encourage the students to participate in the all communicative activities designed in the classroom and given in the textbook.
- v. It was found that the majority of the communicative activities were designed to teach grammar and notions of the language in the meaningful context. Most of the teachers were familiar with the communicative activities to teach grammar and vocabularies. Equal emphasis should be given on teaching grammar because grammar is also the part of communicative activities. The teachers should teach grammar and vocabulary communicatively.
- vi. It is also required to train teachers on communicative activities for the effective implementation of the activities in the practical classroom. Moreover, training should be provided to the teachers based on the curriculum.
- vii. The number of the students should be minimized in the classroom and the teachers should have the knowledge of group designing and group conducting process.
- viii. Last but not least, textbook should encourage the teachers to practice the communicative activities in the ELT classes at grade 12.

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Appendix I

Questionnaire for Teachers

Dear Sir / Madam,

It is my pleasure to inform you that I am going to carry out the research entitled **Teachers' Perception towards Communicative Activities Given in Meanings into Words** to find out the teachers' perception towards communicative activities given in Meanings into Words under Department of English Education for the partial fulfilment for Master of Education.

I have prepared a set of questions to find your right response. Your kind cooperation to respond in the questionnaire will be of great value to me. Any responses you provide will be kept secret. I assure you that it does not harm to you at all. Rather it will be beneficial for the teachers who are recruited in the school or campus.

Researcher

Jeet Kumar Rai

M.ED. Second Year

Please, write about yourself but do not sign your real name anywhere.

PLEASE DO NOT ASSIGN YOUR NAME.

1. School:

2. Qualification:

3. Experience:

4. Training:

1. Have you heard about communicative activities?

Yes

☐

No

☐

2. If yes, when did you hear about communicative language teaching?

In University

In Teaching

3. How do you define communicative activities in your own words?

4. What kinds of communicative activities are given the text book
Meanings into words? List them.

a)

b)

c)

d)

e)

5. What types of communicative activities do you frequently use in the
classroom? List them.

a)

b)

c)

d)

e) .

6. What kinds of communicative activities are more useful?

7. Do your students actively participate in the communicative activity that you used in your classroom?

8. What types of communicative activities do your students enjoy with?

9. Are they sufficient to develop students' communicative competence?

Sufficient

☐

Not Sufficient

☐

Please, specify.

10. Please, mention the necessary changes in the communicative activities in Meanings into Words.

11. Do you think the communicative activities given in meaning into words are helpful to develop skills too?

Yes

☐

No

☐

12. If yes, what types of activities are helpful for the listed items? Please specify them.

For listening

- a)
- b)
- c)
- d)
- e) .

How?, specify.

For speaking

- a)
- b)
- c)
- d)
- e) .

How?, specify.

For reading

- a)
- b)
- c)
- d)
- e) .

How?, specify.

For writing

- a)
- b)
- c)
- d)
- e) .

How?, specify

For vocabulary

- a)
- b)
- c)
- d)
- e) .

How?, specify

For Grammar

- a)
- b)
- c)
- d)
- e) .

How?, specify

13. What types of problems are you facing to implement the communicative activities of Meanings into Words?
14. Have you tired of communicative activities in your classroom?
Yes ☐ No ☐
15. Why did you or did not you feel so?
16. Do you think teacher training is necessary to implement them?
17. Please mention your opinion for the implementation of the communicative activities in the classroom?
18. What types of the activities should be mentioned in the textbook?

Thank You for your Kind Help.

Researcher

Jeet Kumar Rai

M.ED. Second Year