

CHAPTER-ONE

INTRODUCTION

This is the study on "Classroom Strategies Used for Improving Communicative Skills". This introductory part consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Communicative skill is a productive skill since we produce something out of spoken sounds. It enables us to understand society, culture and people of target language and the people around us. Communicative language teaching is a set of principles about the goals of language teaching. It refers to the way learners learn a language, kinds of classroom activities that best facilitate learning, and the roles of teacher and learners in the classroom. According to Brown (1994), "Communicative language teaching allows learners to practise English as it is actually used in a speech community and equips them with the language skills they will need when they leave the classroom for the real world" (p. 35).

Therefore, communicative skill is what students need to learn and express their point of views.

According to Hurting (1999), "Communicative class is predominantly based on a multi-faceted view of communicative activities. It seeks to incorporate student input into the learning process" (p. 28). Communicative language skills are inextricably interrelated and integrated. Perfect and complete language learning refers to learning and acquiring the language skills in integration. There are four language skills. Speaking seems intuitively the most important skill as people who know a language are referred to as 'speakers' of that language. Second language learners seem to be primarily eager and interested in learning how to speak as if speaking includes all the skills required for learning a language completely.

As we know that communication between two participants is an extremely complex and ever-changing phenomenon, many variables seem to be responsible and are involved in communication. At least, two participants are involved in communication. To increase communication, we should consider the needs and expectations of the learners.

Thus, being a teacher, we must target to use different strategies to develop communicative activities. Those strategies help learners to practice their oral skills with interesting and motivating topics that allow them to communicate about what they want to share or express for improving their performance. The aim of communicative skills is to develop communicative ability or competence of the students so that they can perform and generate their ideas and express what they want or what they have understood. The main aim of the textbook of secondary level is not only to enable the students to listen, read and write, but also to enable the students to communicate in the English language fluently. Teachers should use various communicative activities in order to improve the communicative skills of the learners. A Few examples of such strategies include information gap, information transfer, role play, interview and language games.

1.2 Statement of the Problem

Language learning itself is learning to communicate. In a communicative classroom, learners are encouraged from the very beginning to communicate. Without interaction, learners cannot develop fluency. Similarly, through motivation that learners get intrinsically by the sheer power they can enhance their ability to communicate. Speaking on given topics brings out the talents of each individual learner. It is evident from the way a learner manipulates the language s/he has learnt to achieve infinite number of sentences and expressions. Thus, free conversation should be encouraged from the beginning.

It seems to be very difficult for the students who are learning English as a foreign language to achieve communicative skill. This is especially true in the

context of Nepal, where English is used or learnt as foreign language and students do not have opportunity to hear English outside the classroom. Therefore, various activities are required to use in real and authentic situation that provide an opportunity to speak. They help them to practice language. Thus, teacher need to use discourse generating strategies to involve them in communication. A good speaking needs correct pronunciation which is something controversial as non-native speakers take a very long time and a lot of hard work to produce it. Speaking also needs a lot of exposure and proper training for the development of communicative skills of the learners. Thus, the problem to be addressed in this study might be stated as to explore the strategies that the teachers use to build up communicative skills. Similarly, this study raises the issue of effective strategies that can be used and should be adopted to improve learners' communicative skills. It is because communicative efficiency is the goal of language teaching. Teachers and learners should be familiar with the strategies that help to improve communicative skills in classroom. So, it is essential to observe the communicative strategies that the teachers use in their classroom to improve learners' speaking ability.

1.3 Objectives of the Study

The objectives of my study were as follow:

-) To identify the classroom strategies used by the secondary level English teachers to improve communicative skill of their students.
-) To suggest some pedagogical implications.

1.4 Research Questions

The clear objectives need to be structured that lead the researcher to undertake the study systematically. Designing research questions' must be based on the objectives. Such questions help to devise tools and design appropriate methodology as well. I had postulated following research questions in my research:

-) What strategies are used by the teachers in secondary level classes for developing communicative skills in English ?
-) What can be done to improve communicative skill of secondary level students?
-) What are the most frequent classroom strategies that are used by the teachers to improve communicative skills of their students ?

1.5 Significance of the Study

This study will be significant to those who are interested in teaching and learning English language. All English language teachers will be benefited from this study because they will be familiar with the problems that other teachers face in their classroom which help them to find the common solution to minimize such obstacles. They will be familiar with the communicative strategies and they will be able to apply those strategies in the communicative classroom. It is also assumed that after this study, the ministry of education and curriculum development center will be encouraged to devise communicative activities in the course. Besides, it can be useful to textbook writers, syllabus designers, promoters, policy makers and many more. Similarly, the findings will significantly be beneficial to those who are directly or indirectly concerned to ELT. Those who come across this thesis will know a lot about the understanding of classroom strategies for improving communicative skills.

1.6 Delimitations of the Study

This study had following points of delimitations :

-) This study focused only on communicative skills of language.
-) The study was delimited to twenty secondary schools located in Kathmandu valley.
-) It was delimited to the teachers teaching English at secondary level.
-) The study was delimited to forty selected English teachers teaching at secondary level.
-) Only classroom observation was the tool for data collection.
-) The sample was taken only from the teachers teaching English at secondary level in public schools of Kathmandu valley.

1.7 Operational Definition of the Key Terms

Some of the relevant terms used in this study have been defined in following way:

Activities - A situation in which something is happening or a lot of things are being done.

Communicative Skills - The knowledge and art to talk and give information to other people

Language - Language is the use of a system of communication which consists of a set of sounds.

Research - Research is work that involves studying something and trying to discover facts about it.

Simulation - A situation in which a particular set of condition is created artificially in order to study or experience something that could exist in reality.

Skill - A skill is a type of work or activity which requires special training and knowledge

Classroom Strategies: The techniques used by the teachers to accomplish classroom objectives.

Strategies - A plan that is intended to achieve a particular purpose.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with the review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of the Related Theoretical Literature

It is one of the most important parts of the research which consists of the following components.

2.1.1 Communicative Language Teaching

Communicative Language Teaching (CLT) creates real life situations for communication. Thus, a teacher needs to set up a situation that enables the students to face the real life situation and reinforces the students to learn language for the sake of communication. Communicative approach creates appropriate learning environment for the learners.

According to Richard and Rodgers (2010, p. 22):

communicative language teaching starts with a theory of language as communication. The goal of instruction is focused on developing learners' communicative competence. Therefore, learners are encouraged to communicate with target language through interaction to the beginning of instruction (p. 145)

Similarly, Berns (1984) says that language is interaction; it is an interpersonal activity and it has a clear relationship with society. So, language study has to

look at the use (function) of language in context, both its linguistic context and social situation" (p. 5).

Meaning is most important aspect of learning in CLT, any language item should be meaningful in the context and purpose of communication. Larsen-Freeman (2010) states that almost everything that is done with communicative intent is meaning (p.129). CLT focuses on small group activities which use problem solving, information gap, demonstration and role plays through pair work and group works. Similarly, supporting the idea of group work or pair work, Brown (1994) mentions:

Group work creates a favourable climate for communication relieving students of the anxiety of having to talk in the form of the whole class group work enables the learners to be more responsible and autonomous and everyone gets equal opportunity for performing the task and cannot guide in a small group to perform a task or communicate (p.7).

Therefore, his emphasis is on the use of task based teaching which links pair and group work with relevant activities to make the lesson more interactive for developing the student's communicative skills. According to Byrne (1998), "Unless we have a very small class, we will never be able to give our students enough oral practice through whole class work".

Regarding the teaching of communicative skill, games are also effective teaching tools and have many positive aspects, including the creation of opportunities for the learners to communicate in a relaxed, friendly and cooperative environment. Games reduce tension by adding fun and humour to lesson and they add element of competitiveness that motivates the learners to participate.

In this sense, Cross states (1991) that when students are obsessed by games, they internalize and acquire the essential vocabulary, grammar and other aspects of English in an unconscious manner since they are focused on the message and not the language itself (p.7). Therefore, the teacher can use games which provide a perfect opportunity for the teachers to sit back and get the students involved in communicative activities which enables learners develop their communicative skills and will be able to perform according to the situation.

2.1.2 Stages for Teaching Communicative Skills

A teacher needs to be aware of different knowledgeable and familiar activities that help the learners develop their communicative skill. There are three stages of communicative skill.

a. Pre-Communicative Stage

In this stage, a teacher needs to introduce communicative function and highlight the fixed expression. The teacher needs to point out the target structure for communicative skill and provide students with the necessary vocabulary and the language of interaction which will lead them towards the learning stage. In this regard, Littlewood (2004) says:

through communicative activities, teacher isolates specific elements of knowledge or skills which compose communicative ability and provides the learners with opportunities to practice them separately the learners are thus, being trained in the skills of communication rather than practicing the total skills to be acquired. (p.85)

The main purpose of giving fixed expression to the students is to involve them in practicing the use of appropriate language which is acceptable. So, the

structured activities or questions, communicative activities can be provided to the students to communicate with their friends.

b. Communicative Practice Stage

In practice stage, the teacher needs to reinforce the practice of speaking or communication in context to create learning environment in the class. The teacher needs to encourage the learners use English language and need not let them use monolingual dictionary. He can also correct and guide the learners when necessary.

c. Production Stage

During communicative interaction, teacher needs to encourage the student's language negotiation. The teacher can enable and improve learners' communicative skills by taking notes of any aspects that may hinder their communication such as; pronunciation, vocabulary and grammar so that he/she can provide feedback. When the learners are engaged in interactive activities, the teacher can wait for their response and praise their attempts. The teacher needs to create task for interaction when necessary for the development of learners' communicative skills. In this regard, Littlewood (2003) says, "The learners have to activate and integrate their pre-communicative knowledge and skills, in order to use them for the communication of meanings. He is, therefore, now engaged in practicing the total skill of communication" (p.86).

2.1.3 Approaches to Teaching Communicative Skills

There are two complementary approaches in teaching communicative skills which are as follows:

a. Indirect Approach

This approach focuses on using communicative activities to generate conversation interaction among the learners. The indirect approach interprets

communicative competence as the product of engaging learners in communicative interaction. Richards and Rodgers (2010, p. 16) state that learners are provided communicative skills by their participation in interactive activities. This indirect approach is based on a notion laid out by Krashen (1985) and second language Acquisition theorist Schmitt (2002), as cited in Roger, 2010, p. 8) states that language can unconsciously be acquired through conversation and exposure to comprehensible input.

b. Direct Approach

This approach addresses specific aspect of conversational management. The direct approach argues that speaking can be taught clearly by consciousness raising activities. Roger (2010) states that the learners gain knowledge on how to use the fixed expression, micro skills, set phrases and discourse markers that are so abundant in spoken discourse.

Both approaches appear similar to the need for using skills to communicate well. These show that the students need to work on several levels of knowledge and skill to develop their communicative skills.

2.1.4 Role of Teacher in Communicative Classroom

Communicative approach is a democratic and learner centered approach that is based on social humanistic view of language teaching .It seeks and fosters learners' autonomy. So, the teacher's role is that of facilitator rather than autocratic in communicative classroom. The major role of the teacher is to facilitate the communication between learners tasks either by creating situation or providing them impetus in which students face difficulty. The teacher has to play vital role to be the facilitator, guide and environment creator. The communicative activities depend on the teacher's skill, quality of discipline as well as behavior of teachers, in teaching English language. For better

communicative activities, teachers have to play a role of an actor in the classroom.

To be specific, teachers have three roles in communicative language teaching: The first role is to facilitate communication among participants in the classroom and between these various activities and task. The second role is to act as an independent participant within teaching learning groups. These roles imply a set of secondary role of the teacher, first as an organizer of resources or as resource and second as a guide within the classroom procedure and activities. The third role of the teacher is that of researcher and learner, with much to contribute in terms of nature of learning organization capacity.

As a whole, the teachers have to play different types of role in the communicative classroom. They are:

Facilitator: This is the main role of the teacher in the communicative language teaching classroom. A variety of communicative activities can be done in the classroom. Students sometimes may not be able to do various activities in a proper way. They may get stuck. In such situation, the teacher provides them different prompts and encourages them to do given activities creatively. The role of facilitator is similar to that of the prompter.

Participation: The teacher in the communicative classroom is not an authority. She/he sometimes becomes a student and interacts with the students as a friend. It evokes the sense of real communication. The traditional picture of teacher during students discussion, role play, or group decision-making activities, is of people who 'stand back' from the activity, letting the learners get on with it and only intervening later to offer feedback and \ or correct mistakes. But at present she should be an active participant in the classroom interaction.

Organizer: This role involves the activities like giving the students information, telling them how they are going to do the activity, putting them

into pairs or groups, and finally closing things down when it is time to stop. The teacher should organize the activities which students are going to do in such a way that they can understand what they are going to do and these activities genuinely engage students in an interaction. Without proper organization, classroom becomes noisy and chaotic.

Guide: The teacher as a guide shows the ways to do the activities. She/he must be a model. She\he should make students clear on how they are going to do the activities. She\he helps students if necessary, acts himself/herself and students follow him/her. She/he should not be a controller.

Need Analyst: The teacher has to conduct the activities according to the need of students, although it seems difficult and impractical. In communicative language teaching teacher should assume a responsibility for determining and responding to the learners' language needs. This may be done informally by asking students' perception of his or her learning style, learning assets and learning goals. It may be done formally through administering a need assessment instrument e.g. questionnaire interview, etc.

Counselor: The teacher should provide good counseling. She/he has to be a source of counseling so that students are encouraged to interact effectively. As a counselor, she/he can paraphrase vague ideas of students, confirm to their ideas and provide feedback.

Group Process Manager: Communicative language teaching needs to be student centered. For that the teacher must have different classroom management skills like organizing group works, pair work, project works etc. She/he has to organize the classroom as a setting for communication and communicative activities.

Summarizing above discussed roles of teachers, we can say that the teacher is a facilitator of his or her students' learning. As such she/he has many

responsibilities to fulfill and many roles to play. She/he is the manager of classroom activities. In this role, one of his/her major responsibility is to establish situation likely to promote communication. During the activities, she/he acts as an advisor, as answering student's questions and monitoring their performances. At other time, she/he might be a co-communicator or engaging in the communicative activity along with the students.

2.1.5 Role of Learners in the Communicative Classroom

Learners are the receivers of the message. If a teacher gives new ideas for learning new language through communicative teaching, the language classes become learner-centered. There is more focus on learning process in a communicative classroom rather than the focus on mastery of language forms. The learners are themselves autonomous who are involved in the activities and motivated towards language learning rather than spoon-fed. The role of learners in communicative classroom are active participants. So, the students are communicators, they should actively be engaged in negotiation of meaning in trying to make themselves understand and in understanding others even when their knowledge of the target language is incomplete. So learners are seen more responsible to manage their own learning. Some other related role of learners in communicative classroom are negotiator, active participant, co-operative interlocutor, responsible member of learning group, etc.

2.1.6 Strategies used in Communicative Classroom

While teaching English language, teachers should follow different procedures, strategies and approaches in the communicative classroom. The teacher must apply different types of classroom strategies otherwise teaching never becomes effective and creative. It means, the communicative strategies in the classroom show teacher's student's competence in language. Mainly, the learner should be involved in the exercise, communication process, information sharing,

negotiation of meaning and interaction in classroom strategies. They are often assigned to focus on completing task. In teaching English language, teacher can teach them in various ways as, making groups, giving them communicative task and group works based on different materials for related activities.

Some communicative strategies that can be exploited in a communicative classroom, as mentioned by Littlewood (2004, p. 42) are given below:

-) **Drill:** It is the powerful means to reinforce student's speaking ability. Different types of drills such as repetition drill, substitution drill, expansion drill, chain drill, transformation drill, completion drill, group drill and question answer drill can be practiced.
-) **Pair work:** Two students are actively engaged in a task employing the language (Spoken form). It can be in the form of dialogue, role play, picture description or problem solving.
-) **Group work:** Students work in a small group of 4/5 for problem solving, topic discussion, debate, role play and other tasks. Group work can be free or guided but it compels each member of a group to speak something.
-) **Role Play:** Students are provided a role card in which their role is mentioned. Students imagine a situation outside the classroom, use appropriate language and perform their respective roles. It is an expansion of dialogues technique where learners perform and play.
-) **Recitation:** students say a series of things aloud. They may directly read out the written script from their textbook or say the thing that they have already memorized like poem and story.

-) **Discussion/Debates:** Students discuss on a topic provided by the teacher or selected by them in pairs or groups or a teacher can put a debatable issue in the group and let them debate in favour of or against the idea with convincing arguments to defend others and support own view. Often the monitor/team leader is responsible for reporting the final outcome of discussion or debate.

-) **Speeches/Prepared talks:** Students prepare for a speech to be delivered in the class in the specific topic given by the teacher or selected by them. After the enough preparation, they present their speech among their friends and teacher. The topic should be selected considering the level and interest of the students.

-) **Impromptu speeches:** Prepared talks are appropriate for the beginners whereas impromptu (not prepared) speeches are appropriate at the later stage. Teacher provides a topic and students have to say whatever they know about the topic and immediately within the time provided.

-) **Talking to the native speakers:** The teacher may take the students outside the classroom and let them talk to the native speakers. If there is any tourist spot nearby the school, this technique can be proved really beneficial for practicing speaking.

-) **Summarizing the newspaper article or news story:** Students read any newspaper article/news story and present the summary in front of the classroom.

-) **Story telling:** Students are asked to tell the story that they have recently heard from their teacher/read in the text book or story book/heard in the past. The teacher should not interrupt the students while they are telling

the story though they happen to make any errors. The interruption may discourage the smooth flow of their speech.

-) **Describing pictures, maps, charts:** Pictures, posters maps or photographs can be the best way to get involved in for learning a language. Student can get involved in varieties of language activities like, describing picture, comparing the pictures, giving directions, giving instructions and so on either individually or in a pair and a group.
-) **Cliffhanger:** A cliffhanger is a story which suddenly stops at an exciting moment, such as when a character is hanging off a cliff. Teacher gives a dramatic story and stops it at a crucial point. Students just give a sentence or two orally to finish the story. If time favours, teacher can collect the endings of the students the read them to the class or type them up and let the class vote on the best ending. It is a great fun activity to the students.

2.2 Review of Related Empirical Literature

Different research works have been carried out under the Department of English education to find out the problems and challenges in existing approaches. Among various researches carried out in the field of English language teaching and proficiency, some of them which seem relevant and contributory to my research have been reviewed below to facilitate the present work.

Shrestha (2007) carried out a research on "Learning and Teaching through Communicative Approach: A Reflective Inquiry on Experiences". The main objectives of his study were to find out the effectiveness of using CLT (communicative language teaching) in the classroom and to explore personal response of the students on communicative. He used auto ethnographic method as a research design. The main tools for data collection of his study were

observation checklist and questionnaire. He sampled eighty students of higher secondary level through non purposive sampling procedure. The major finding of his study was that a new method and strategies were used as new reference for reflecting and rethinking about teaching and learning process.

Adhikari (2009) carried out a research on "Teaching of Drama in Nepal: Communicative or Traditional". The main objective of his study was to find out the classroom approach or strategies and techniques of teaching drama in the English classrooms of Nepalese colleges. He carried out research process among eighty college level students especially in the field of language teaching by using judgment random sampling procedure. The main tools for data of collection of his study were classroom observation and interviews. The major findings of his study were that college teachers used traditional methods rather than communicative approaches in the drama classroom. The learner-centered teaching materials and teaching procedures were also utilized by the teachers.

Chaulagain (2009) carried out a research on "Secondary English Teachers' Perceptions on Communicative Language Teaching". The main objective of his study was to find out perceptions of secondary level English teachers about the principles of CLT. The major tools for data collection of his research were questionnaire and interview. He selected fifteen teachers for an interview on the basis of purposive sampling procedure. The major findings of his study were that all the respondents had positive perceptions and attitudes towards CLT and teachers understanding about the theory and principles of CLT can be said to have played the significant role in its proper implementation in EFL classroom.

Subedi (2009) carried out research on "Developing Speaking Proficiency of Grade Ten Students". The main objective of her study was to identify the problems in the development of speaking proficiency with reference to the students of grade 10 of Bardiya District. She used interview and observation as the major tools. She selected Bardiya district of mid western developmental region. The researchers chose purposive homogeneous sampling and took small number of informants i.e., 4 teachers and 4 students and four classes for

observation. The major findings of her study were that teachers had no adequate knowledge and expertise in the use of communicative method and activities. The teaching and learning system in Bardiya district was totally examination oriented. Moreover, examination was primarily focused on paper-pencial test. Speaking test was taken just as formality.

Khadka (2011) carried out a research on "Challenges faced by secondary EFL teachers in teaching speaking skills". The main objective of her study was to explore the challenges faced by secondary EFL teachers in teaching speaking skills in the classroom. She used interview and observation as the major tools. She selected seven teachers of secondary EFL from six different government through judgmental sampling from schools of Kathmandu. The major findings of her study were that all teachers' emphasis was on the speaking skill in English which is important in teaching and learning system. All the teachers argued that English speaking is difficult because they did not get enough time to practice and almost all teachers revealed that they got less exposure in English for the language of text book and the language used by text.

Giri (2012) carried out a research on "Developing Speaking Skills in EFL Classrooms". The main objective of his study was to investigate the current strategies used by secondary level English teachers to teach a foreign language. He used interview and observation as the major tools. He selected Mid-Western part of Nepal; Dang district. He sampled six English teachers of public school of Ghorahi area of Dang district by using purposive sampling in order to access knowledge of pupil. His research was an ethnographic research. The major findings of his study shows that teachers were found to use both Nepali and mixed medium to teach English where their job was to translate the target language in to Nepali.

Though, the above mentioned studies have been carried out in the field of speaking skill and teaching through communicative approach, my study is different from those. I do not claim that my research can be completely innovative than these previous research studies, however I can claim that my study shows wide range of strategies that are used by the teacher to improve

communicative skills of the learners. The difference between this without of theirs .The difference is that all of those researches were related to the study of strategies used for developing speaking skill. Unlike those research which mainly focused on learning problems of students, my study is mainly concerned with the teaching strategies used by teachers for improving communicative skill. So, it provides new insights in the field of language teaching and learning.

2.3 Implications of the Review for the Study

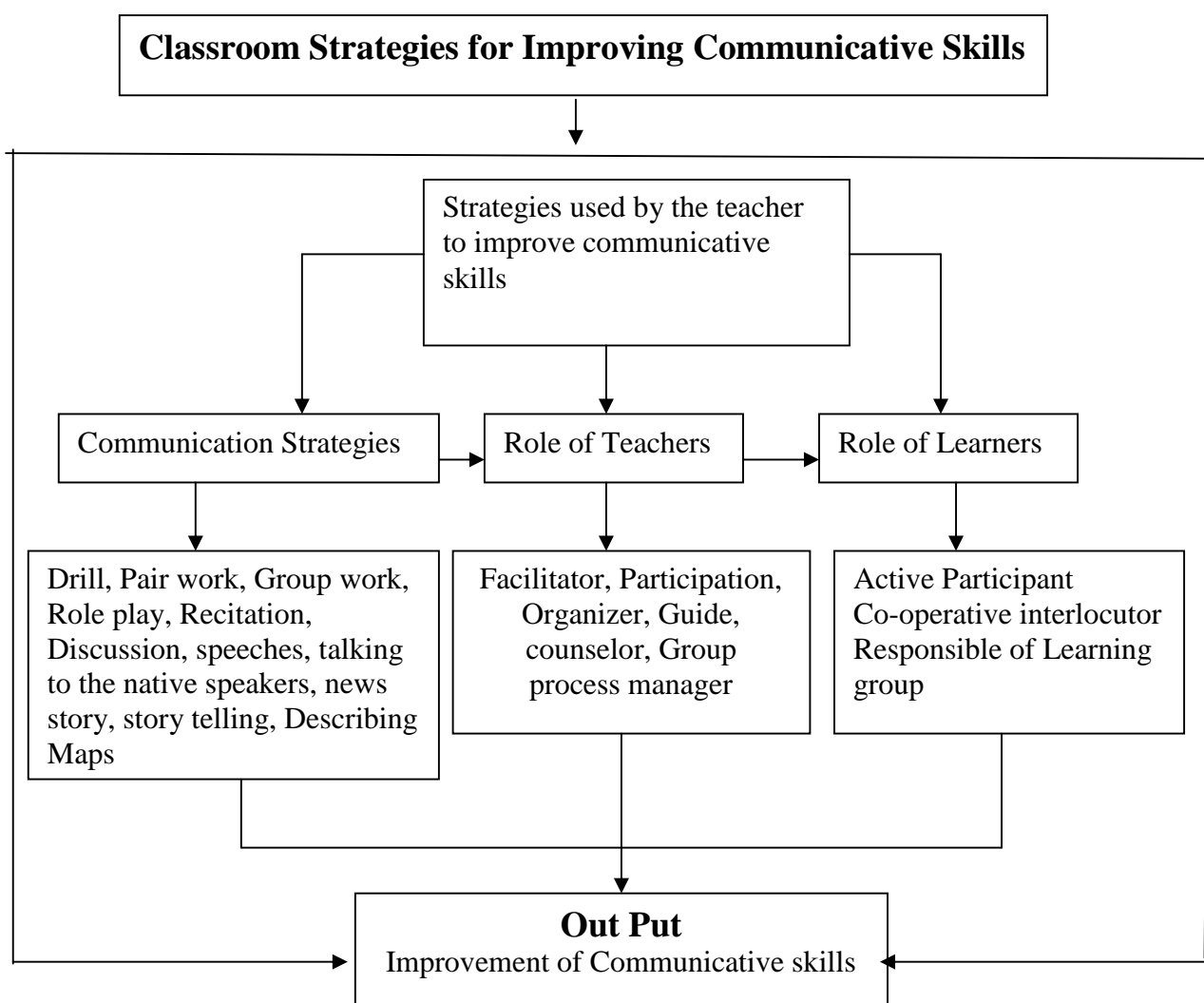
At first, the literature review helped me to understand the topic more clearly. It is of crucial importance for my research study. It helped me to get insight about theory and trends and provided a clear path to walk. It provided theoretical backup. It helped me to establish the link between the related studies and develop critical thinking about the findings and methodology. It also helped me to show the validity of my entire methodology that can be adopted. It also provided insights about the systematic way to interpret the data and draw the valid conclusions.

The above theoretical and empirical review helped me to understand the English teachers' perceptions on communicative language teaching, developing speaking proficiency and many more. This research has got clear roadmap from the reviewed literature. I have followed the same methodology that I have found in reviewed literature. No researchers have been carried out on the same topic but have some related studies that facilitate to draw more contextual and valid findings to present research.

In fact, the study of Giri (2012) helped me to design tools and research methodology. Similarly, it helped me to scrutinize my findings and suggested implications. It helped me to study the problems systematically and logically. The study of Chaulagain (2009) widened my concept regarding communicative language teaching and preparation of data collection tools. Likewise, the study of Shrestha (2007). Adhikari (2009), Subedi (2009) and Khadka (2011) provided knowledge on different facets of communicative approach.

2.4 Conceptual Framework

Conceptual framework is the plan or frame for the whole research process on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole idea at the first glimpse. The whole study proceeds through the given framework. It shows that the various strategies that can be used while teaching language items to improve their communicative skills.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter is about the methodological part of this research. It includes the design and method of the study, population, sample and sampling strategy, study area/field, data collection tools, data collection procedures, data analysis and interpretation procedure.

3.1 Design and Method of the Study

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data. The design of the study is survey. As survey usually addresses the large group of population, sampling is a must to carry out the investigation. It is one of the cross-sectional studies which address a large group of population in reference to the educational information. In survey research, the structured tools are used to collect quantifiable data from the selection of the representative sample and data is collected only at a single time. For the purpose of comprehensive study with huge amount of data, I adopted survey research design in this study.

Survey is a traditional research design. It is a blueprint or detailed plan for how a research study is to be completed—operationalizing variables so they can be measured selecting a sample of interest to study, collecting data to be used as a basis for testing hypotheses, and analyzing the results (Thyer, 1993, as cited in Kumar, 2009, p. 84).

Survey is a superficial study of an issue or phenomenon. It is a general view and characterization of the circumstances and the testing of their status. It is the most commonly used method of investigation in educational research.

According to Nunan (1992, p.140), "The main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time." It is mainly carried out to find out people's attitudes, opinions and the specified behavior on certain issues, phenomena, events and/or situations. The finding of survey is generalizable and applicable to the whole group. Kidder (1991):

Survey is the best research design carried out to find out public operation, and the behaviors and attitudes of different professionals to access certain activities and study certain trends almost at single point of time. No other research strategy matches the strengths of survey research in its potential for handling external validity (p.81).

The above definitions suggest that a research design has two major functions. The first relates to the identification and development of procedures and logistical arrangements required to undertaken a study, and the second emphasizes the importance of quality in those procedures to ensure their validity, objectivity and accuracy. The study design is a part of the research design. It is the design of the study per se, whereas the research design also includes other details related to the carrying out of the study. So, a research design is a procedural plan that is adopted by the researcher to answer questions validity, objectivity, accuracy and economically.

Characteristics of the Survey Research

- Survey is one of the cross - sectional studies.
- Survey generally addresses a large group of population in reference to the educational information.
- The structured tools are used to collect quantifiable data.
- Selection of the representative sample is a must.
- Data in survey is collected only at single time.
- Survey's findings are generalizable and applicable to the whole group.
- Survey is a hypothetic-deductive study.

Procedures of Survey Research

Generally, the survey research follows the following procedures:

Step 1: Defining objectives

In order to carry out any type of research work, the first task of any researcher is to define objectives of the study. So is the case with survey research. What we want to find out should be clearly written in our research work. If we carry out research work without defining objectives, it will lead us nowhere.

Therefore, defining objectives is the first and the most important thing in any research design.

Step 2: Identify target population

Under this step, target population of the study is mentioned. For example, students, teachers and so on.

Step 3: Literature review

Under this step, related literature is reviewed. It helps to know about what other have said or discovered about the issues.

Step 4: Determine sample

In this step, we need to be clear about the total population that we are going to survey. At the same time, what kind of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling has to be fixed/considered.

Step 5: Identify survey instruments

In this step, we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist and so on.

Step 6: Design survey procedure

After preparing appropriate tool for data collection, the process of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedure

After collecting raw data, it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median and so on.

Step 8: Determine reporting procedure

Finally, after analyzing the data we have to prepare the report of our research. It can be written in a narrative way with description.

Source: Sheliger, H.W. and Shohamy, E. (1999)

3.2 Population, Sample and Sampling Strategy

The population of the study were all the secondary level English teachers of Kathmandu valley. Two teachers from Mangal Higher Secondary School were selected as the sample in this study. The sample respondents were selected through purposive non-random sampling procedure.

3.3 Study Area/Field

The area of this study was Kathmandu valley and the field of it was concerned to the study of classroom strategies used in, communicative language teaching.

3.4 Data Collection Tools

Classroom observation checklist was used as the tool for data collection in this study.

3.5 Data Collection Procedures

The researcher followed following procedure while collecting the data for this study:

- a. First of all, I selected the twenty schools in Kathmandu valley purposively.
- b. Then, I selected forty secondary teachers purposively.
- c. Then, I visited the selected schools and described purpose and process of the study.
- d. I got permission with principle or respected teachers to carry out research.
- .e. Then, I selected two secondary level English teachers from selected schools.
- f. At lasts I collected the data from classroom observation by using the prescribed checklist.

3.6 Data Analysis and Interpretation Procedure

Systematically collected data were analyzed and interpreted descriptively using simple statistic tools like percentage, frequency, table, etc.. I presented the facts in different lists, points, tables and charts.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter is concerned with analysis and interpretation of the data collected through questionnaire. In order to carry out this study, the researcher followed survey design. Forty teachers of secondary level school were selected by purposive non random sampling procedure. The researcher used observation checklist as the tool to collect the data. After the observation of observed forty classes, two classes of each respondent, I came to analysis and interpretation of the data. The data have been analyzed and interpreted below.

4.1 Analysis and Interpretation of the Data

This research work is primarily concerned with the primary sources. The data for this research work were collected through observation checklist. I observed 40 classes and kept the record of those classes. The systematically collected data have been analyzed, interpreted and tabulated descriptively in detail. The analysis has been carried out under the following heading:

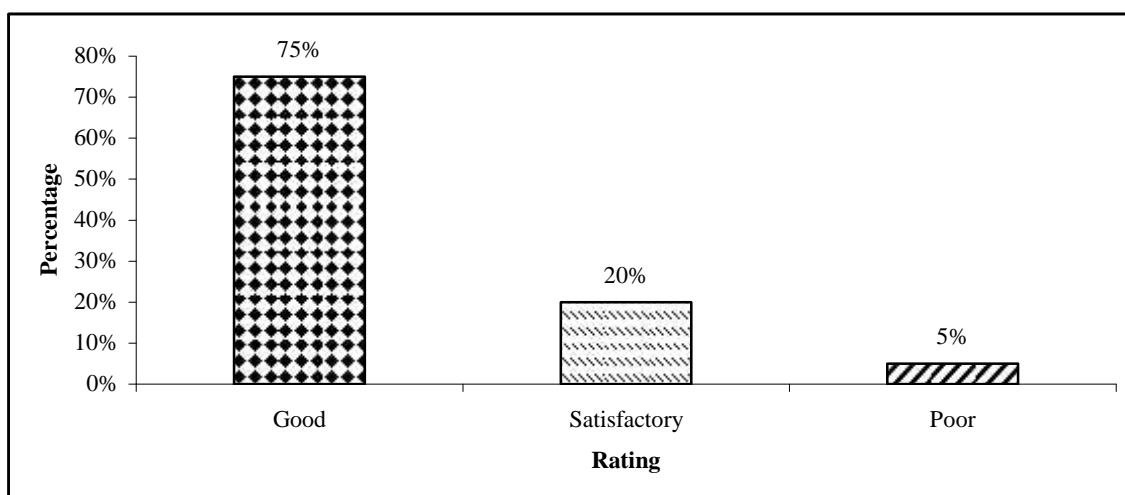
4.1.1 The Role of Teacher in Classroom

In the period of observation, the records of strategies that were used to improve skills of students teaching English to improve communicative skills were taken. I prepared an observation checklist and observed forty classes, twenty classes of two selected teachers. I observed the classroom teaching mainly to verify the strategies which they claimed to apply in the classroom. For analyzing the strategies of English teachers, I used three rating-scale observation checklist having three alternatives as 'Good', 'Satisfactory' and 'Poor'. Here, the individual activities obtained from the observation checklist have been analyzed and interpreted separately under different headings. The teachers were found to have different roles in their classroom. From the observation, I found following roles of them in the classroom.

(a) Teacher in the Role of Facilitator

The first role of any teacher in the communicative classroom is to facilitate the communication process between all participants in the classroom, and between the participants and the various activities required in the texts. This provides learners with scaffolding to advance their communicative competence. It equally tends them to be an active participant in the classroom. The analysis of the data related to the role of teachers as facilitator is presented in the following figure.

Figure No. 1
Teacher in the Role of Facilitator



The above figure shows that out of forty classes observed, 30 classes (i.e. 75%) were found to be good. Similarly, 8 classes (i.e. 20%) were found to be satisfactory, however, 2 classes (i.e. 5%) were found to be poor. Thus, a majority of teachers (i.e. 75%) were found to be performing the role of facilitator to enhance the communicative competence of the learners.

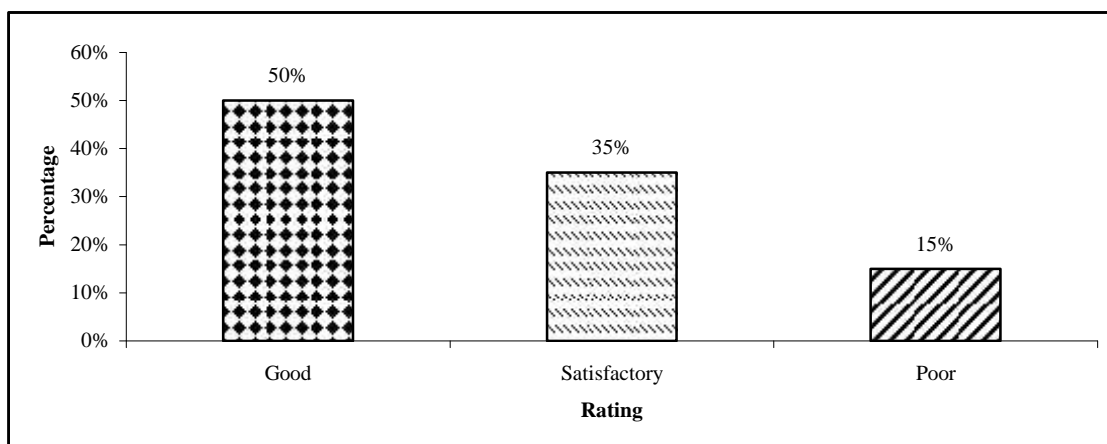
(b) Teacher in the Role of Participant in the Classroom

The teacher's role in communicative class should be an independent participant within the teaching learning practices. This role is closely related to the

objective of the role of the facilitator and arises from it. The data obtained from the classroom observation in this regard have been presented below:

Figure No. 2

Teacher in the Role of Participant in the Classroom



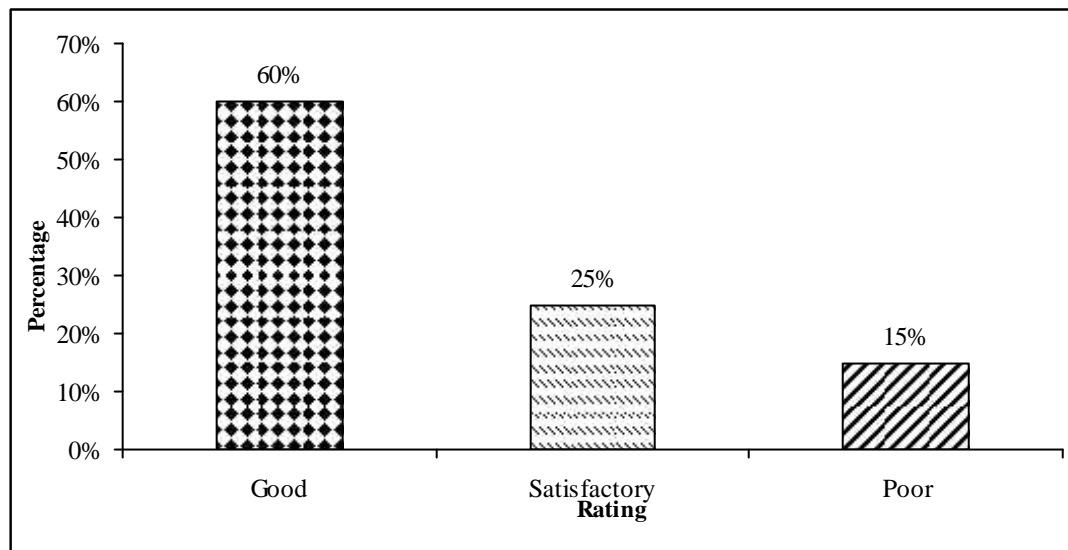
The above figure clearly shows that out of 40 classes observed, 20 classes (i.e. 50%) were found to be good. Similarly, 14 classes (i.e. 35%) were found to be satisfactory and 6 classes (i.e. 15%) were found to be poor. Thus, half of the classes involved good participation of the teacher to initiate platform for the learners to become more interactive and versatile in classroom.

(c) Teacher in the Role of Organizer

A teacher is a good model and living resource for the learners in the communicative classroom. He/she has to perform the role of an organizer in providing resources and has to be resource himself. The data obtained from classroom observation in this regard have been presented as follows:

Figure No. 3

Teacher in the Role of an Organizer



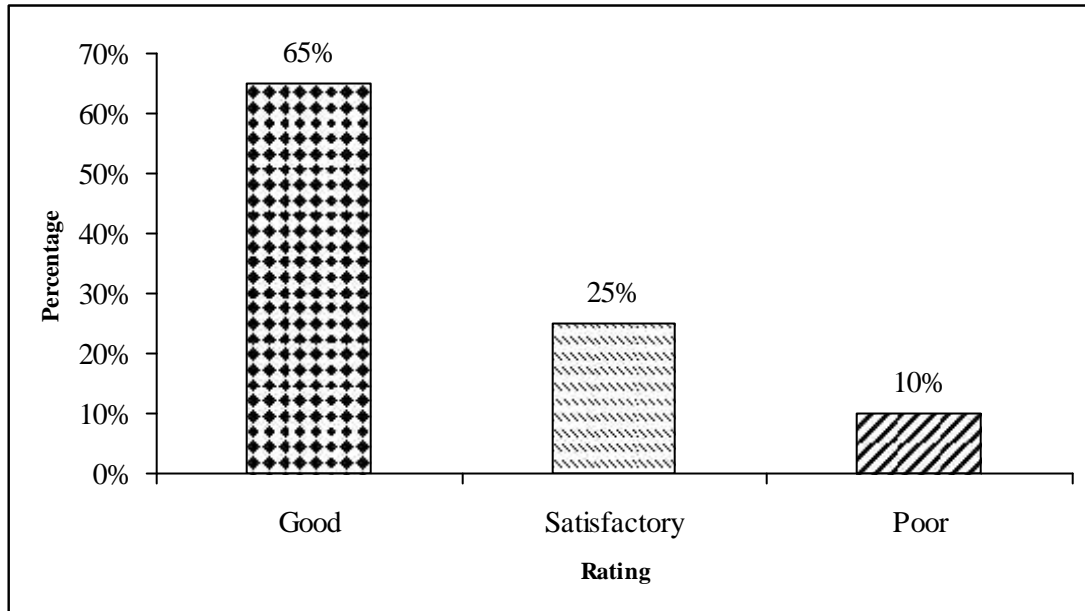
The above figure shows that out of 40 classes observed, 24 classes (i.e. 60%) of teachers were found to be good. Similarly, 10 classes (i.e. 25%) were found to be satisfactory and however, 6 classes (i.e. 15%) were found to be poor. Hence, in a large number of classes, teachers were found to be good organizer of the resources for the learners in their classroom teaching.

(d) Teacher in the Role of Need Analyst

The CLT teacher assumes a responsibility for determining and responding to language learners' needs. This may be informally and personally through one to one session with students in which the teacher talks through such issues as the student's perception of his or her learning style, learning assets and learning goals. It might be done formally through administering a need assessment instrument which contains items that attempt to determine an individual's motivation for studying the language. The data obtained from observation checklist in such concern is presented in the figure below.

Figure No. 4

Teacher in the Role of Need Analyst

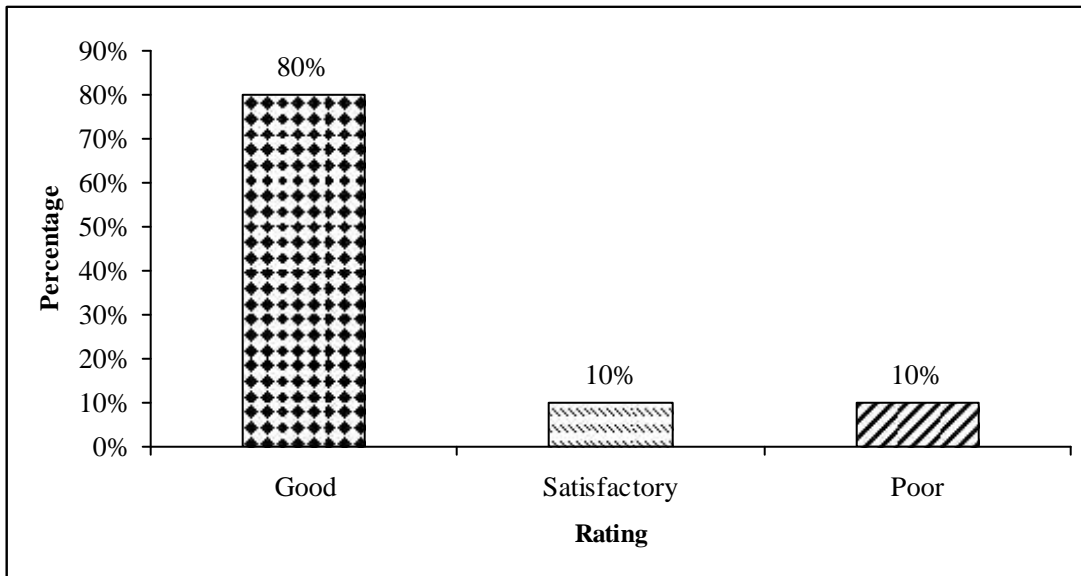


The figure above shows that a majority of the teachers i.e. 65% were found to be good at performing the role of need analyst. Similarly, 25% teachers were found to be satisfactory. However, 10% classes were found to be poor to perform the role of need analyst in the classroom. Thus, in a very large number of classes, teachers were good at catering the needs and interests of the learners to make them communicatively competent.

(e) Teacher in the Role of Counselor

The role of counselor is an important role of a teacher in the communicative classroom to foster inner capacities of the learners. The teacher-counselor is expected to exemplify an effective communicator seeking to maximize the meshing of speaker's intention and hearer's interpretation through the use of paraphrase, confirmation, and feedback. The data obtained from the observation have been presented below:

Figure No. 5
Teacher in the Role of Counselor



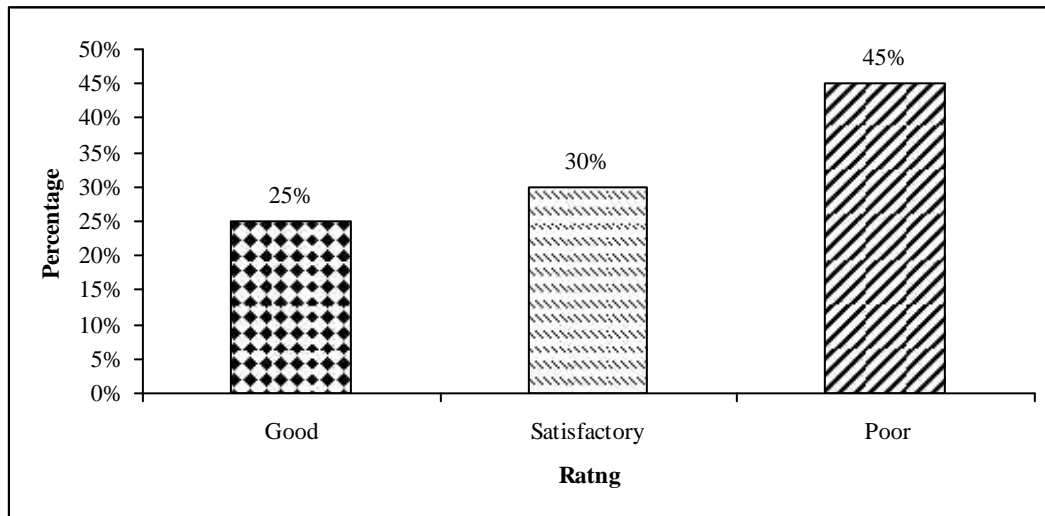
The figure above displays that out of total classes observed, 80 percent teachers performed the role of counselor well. Similarly, 10% teacher's role as counselors was found to be satisfactory. However, in 10% classes, the teachers had poor performance with regard to their roles as counselors in the communicative classroom.

(f) Teacher in the Role of Group Process Manager

Communicative classes require teachers to acquire less teacher-centered classroom management skills. It is the teacher's responsibility that he/she has to organize the classroom for communication and communicative activity, pointing out alternatives and extensions and assisting groups in self correction and discussions. The data obtained related to the role of group process manager have schematically been presented in following figure:

Figure No. 6

Teacher in the Role of Group Process Managers



The above figure clearly displays that 45% teachers were found to have the poor role of group process manager. Similarly, 30% teachers were found to have satisfactorily performed the role of group process management. However, only a few of them had a good knowledge of group process managers for providing communicative environment in their classroom.

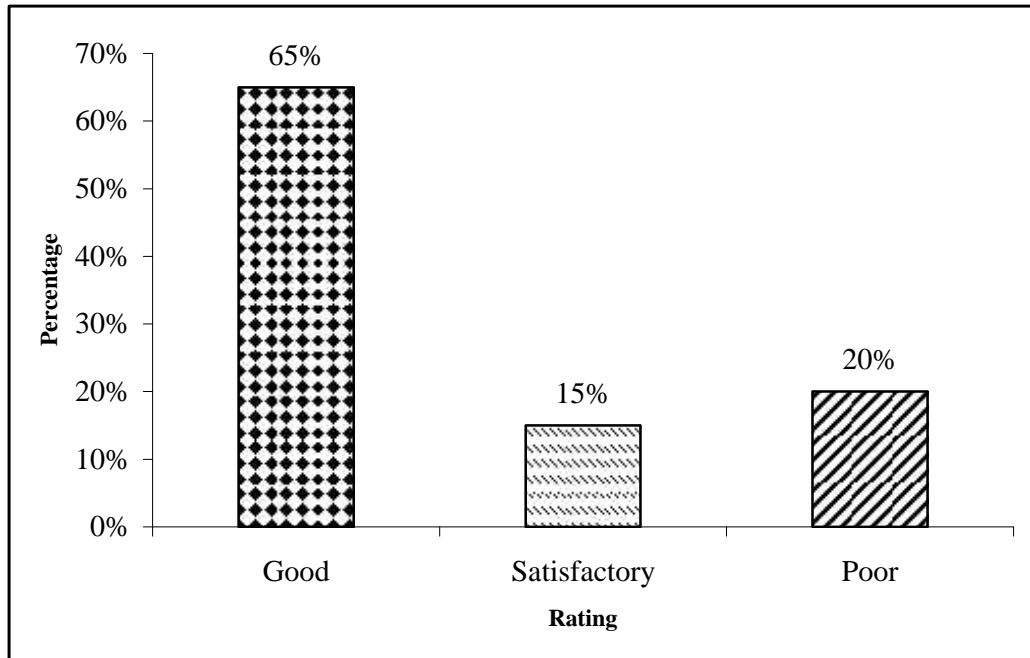
4.1.2 Role of Learners in the Classroom

In the process of classroom observation. I had also observed the role of students as they performed in the class. They were also found to have different roles in their classroom. The detail of which is presented in following sub sections.

(a) Learners as Versatile and Interactive

When language learners become versatile and interactive in the classroom, the pace of learning is geared to a greater extent. It brings variety in the classroom. The data obtained from the classroom observation related to the role of learners as versatile and interactive students have been presented below:

Figure No. 7
Teachers as Versatile and Interactive



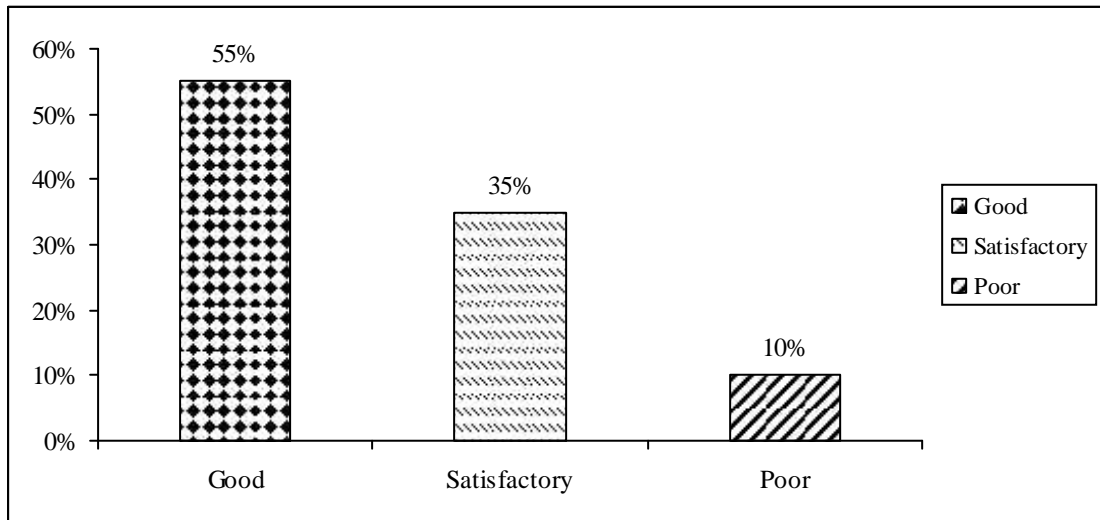
The above figure shows that a majority of the learners i.e. 65% were found to be good at being versatile and interactive in their classroom. Similarly, 15% learners were found to be satisfactory at being interactive in the classroom to make the teaching lively. However, 20% learning were found to be poor at being versatile and interactive. Thus it becomes clear that learners were versatile and interactive in their classroom.

(b) Learners as Active Participant in the Classroom

Curiosity among the learners towards subject matter has a lot to do with learning. It is a key to learning. Teaching and learning without motivation turns to be futile and abortive. Thus, the learners should be active participant. They should be ready to receive the contents fed to them. The data obtained from classroom observation regarding their participation in classroom learning have been presented below:

Figure No. 8

Learners as Active Participants in the Classroom

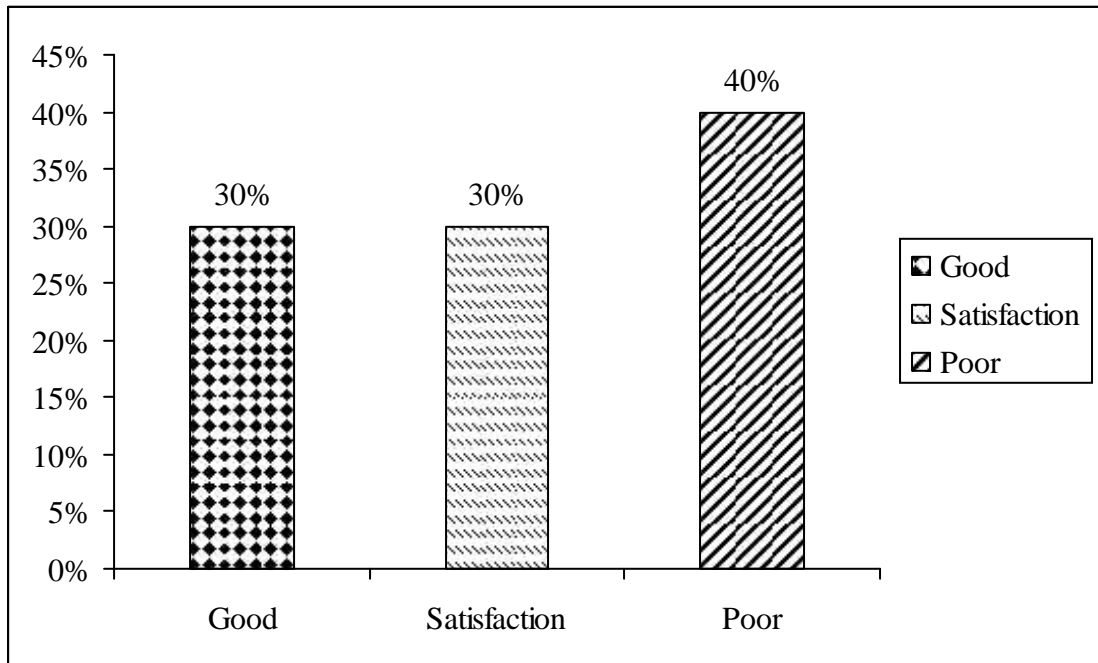


From the above figure, it is found that 55 percent students were actively participated in learning. Similarly, 35 percent students were found to be satisfactorily participated in the classroom. However, 10% students were found to show poor participation in the classroom. In fact, many students were found as active participants in the classroom.

(c) Learners as Risk-takers

Learners will require many tasks learns to create and interpret messages for which they lack full linguistic resources and they have poor experience. In fact, this is said to be the point of such tasks. Practice in restating, paraphrasing, using paralinguistic signals, and so on, will often be needed. The skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners are also required to be developed. I have also observed the risk-taking behaviours of the students in my classroom observation. The data obtained from the classroom observation have been presented in the following figure:

Figure No. 9
Learners as Risk-takers

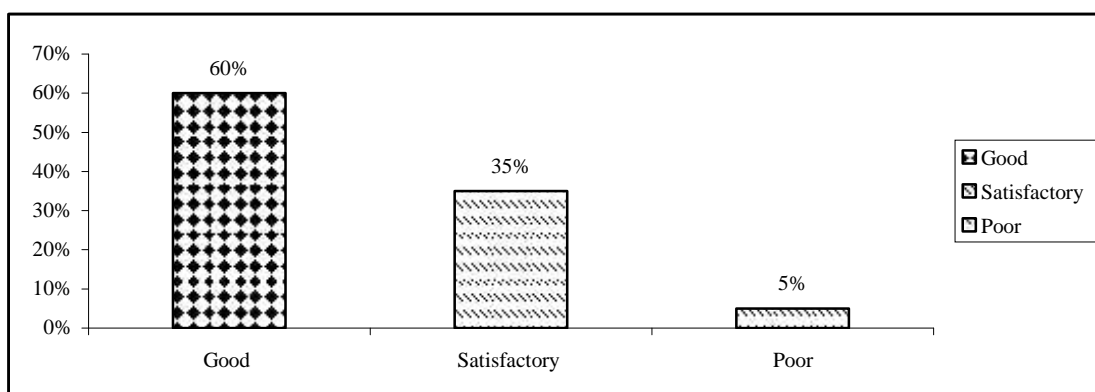


From the above figure, it becomes clear that in 40 percent classes, students were found to have the poor role of risk taker in the communicative classroom. Only in 30 percent classes, students were found to have good role of risk taker. Likewise, 30 percent students were found to be satisfactory with regards to risk-taking role. It reflects that many students do not want to be risk takers in the communicative classroom to guess some unknown ideas.

(d) Learners as Co-operative Interlocutors

The co-operation among the learners has an influential role in learning language. Unless the students have good relationship with their peer groups, the teaching and learning become meaningless. So, learner should contribute as much as he gains, and thereby learn in an interdependent way. The learners should see that failed communication is a joint responsibility and not the fault of only a speaker or listener. The data obtained from the classroom observation regarding co-operation have been presented in the given figure.

Figure No. 10
Learners as Cooperative Interlocutors

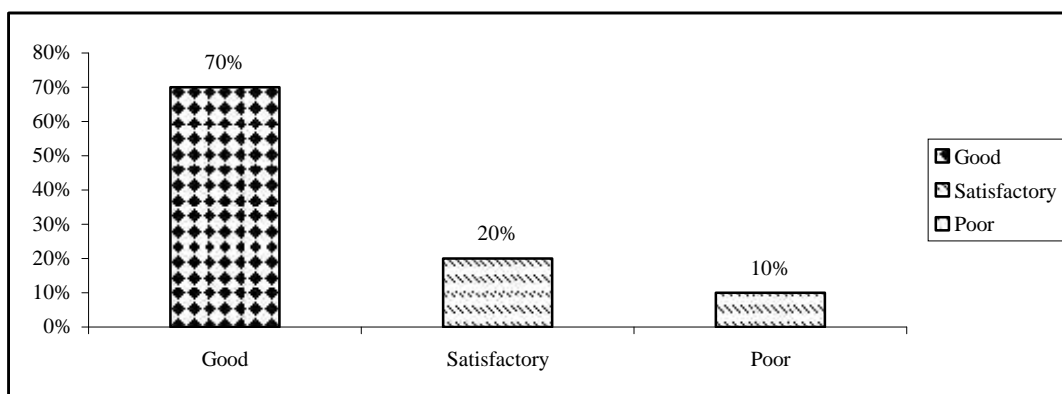


From the above figure, it can be said that 60% students were found to be good cooperative interlocutors. Similarly, 35% students satisfactorily performed the role cooperative interlocutors. However, only 5% students had poor role as cooperative interlocutors. It presents that a majority of students had a good sense of cooperation to maintain it as scaffolding for communication.

(e) Learners as Response Towards Questions

Students should be responsive in a communicative class. The students' response towards questions reflect that whether students have understood what have been taught and discussed them in the classroom. The data obtained from the classroom observation regarding this item have been presented in the following figure:

Figure No. 11
Learners as Response Towards Question



As it is mentioned in the above figure, 70 percent students were found to be good responsive towards the questions posed to them. Similarly, 20 percent students were found to satisfactorily respond the question posed and only 10% students had poor performance with regard to this item. From this, it can be said that a large number students were attentive and responsive towards questions posed to this.

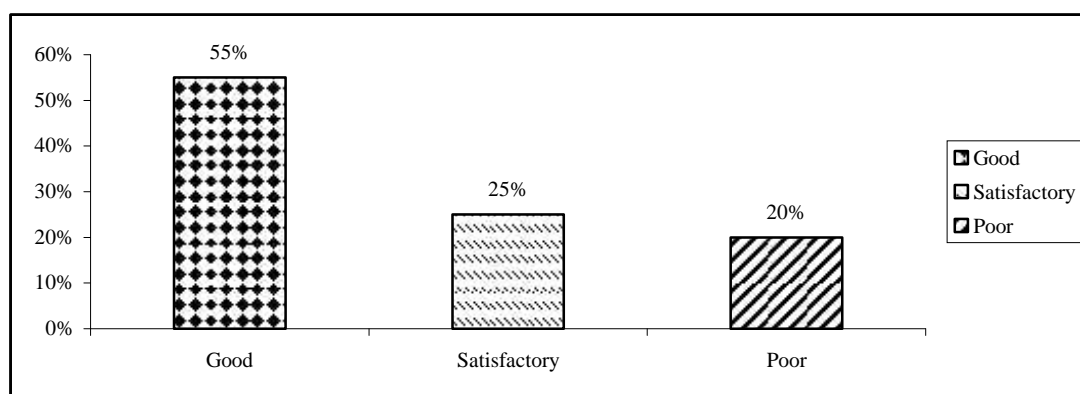
4.1.3 Strategies Used in Communicative Classroom

The central concern of the research was to explore the strategy used in communicative classroom. So in my observation, the data regarding the classroom strategies adopted by the English teachers to improve the communicative skill have been discussed below:

(a) Use of Drill as a Strategy in the Classroom

Drill is the powerful means to reinforce students' speaking ability. It helps to develop speech as the part of their daily habit. Different types of drills, such as repetition drill, substitution drill, expansion drill, chain, drill, group drill and question answer drill can be practiced. From the observation, the teacher were found engage their students in different types of drills in the classroom. The data obtained from classroom observation have been presented below:

Figure No. 12
Use of Drill as a Strategy in the Classroom

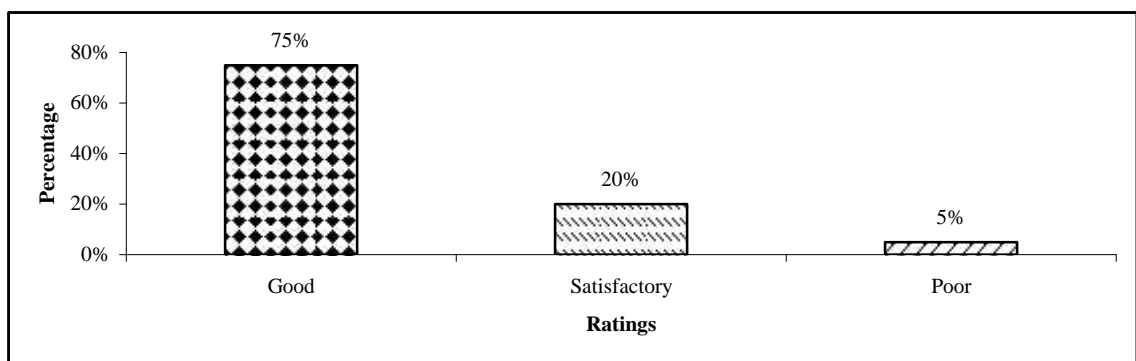


From the above figure, it is clear that 55 percent classes were found to be good at using drill in the classroom. Similarly, 25 percent classes were found to be satisfactory at using drill in the classroom. However, 20 percent classes were found to be poor at using drill in the classroom. In overall, it can be said that most of the communicative classes had the provision of drilling as the strategy to improve communicative skills.

(b) Pair Work and Group Work as the Classroom Strategies

Nowadays, it is expected that teaching methods, techniques and activities should be student centered and students should get chance to learn taking part themselves in various activities in a cooperative and collaborative environment. Collaboration and co-operation can be achieved through group works and pair works. Moreover, in the context of large multilevel ELT classes, these are the key techniques to be applied in order to involve all and keep them busy. The systematic presentation of the data obtained from classroom observation regarding the use of pair work and group work as the strategy of communicative skills have been presented below:

Figure No. 13
Pair Work and Group Work as the Classroom Strategies



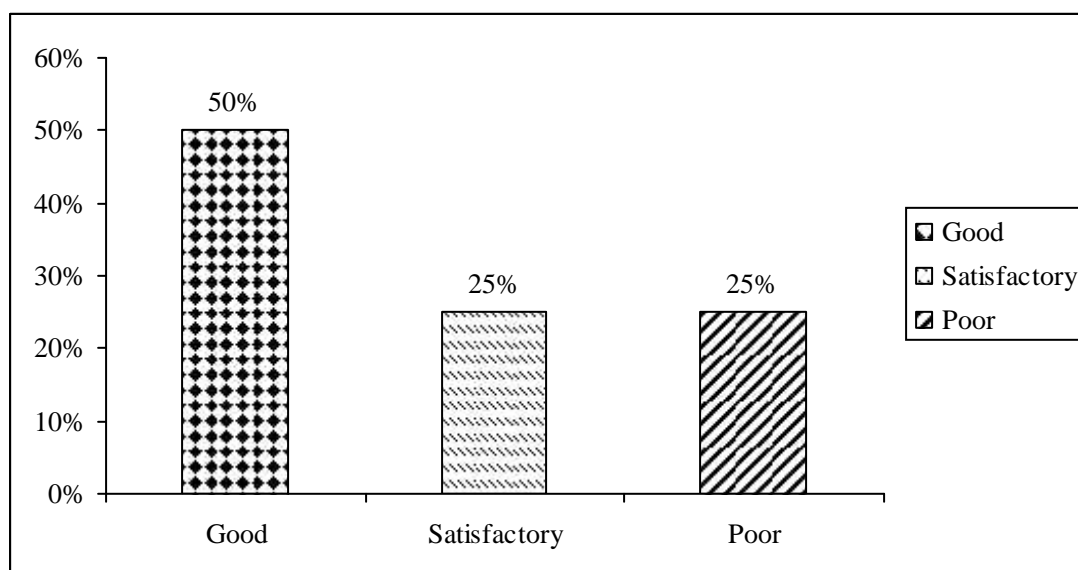
The above figure shows that 75 percent classes were found to have the good provision of pair work / group work. Similarly, 20 percent classes were found to be satisfactory at conducting group work / pair work. However, 5 percent

classes were found to be poor at conducting pair work/ group work. This shows that teachers were found to use group works / pair work to enhance the communicative competence.

(c) Role Play as the Strategy

Role play is a sophisticated activity to facilitate communication skills of the learners. Students are provided a role card in which they are assigned a particular role to be played. Students imagine a situation outside the classroom, use appropriate language and perform their respective roles. It is an expansion of dialogue technique where learners perform and role play. The data obtained from classroom observation regarding role play activity have been presented below:

Figure No. 14
Role Play as the Strategy



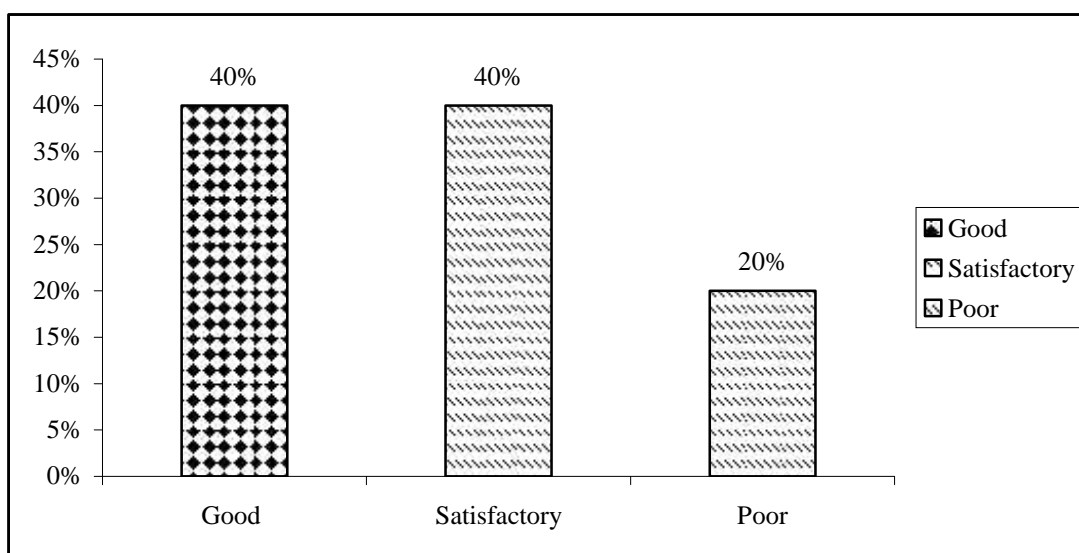
The figure above shows that out of 40 classes observed, 20 classes (i.e. 50%) were found to be good at using role play as a strategy in the classroom. Similarly, 20 classes (25%) were found to be satisfactory at using role-play. However, 10 classes were poor at using role play to provide chance to the

learners to participate in role play activity. This shows that the teachers were aware of using role-play to involve the students in communication.

(d) Providing Communicative Situation

Creating context in the classroom provides students with the platform to play with language item. The learners can get chance to communicate what they have learnt in they are provided different strategies to talk. This provides an ample opportunity to practice the language item to be taught as well. The data obtained from classroom observation have been presented in the given below figure:

Figure No. 15
Creating Communication Situation

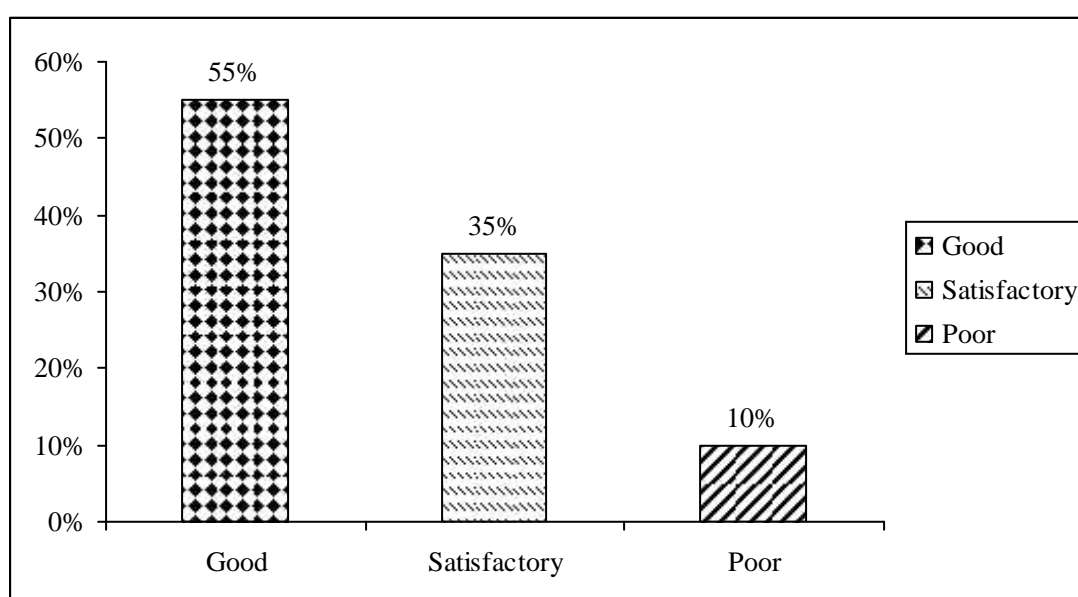


The above figure displays that out of 40 classes observed, 16 classes (i.e. 40%) were found to be good at creating communicative situation. Similar number of classes (i.e. 40%) were found to be satisfactory at creating communication situation for the learners to practice the language item. However, 8 classes (i.e. 20%) were found to be poor at creating communicative situation. From the figure, it can be said that many teachers created a pleasing environment for communication in their classes to improve communicative skills to the students.

(e) Creating Environment from Discussion

Discussion is the best way of developing communicative skills to the learners. They can easily learn to exchange their ideas and cooperate each other in the conversation. The data related to the strategy of creating environment as it was obtained from classroom observation have been presented in the figure below.

Figure No. 16
Creating Environment for Discussion

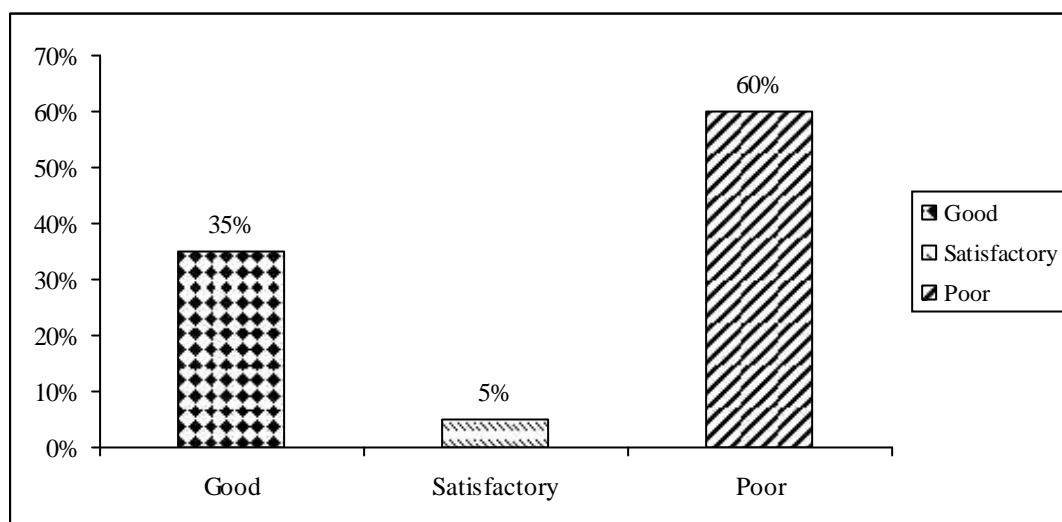


The above figure displays that out of 40 classes observed, 22 classes (i.e. 55%) were found to be at creating an environment for discussion among the students as a strategy to foster their communication skills. Similarly, 14 classes (i.e. 35%) were found to be satisfactory at creating the environment or discussion among the students to foster their communication skills. However, 4 classes (i.e. 10%) were found to be poor at creating environment of discussion. This reports that discussion was induced as strategy in the classroom to make the learners more interactive.

(f) Using Language Game as the Strategy

Language game is an activity carried out by cooperating or competing decision makers, seeking to achieve within a set of rules and their objectives. Language games make teaching lively. As we know that language learning is skill learning, which can be taught through different language games. They bring variety in language teaching and provide good practice. The data obtained from the classroom observation on this have been presented in the given figure:

Figure No. 17
Using Language as the Strategy

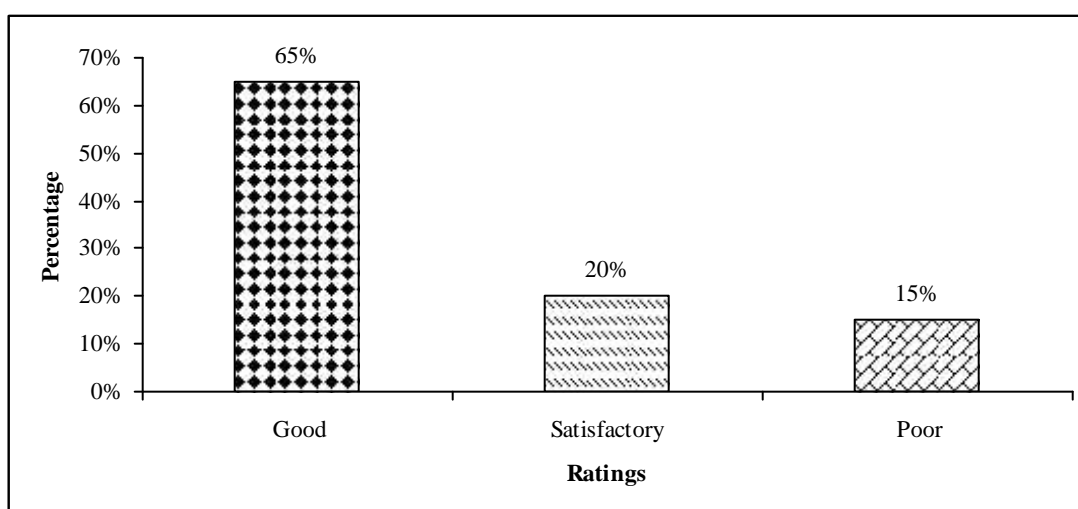


The above figure shows that out of 40 classes observed, 14 classes (i.e. 35%) were found to be good at using language game to enhance communicative practice to the students. Similarly, 2 classes (i.e. 5%) were found to be satisfactory at using language games in the classroom. However, 24 classes (i.e. 60%) were found to be poor at using language games in the classroom. From this figure, it can be explored that a large number of classes displayed poor provision of language games.

(g) Providing Feedback to the Students

Feedback, in general sense, is the information given in response to a person's performance or a task used as a basis for further improvement. Feedback plays an important role in teaching learning process. Giving feedback individually in ELT class is really very challenging task. However, it is a frequent strategy. The data obtained from the classroom observation on this behalf have been presented below in the figure below:

Figure No. 18
Providing Feedback to the Students



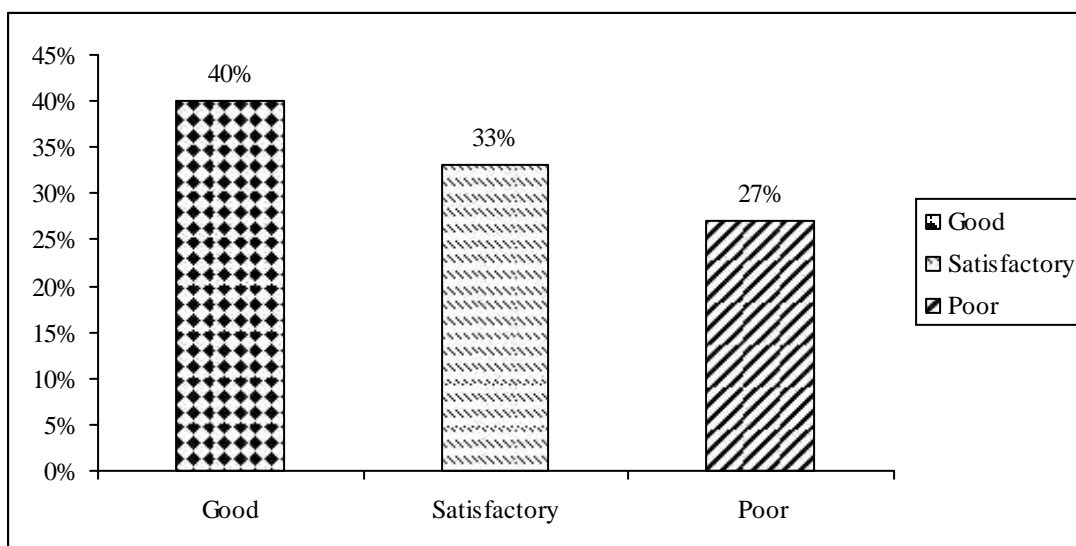
The above figure displays that 65% of classes were found to be good at providing feedback to the students. Similarly, 20% classes were found to be satisfactory at providing feedback. However, 15 percent classes were found to be poor at providing feedback to the students. It shows that feedback was provided to the students to produce correct utterance for meaningful communication.

(h) Encouraging Students to Speak in English

Encouraging students to speak in classroom tends the learners to be more communicative and interactive. This provides students with platform to share

the feelings and notions openly to develop different communication skills. The data obtained from classroom observation have been presented below:

Figure No. 19
Encouraging Students to Speak in English

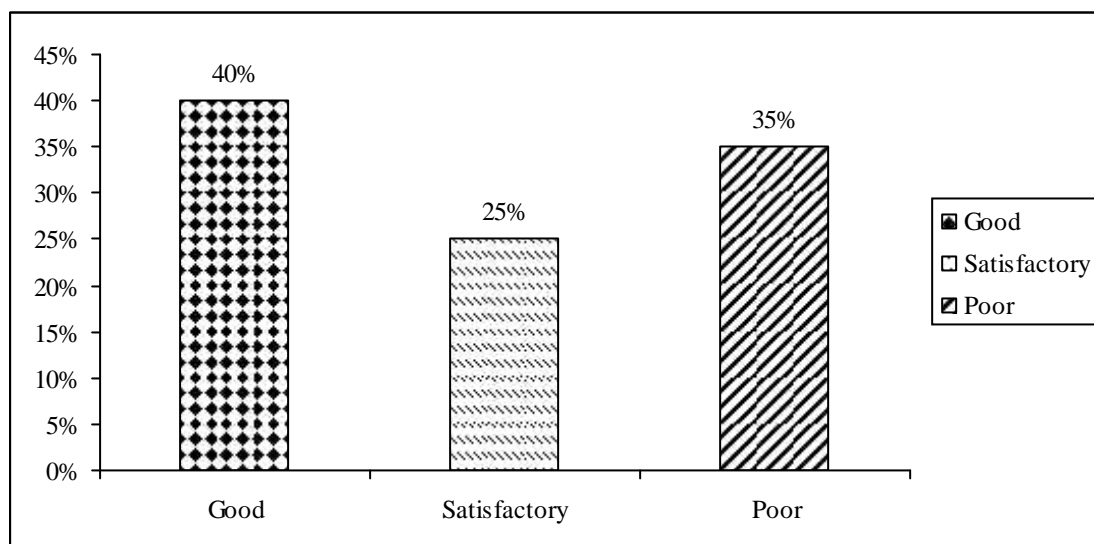


From the above figure, it becomes clear that 40 % of the teachers were found to be good at encouraging the students to speak in the classroom. Similarly, 33 percent teachers were found to be satisfactory at encouraging the students to speak. However, 27% teachers were found to be poor in using this strategy. It gives an idea that many teachers encouraged the students to speak in English.

(i) Involving Students in Story Telling

Story telling is a communicative activity in which students are asked to tell any story that they have recently heard from their teachers, read from the textbook or story book. This develops the smooth flow of the speech in the learners. The students can develop the habit of presenting ideas and thoughts without any inhibition. The data obtained from the classroom observation with reference to this strategy have been presented below:

Figure No. 20
Involving Students in Story Telling

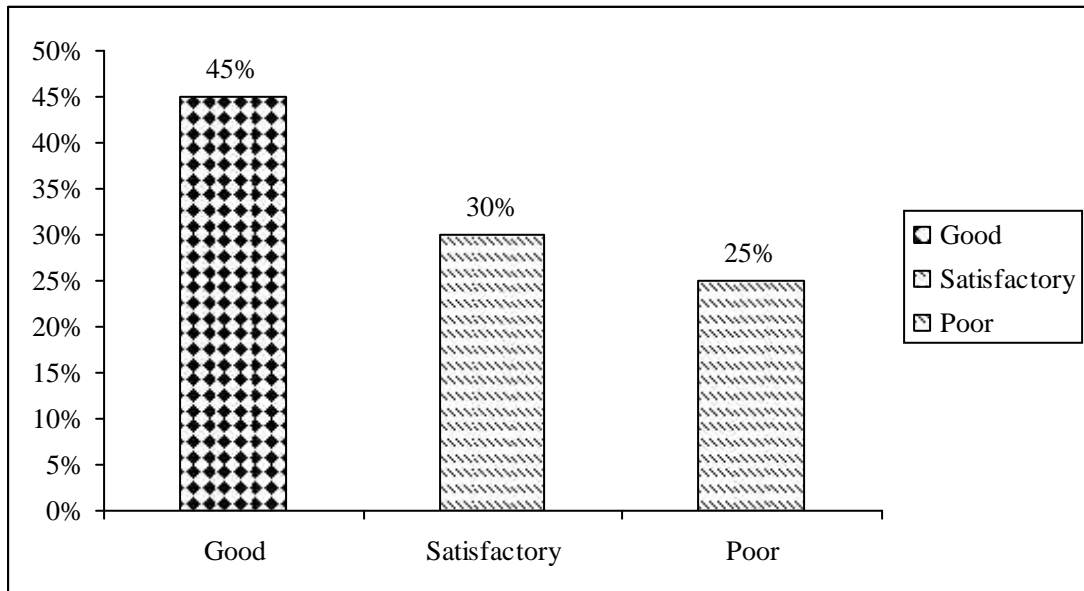


The above figure reveals that out of 40 classes observed, 16 classes (i.e. 40%) were found to be good at involving students in story telling. Similarly, 10 classes (i.e. 25%) were found to be satisfactory at involving students in story telling. However, 14 classes (i.e. 35%) were found to be poor in using this strategy to develop communicative skill of the students. It suggests that there was a good provision of story telling as a communicative strategy.

(j) Describing Maps as a Strategy

The contribution of describing maps to language learning is rapidly growing in these days. It becomes demonstrably clear that their contribution seems relevant to all ages, aims and proficiency levels. This strategy/activity provides maximum opportunity for learners to express their opinions and views. The data obtained from the classroom observation have been presented in the given below figure:

Figure No. 21
Describing Maps as Strategy



The above figure displays that out of 40 classes observed, 18 classes (i.e. 45%) were found to be good at using maps. Similarly, 12 classes (i.e. 30%) were found to be satisfactory at using maps for description, however, 10 classes (i.e. 25%) were found to be poor at using maps as a strategy of communicative language teaching. Thus it can be said that many classes used maps description as a strategy to develop communicative skills.

(k) Eliciting New Item Strategy

Eliciting new item is an essential activity to be adopted by English teachers in teaching speaking. This is essential to overcome the challenges of burden, lack of interest, monotony and so on. Even it is the tool for motivating and creating interest to the students in ELT classes. The following figure shows the data of classroom observation on this activity:

Figure No. 22
Eliciting New Item



The figure above displays that out of 40 classes observed, only 22 classes (i.e. 55%) were found to be good at using this strategy. Similarly, 14 classes (i.e. 35%) were found to be satisfactory at eliciting new item. However, 4 classes (i.e. 10%) were found to be poor at eliciting new item. This data reveals that a majority of English teachers were aware of eliciting new item in the ELT classes to develop communicative skills.

4.2 Summary of Findings

This research work entitled " Classroom Strategies Used in Improving Communicative Skills" has made an attempt to shed light on the strategies that the English teachers adopt to improve communicative skills in the classroom. It has also explored the teachers and learners role. This research work is of paramount importance to provide knowledge on the classroom activities that an English teacher can adopt to make the teaching learning effective. The study shows that a majority of teachers had the concept of providing exposure and counseling to the students to boost up their communicative competence. However, they are unaware in building situational context and making students' risk-takers. Some of the major findings of the study have been outlined below:

- i) In the majority of classes i.e. 75% the teachers were found to be good facilitator in the communicative classroom.

- ii) It was found that only in 50% classes had the active participation in the classroom.
- iii) Most of the teachers i.e. 60% had the good sense of organizer as a communicative strategy in the classroom to facilitate the communication skills.
- iv) It was found that a large number of teachers i.e. 80% adopted the role of counselor as a communication strategy to facilitate communicative ability.
- v) A minority of the teachers i.e. 25 percent were found to be performing the good roles of group process manager. However, 45 percent teachers were found to be poor at performing this role.
- vi) It was found that 55% students actively participated in the communicative classroom.
- vii) A large number of students i.e. 40% were found to be poor risk-taker.
- viii) It was found that the most of the students i.e. 60% had the feeling cooperation among the classmates.
- ix) Nearly 70% students were responsive towards the questions posed to them. Group work, creating situation for talk, describing maps, eliciting map, etc. were found as the major strategies to develop communicative skills.
- x) It was found that most of the teachers were good at using drill.
- xi) A large number of teachers were found to be good at conducting pair work and group work.
- xii) Only 50% teachers were found to be good enough to use role-play activity to the students.

- xiii) In majority of the classes, the teachers satisfactorily created communication in their classroom.
- xiv) An average number of teacher i.e. 55% were found to be good at creating environment of discussion as communication strategy.
- xv) A very few number of classes had the provision of language games strategy to teach speaking skill.
- xvi) In most of the classes, the teachers were found to use the communicative strategies as drill, describing map, role play, group, pair work, recitation, discussion/debates, speeches/prepared talks, etc. as the strategies for improving communicable skills.

CHAPTER-FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

Communicative Language Teaching (CLT) creates real life situations for communication. Thus, a teacher needs to set up a situation that enables the students to face the real life situation and reinforces the students to learn language for the sake of communication. Communicative approach creates appropriate learning environment for the learners. The strategies adopted by the teacher in the classroom have an effective role in shaping good behaviour of the learners in the communicative classroom. The achievement of the students is greatly determined by the strategies and activities that they follow while teaching language items. Teachers select, adjust and create task and then shape those tasks in keeping with learners. Thus, teachers' strategies play a very vital role to bring change in the learners' behaviour. They are the best model for their students.

This study entitled "Classroom Strategies Used in Improving Communicative Skills" is an attempt to find strategies used by secondary level teachers to improve communicative skills. The whole study is incorporated within the five different chapters. In the first chapter, I attempted to make appropriate context for conducting the study. Then the statement of problem the objectives for conducting the research, research questions that were to be answered; significance of the study; and delimitations of the study were all grouped under the first chapter.

I broadened my knowledge related to my topic studying the books by Brown (1994), Hurting (1996), Littlewood (2004), Richards and Rodgers (2010) and reviewing empirical researches completed in the Department of English Education. Moreover, I frequently visited different websites to get detailed knowledge. From those study I got insightful ways to proceed this study. On

the basis of the review of related literature, I developed conceptual framework to conduct this study.

The methods and procedures of the study had been described in third chapter. The design of this study was survey and the data were collected by utilizing the primary sources. Forty teachers from ten different schools were selected by using purposive non-random sampling procedure to carry out the study. Observation was the main tools for collecting data. Similarly, I set the parameters and embarked through it in course of my analysis and interpretation. From the above study, I found that a majority of teachers were aware of using communicative strategies like facilitating classroom, organizing classroom for communication, using role-play, conducting pair work and group work. Similarly, students were also found to be good at cooperating each other, participating in conversation, responding questions and so on. However, a very few number of classes had the provision of language games and risk-taking for developing communicative skills.

5.2 Recommendations

This research work entitled " Classroom Strategies Used in Improving Communicative Skills" has made an attempt to shed light on the strategies that the English teachers adopt to improve communicative skills in the classroom. It has also explored the teachers and learners role. This research work is of paramount importance to provide knowledge on the classroom activities that an English teacher can adopt to make the teaching learning effective. From interpretation and summary of the findings of the study, the following recommendations can be suggested.

5.2.1 Policy Related

The main recommendations of the study at this level are as follows:

- i) This study shows a clear image of communicative class and role of teacher and students. On the basis of its, it can be recommended that the

curriculum designer should utilize this study to design a communicative curriculum of language.

- ii) The syllabus designer should design syllabus according to the need and interest of the students and teachers also.
- iii) Different training programmes should be designed for English teachers like: National council for Educational Human Resource Development (NHRD), National Teacher Training Cooperation Council (NTTCC), Zonal Teacher Training Cooperation Council (ZTTCC) and so on.
- iv) The course content should be more practical and behavioural also.
- v) The course should be the close to educational pedagogy.
- vi) The school should develop an atmosphere of involving students in communicative activities.

5.2.2 Practice Related

The main implications of the study at this level are as follows:

- i) Only having knowledge about anything is not so important, the knowledge should be reflected in the practices. So, the teachers should be aware in the implementation of the communicative strategies in their classroom teaching.
- ii) The teachers should make their classroom teaching interesting through various activities like games, debate, interaction etc. to get the students attention and solve the indisciplinary problems created by boredom and their passive role.
- iii) The students can learn so much from their friends through co-learning. So, the teachers had better encourage the students to learn more from the brighter students which is beneficial for both in such classes.

- iv) The teachers should conduct student centered activities like group work, pair work, role play, discussion, debates, speech, prepared talks etc. to develop collaborative and interactive environment in the classroom.
- v) Extra reference books on communicative exercises should be applied by both teachers and students.
- vi) The teacher should use different teaching materials in the classroom to arouse interest in the learners to participate in different activities.
- vii) The teacher should develop their communicative skills like creating situation for talk, describing maps, eliciting map, language games, were the mean medium of communication skills.

5.2.3 Further Research Related

This study helps to provide knowledge to conduct the research on the topics like the strategies used by the novice teacher to teach speaking skill at secondary level, the classroom activities of English teacher to teach listening skill, etc. Moreover, it helps to conduct research in other similar fields. Thus, researchers are benefited by following way:

The new researcher are suggested to carry out their studies on other aspects of teaching communicatively like classroom techniques learners, activities and so on.

The new researchers are suggested to carry out their studies on large scale research of teaching communicatively like classroom strategies, communicative skills and so on.

The new researcher will get good sources secondary data while they study on other aspects of research work.

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Appendix-I

Checklist for the Classroom Observation

I have going to carried out a research work entitled "Classroom strategies for improving communicative skills" for the partial fulfillment of my master of Education in English at T.U. under the supervision of Mr. Guru Prasad Poudel, Teaching Assistant, the Department of English Education, T.U. Kirtipur. I observed the classes of selected teachers by using this checklist.

Teacher's Name:

Class:

School Name:

Period:

No. of students:

Date:

Teaching item (Topic)

S.N.	Role of Teacher in Communicative Classroom	Good	Satisfactory	Poor	Remark
1.	a. Facilitator				
	b. Participation				
	c. Organizer				
	d. Need Analyst				
	e. Counselor				
	f. Group Process Manager				
	g. Versatile and interactive				
2.	Role of Learners in Communicative Classroom	Good	Satisfactory	Poor	Remark
	a. Active Participant				
	b. Risk taker				
	c. Co-operative interlocutor				
	d. Responsive towards questions				

3.	Strategies Used in Communicative Classroom	Go od	Satisfact ory	Poor	Remark	
					Purpose	Effect
	a. Drill					
	b. Pair Work Group Work					
	d. Role Play					
	e. Communication situation					
	f. Discussion					
	g. Language game					
	h. Providing feedback					
	i. Encouraging to speak					
	j. Story telling					
	k. Describing Maps					
	l. Eliciting new item					

Researcher
Laxmi Khatri

Thank you for your kind help.

Appendix-II

Checklist for the Classroom Observation

Teacher's Name: *Parlad Maharjan*

Class: *10*

School Name: *Mangal Higher Secondary School*

Period: *2nd*

No. of students: *45*

Date: *2076/5/18*

Teaching item (Topic) *Language function (Greeting.)*

S.N.	Role of Teacher in Communicative Classroom	Good	Satisfactory	Poor	Remark
1.	a. Facilitator	✓			
	b. Participation				
	c. Organizer				
	d. Need Analyst				
	e. Counselor				
	f. Group Process Manager				
	g. Versatile and interactive				
2.	Role of Learners in Communicative Classroom	Good	Satisfactory	Poor	Remark
	a. Active Participant	✓			
	b. Risk taker				
	c. Co-operative interlocutor				
	d. Responsive towards questions				

3.	Strategies Used in Communicative Classroom	Good	Satisfactory	Poor	Remark	
					Purpose	Effect
	a. Drill					
	b. Pair Work Group Work					
	d. Role Play		✓		to develop the communicative skill	able to greeting
	e. Communication situation					
	f. Discussion					
	g. Language game					
	h. Providing feedback					
	i. Encouraging to speak					
	j. Story telling					
	k. Describing Maps					
	l. Eliciting new item					

Researcher
Laxmi Khatri

Thank you for your kind help.

Appendix-II

Checklist for the Classroom Observation

Teacher's Name: *Parlad Maharjan* Class: *10*
 School Name: *Mangal Higher Secondary School* Period: *2nd*
 No. of students: *45* Date: *2070/5/16*

Teaching item (Topic) *Talking about family*

S.N.	Role of Teacher in	Good	Satisfactory	Poor	Remark
	Communicative Classroom				
1.	a. Facilitator	✓			
	b. Participation				
	c. Organizer				
	d. Need Analyst				
	e. Counselor				
	f. Group Process Manager				
	g. Versatile and interactive				
2. ✓	Role of Learners in	Good	Satisfactory	Poor	Remark
	Communicative Classroom				
	a. Active Participant		✓		
	b. Risk taker				
	c. Co-operative interlocutor				
	d. Responsive towards questions				

3.	Strategies Used in Communicative Classroom	Go od	Satisfact ory	Poor	Remark	
					Purpose	Effect
	a. Drill					
	b. Pair Work Group Work		✓		Speaking	describe about family
	d. Role Play					
	e. Communication situation					
	f. Discussion					
	g. Language game					
	h. Providing feedback					
	i. Encouraging to speak					
	j. Story telling					
	k. Describing Maps					
	l. Eliciting new item					

Researcher
Laxmi Khatri

Thank you for your kind help.

Appendix-II

Checklist for the Classroom Observation

Teacher's Name: *Parlad Maharjan* Class: *10*

School Name: *Mangal Higher Secondary School* Period: *2nd*

No. of students: *45* Date: *2070/5/17*

Teaching item (Topic) *Writing letter*

S.N.	Role of Teacher in Communicative Classroom	Good	Satisfactory	Poor	Remark
1.	a. Facilitator				
	b. Participation				
	c. Organizer		✓		
	d. Need Analyst				
	e. Counselor				
	f. Group Process Manager				
	g. Versatile and interactive				
2.	Role of Learners in Communicative Classroom	Good	Satisfactory	Poor	Remark
	a. Active Participant		✓		
	b. Risk taker				
	c. Co-operative interlocutor				
	d. Responsive towards questions				

3.	Strategies Used in Communicative Classroom	Go od	Satisfact ory	Poor	Remark	
					Purpose	Effect
	a. Drill					
	b. Pair Work Group Work					
	d. Role Play					
	e. Communication situation					
	f. Discussion		✓		<i>to develop writing skill</i>	<i>develop vocabulary</i>
	g. Language game					
	h. Providing feedback					
	i. Encouraging to speak					
	j. Story telling					
	k. Describing Maps					
	l. Eliciting new item					

Researcher
Laxmi Khatri

Thank you for your kind help.