CHAPTER ONE
INTRODUCTION

The introduction part of this study 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

Since the commencement of teaching and learning in Gurukulas, Temples and Gumbas of Nepal, various teaching learning approaches, methods and techniques have been adopted. Grammar translation (GT) method was the sole authority in the field of teaching language in the past. But it could not remain so due to the changing perspectives. Direct method and audio-lingual method emerged in the field of language teaching to replace grammar translation method. Those new methods too could not rule for a long time in the field of language teaching. They were also replaced by communicative approach, task based language teaching. The latest view on language teaching is post-method pedagogy.

English is a language which has great scope and influence. It is taught and learnt all over the world under many different circumstances and in many different class arrangements. Such differences have a considerable effect on how and what to teach. Moreover, the purpose of language teaching and learning directly influences the outcomes of language teaching.

Although English language is taught all over the world, it varies on the basis of its purpose. Some students only learn English because it is in the curriculum of primary or secondary level, but for others studying the language reflects some kind of choice. In this context Jordan (1997, p. 47) says that Many people learn English because they want to be the members of target language community and they need to be able to operate successfully with in that community. Some

students need English for specific purpose (ESP). Such students of ESP may need to learn legal language or the language of tourism, banking or nursing. An extremely popular strand of ESP is the teaching of business English.

Similarly, English language teaching is also affected by contexts in which teaching and learning takes place. English language learning and teaching can be English as a foreign language (EFL) and English as a second language (ESL). According to Harmer (2007, p. 19), 'EFL describes the situation where students are learning English in order to use it with any other speakers in the world, For example when the student might be tourists or business people. Students often study EFL in their own country'. ESL students, on the other hand, are described as usually living in a target language community and needed the target language in order to survive and prosper in that community doing such things as renting apartments, assessing the local health service etc. it follows from this separation that the language studied in EFL will be different from the language which ESL students concentrate on.

The main objective of English language teaching is to develop communicative competence and this could only be done if the students get ample opportunity to use English in their classroom activities. Therefore, teachers need to realize that it can only be possible through enough practice in the classroom by providing large amount of exposure to the students in English.

1.2 Statement of Problem

Communicative technique has been a leading technique in the field of language teaching especially in English language teaching since its inception in 1960s. It was born in the European context and spread out all around the world. It has been accepted as the best method in the field of language teaching without raising a question on it. We are in the era of information and communication technology. In this era each and everything should be verified by the research studies before accepting its applicability and suitability. In the context of communicative approach, it has been accepted only because of its hegemonic

power. Very few researches have been conducted on its applicability and suitability. So I am highly curious to study the beliefs of English teachers on the use of communicative techniques in developing speaking ability of the learners. My concern is whether the Nepalese teachers really apply communicative techniques to enhance speaking skill of their students in the classroom or they just say it is the best approach due to its hegemonic power. How their beliefs and actions are shaped is researched in this study .In other words The problem being addressed in this study is how teachers believe about the use of CLT methods and what language learning methods or techniques they prefer, their thinking about teachers' role and learners' role in learning and teaching**,** their beliefs about appropriacy and relevancy in Nepalese context, especially in developing learners speaking ability**.** These problems have not been addressed yet in the existing studies. So, my study tries to fill up the gap between the theories of communicative language teaching and practice of it in the classroom by the teachers.

1.3 Objectives of the Study

The objectives of conducting the present research were:

1) To find out the beliefs of English teachers in the use of communicative techniques enhancing in teaching speaking speaking.

2) To suggest some pedagogical implications on the basis of findings.

1.4 Research Questions

This study attempted to address the following research questions:

1) What are the beliefs of Nepalese English teachers about the use communicative techniques in teaching speaking ?

2) What are their beliefs on students' role in enhancing speaking ability?

1.5 Significance of the Study

As the proposed study is intended to investigate teachers' beliefs on the use of communicative technique in developing speaking ability and to explore the relevancy and appropriacy of communicative technique in developing speaking skill in the context of Nepal, it will directly and indirectly raise English teachers' awareness to use, relevancy and appropriacy of CA. This study will be highly significant for the people who are involving in the educational field, especially for those who are working in the field of English language by providing effective means of selecting appropriate technique and strategies. The study will be additive for policy makers to classroom teachers. Similarly, it will be beneficial for the language trainers, textbook writers and teaching material producers by providing them with the actual knowledge of appropriate and relevant contextual methods, textbooks, instructional materials. Moreover, this study will be far more supportive for the researchers who want to research in this sub-field. It is because it will bring many hidden realities on the surface about the use of communicative methods, techniques, strategies that have been used by the English teachers of Nepal.

It would provide some insights on teachers' selection of appropriate and relevant method in Nepalese context. On the basis of the findings of this study teachers will be benefited to select student centered technique and activities to make students more and more active for effective language learning. As the further researchers would get help by following the way showed by this study. Further researchers can study the other skills and aspects of language as done in this study. Moreover, they can research on the problems which are not investigated in this study. It becomes rational as it sheds light on the many hidden truth on use of the communicative techniques in language teaching and learning trend.

1.6 Delimitations of the Study

This study had following delimitations:

1) This study was limited to the study on belief of teachers on the use of communicative technique in developing speaking abilities of the learners.
2) It was limited to a single skill of language that is speaking.
3) The study was delimited in Rautahat district.
4) Only 40 secondary English language teachers were selected as a sample of Rautahat district.
5) Only questionnaire were used as a research tool.

1.7 Operational Definition of the Key Terms

Communicative Activities (CA) – In this study, communicative activities refer to the activities that promote the development of communicative competence; both students and the teacher use the world language to negotiate, interpret, and express through spoken, written, and/or listening activities.

Communicative Competence (CC) –the term communicative competence in this study refers to the set of abilities like grammatical competence, discourse competence, strategic competence, and sociolinguistic competence which all provide a model for curriculum and design that promote communication in the target language.

Communicative Language Teaching (CLT) – In this study CLT has been defined as an approach to world language instruction that promotes meaningful communication in the classroom through the development of communicative competence

English Language Teachers – In this study English language teachers refers to the teachers who teach English subject in the certain schools of Rautahat district.

Speaking Ability- It refers to the ability of students to express their feelings, thoughts, emotions, views and ideas with their interlocutor contextually correct and appropriate

Teachers' Beliefs- In this study, it is a strong feeling or an opinion of teachers about something that they think is true.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is one of the essential tasks to conduct any research. According to Kumar (2009, p. 30). "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step." It is reviewed under two sub headings:

2.1 Review of Related Theoretical Literature

The existing theories related to the teacher beliefs, methods of language teaching and communicative technique in developing speaking ability are taken as theoretical literature in this study. I have reviewed the following theoretical concepts in this study:

2.1.1 The Communicative Approach

The origin of communicative approach is linked with the failure or inadequacies seen in the traditional approaches such as direct method, audio-lingualism, and OSS approach. In addition to Chomsky's views on structuralism, British applied linguists, towards the late 1960s emphasized another fundamental aspect of language - the functional and communicative potential - that was not adequately addressed is the structural language teaching at that time, felt the need to focus on communicative proficiency rather than the mastery of language structures alone. As a result, there appeared a change in British language teaching tradition from the late 1960s with the emergence of a new approach known as the communicative approach (CA) or communicative language teaching (CLT) (Basnet, 2005, p. 84).

Communicative Approach or Communicative Language Teaching (CLT) is a powerful theoretical model in ELT and is recognized by many applied linguists and teachers as a useful approach to language teaching. Communicative

Language Teaching has its origin in the early 1970s in Britain, spreading throughout the world within a short span of time .Many researchers have been conducted to investigate if the Communicative Language Teaching approach, a Western innovation can be applied to and followed as a language teaching method in English as a Foreign Language context.

Regarding the history of CLT, Richards (2006, p. 45) writes:

> Since its inception in the 1970s, communicative language teaching has passed through a number of different phases. In its first phase, a primary concern was the need to develop a syllabus and teaching approach that was compatible with early conceptions of communicative competence. This led to proposals for the organization of syllabuses in terms of functions and notions rather than grammatical structures. Later the focus shifted to procedures for identifying learners' communicative needs and this resulted in proposals to make needs analysis an essential component of communicative methodology. At the same time, methodologists focused on the kinds of classroom activities that could be used to implement a communicative approach, such as group work, task work, and information-gap activities.

Richards (2006, p. 2), further states that Communicative language teaching (CLT) can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Communicative language teaching sets its goal as the teaching of communicative competence. Moreover he says that communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions

- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

In recent years, language learning has been viewed from a very different perspective. It must be the effect of communicative language teaching. Richards (2006, p. 4) states that language learning in communicative language teaching is seen as resulting from processes such as: Interaction between the learner and users of the language, collaborative creation of meaning, creating meaningful and purposeful interaction through language, negotiation of meaning as the learner and his or her interlocutor in order to arrive at understanding, learning through attending to the feedback learners get when they use the language, paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence, trying out and experimenting with different ways of saying things.

In conclusion, communicative language teaching enhances the speaking ability of the learners by involving them into the activities like interaction among the learners, negotiating meaning, by giving feedback and by providing suitable input in English language to develop their communicative competence.

Jacobs and Farrell (2003, as cited in Richard, 2006, p. 25) suggest that the CLT paradigm shift has led to eight major changes in the approaches of language teaching. These changes are:

a. Learner Autonomy

Giving learners greater choice over their own learning, both in terms of the content of learning as well as processes they might employ. The use of small groups is one example of this, as well as the use of self-assessment.

b. The Social Nature of Learning

Learning is not an individual or a private activity, but a social one that depends upon interaction with others. The movement is known as cooperative learning as well.

c. Curricular Integration

The connection between different strands of the curriculum is emphasized, so that English is not seen as a stand-alone subject but is linked to other subjects in the curriculum. Text-based learning reflects this approach, and seeks to develop fluency in text types that can be used across the curriculum. Project work in language teaching also requires students to explore issues outside of the language classroom.

d. Focus on Meaning

Meaning is viewed as the driving force of learning. Content-based teaching reflects this view and seeks to make the exploration of meaning through the content at core of language learning activities.

e. Diversity

Learners learn in different ways and have different strengths. Teaching needs to take these differences into account rather than try to force students into a single

mold. In language teaching, this has led to an emphasis on developing students' use and awareness of learning strategies.

f. Thinking Skills

Language should serve as a means of developing higher-order thinking skills, also known as critical and creative thinking. In language teaching, this means that students do not learn language for its own sake but in order to develop and apply their thinking skills in situations that go beyond the language classroom.

g. Alternative Assessment

New forms of assessment are needed to replace traditional multiple-choice and other items that test lower-order skills. Multiple forms of assessment observation, interviews, journals, portfolios etc, can be used to build a comprehensive picture of what students can do in a second language.

h. Teachers as Co-learners

The teacher is viewed as a facilitator who is constantly trying out the different alternatives, i.e., learning through doing. In language teaching, this has led to an interest in action research and other forms of classroom investigation.

In relation to the respective roles of teacher and student, Richards and Rodgers (2001, p.78) argue that Communicative Language Teaching often requires teachers to acquire less teacher-centered classroom management skills. Teachers are responsible for responding to and for monitoring and encouraging the language learners' needs. Their role is to organize the classroom as a setting for communication. Their role is not error suppression and correction but that of a teacher-counselor who exemplifies an effective communicator. Littlewood (1981, p. 94) describes the role of the teacher in CLT as that of a facilitator of learning, a consultant, advisor, coordinator of activities, classroom manager, co-communicator, human among humans who steps out of his didactic role.

About the roles of a teacher and students in the classroom, Richards (2006, p. 5) writes:

> The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now have 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.

Stern (1992, p. 2) states that Communicative Language Teaching with its emphasis on meaning and communication and its learner-centered approach has served as the dominant approach to language teaching since the demise of the Audio-Lingual Method. Many language teaching methodologists subscribe more or less consciously to one or other aspects of communicative teaching. The approach incorporates many of the characteristics of the other methods which are preceded it while at the same time managing to avoid the narrowness and dogmatism of the method concept. As a result, it has the potential of making a more lasting contribution to language teaching than the Direct Method, Grammar-Translation method or the Audio-Lingual Method.

In their model of 'Communicative Competence', Canale and Swain (1980, p. 7), have discussed about the theoretical bases of communicative approaches to second language teaching and testing. They have identified the following four components of communicative competence:

1) Grammatical competence which includes knowledge of phonology, orthography, vocabulary, word formation and sentence formation.

2) Sociolinguistic competence which includes knowledge of socio-cultural rules of use. It is concerned with the learners' ability to handle for example settings, topics and communicative functions in different sociolinguistic contexts. In addition, it deals with the use of appropriate grammatical forms for different communicative functions in different sociolinguistic contexts.

3) Discourse competence which is related to the learners' mastery of understanding and producing texts in the modes of listening, speaking, reading and writing. It deals with cohesion and coherence in different types of texts.

4) Strategic competence which refers to compensatory strategies in case of grammatical or sociolinguistic or discourse difficulties, such as the use of reference sources, grammatical and lexical paraphrase, requests for repetition, clarification, slower speech, or problems in addressing strangers when unsure of their social status or in finding the right cohesion devices. It is also concerned with such performance factors as coping with the nuisance of background noise or using gap fillers.

Communicative approach has been defined variously by different scholars. Ellis (2003, p.340) defines communicative approach as, "An approach to teaching that is directed to developing communicative abilities in the learners either by teaching aspects of communicative competence by creating conditions for learners to learn through communicating." Similarly, Harmer

(2007, p. 69) says “A major strand of communicative language teaching (CLT) centers on the essential belief that if students are involved in meaning focused communicative activities, then language learning will take care of itself."

The pioneers of this approach contributed to its development from different perspectives. For example, Wilkins(1972) proposes notional functional syllabus that focused on meaning and function as the contents for second language teaching and learning. Widdowson and Candlin elaborated the assumptions of CLT, keeping meaning, fluency and communication in the centre of teaching and learning of a second language. Similarly, Hymes(1972) elaborated the concept of communicative competence on which the key principle of CLT is grounded. According to communicative approach the goal of language teaching and learning is to develop the communicative competence. So communicative competence is made up of four components.

a. Linguistic competence

Linguistic competence is, knowing how to use the grammar, syntax and vocabulary of a language. It is concerned with the knowledge and ability about the target language itself, its form and meaning. It includes the grammatical, phonological and semantic knowledge of the language. Hedge (2008) specially notes that linguistic competence involves knowledge of spelling, pronunciation, vocabulary, word formation, sentence structure and linguistic semantics, linguistic competence asks: what words do I use? How do I put them into phrases and sentences? So it is an inevitable and first component of the communicative competence.

b. Sociolinguistic competence

Sociolinguistic competence is, knowing how to use and respond to language appropriately in the given setting, topic and relationships among the people communicating. It is generally considered to involve two kinds of abilities: first, the ability to use language to achieve desired communicative goals and

next, the ability to make choice of language forms and interpret them according to the social contexts of their use. This means that the utterances in a language are used with their contextual meanings and speaker's intentions. Sociolinguistic competence asks: which words and phrases fit this setting and this topic? How can I express a specific attitude when I need to? How do I know what attitude another person is expressing? The ability of doing so is known as pragmatic or sociolinguistic competence. It is one of the four components of communicative competence of Canale and Swain.

c. Discourse Competence

Discourse competence is known how to interpret the larger context and how to construct larger stretches of language so that the parts make up a coherent whole. It is concerned with the ability of the language users to organize the supra segmental features to make a well formed discourse. Discourse competence also captures the ability of interpreting critical discourses influenced by socio-political power, ideology and disciplines. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles? According to Canale and Swain (1980), various abilities needed to create coherent texts or conversation and to understand them, have together been termed as discourse competence.

d. Strategic Competence

Strategic competence is, knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language and how to learn more about the language in the context. As one of the key components of communicative competence, Canale and Swain (1980, p.8) define strategic competence as the ability to cope in an arthritic communication situation and to keep communication channel open. This means that the strategic competence is the ability of speakers to use communicative strategies, such as paraphrasing, asking for help, literal translation, and word coinage.

Strategic competence asks: how do I know whom I have misunderstood or when someone has misunderstood me? What do I say them? How can I express my ideas if I don't know the name of something or the right verb form to use?

2. Teaching Language Aspects

Language aspects are the components of a language. Any language is made up of with more than one such small component. In case of English language, following components are taken as the aspects of language: Teaching vocabulary, teaching pronunciation, teaching grammar and teaching language function.

Teaching language aspects involves teaching of vocabulary, pronunciation, grammar, and language function. Teaching vocabulary includes teaching word meaning, word use, word form, and word grammar. Harmer (2007, p.177) presents the following techniques of vocabulary teaching as realia, picture, mime, explanation, and translation. Similarly, teaching pronunciation and language functions can be taught effectively by using authentic materials and creating natural like context. Moreover, teaching grammar can be taught by using either inductive or deductive method on the basis of the context and the topic.

2.1.2 Teaching Speaking Skill

Teaching speaking skill means to enhancing communicative competence in the learners when the learners become able to speak appropriately in the context both accurately and fluently. It involves complex skills of communication and interaction such as, asking questions, obtaining turns, using gestures, having pause, etc. speaking is very complex task. It is the combinations of different skills such as pronunciation, stress, intonation, contextual use of language, etc.

There is hardly a case where the people listen but do not speak in case of normal human beings. Speaking is one of the basic skills of language. Speaking refers to expressing ones ideas, emotions and feelings through the oral medium

fluently. Speaking skill received the considerable attention in the field of language teaching after the emergence of communicative approach. Speaking is primary skill because the primary function of language is interaction and communication which takes place through speaking. Khaniya (2005, p. 133) states:

> Speaking is a very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking. Even the speaker himself can have no clue how the utterances are organized in a string in his `speech control room' and how they come out making an oral interaction consistent, relevant and meaningful.

We use language basically for communication. Speaking is the most powerful and effective way of communication. Speaking is closely concerned speech. Speech consists of pronunciation of vowels and consonants, stress, rhythm, juncture and intonation. So, teaching speaking is related to those factors of speech. The speech of the speaker should be appropriate according to the context. Hence, teaching speaking does not only mean to teach those factors separately, but also to teach learners how to communicate in the target language. Nunan (2003, as cited in Kayi, 2006, vol. XII, no.7) states that `teaching speaking' is to teach ESL learners to: Produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organized their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, use the language quickly and confidently with few unnatural pauses, which is called as fluency.

According to Nunan (1989, as cited in Hedge, 2008, p.35), speaking skills have the following elements:

- The ability to articulate phonological features of the target language.
- Mastery of stress, rhyme and intonation patterns.
- An acceptable degree of fluency.
- Transactional and interpersonal management.
- Skills in negotiating meaning through the strategies such as comprehension check, repetition request, and clarification request and so on.
- Using appropriate discourse formula and fillers.

2.1.3 Communicative Techniques Used in Teaching Speaking

Teaching speaking in language classroom involves different activities. To develop communicative ability learners should be given maximum opportunities to take part in speaking activities. The activities that can be used in the language classes are given below:

Dramatization: In dramatization students have to play role of different characters in the drama. They imitate gesture and quotation of the characters. It develops confidence to speak in front of large number of people reduces hesitation, remember the quotation of the main characters etc.

Role play: It is an activity which can be used to make the students use language and their by develop spoken skill. It can be controlled or free. In this technique 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 role. The students can play the role of a shopkeeper and customer, police and criminal etc.

Problem solving activities: They provide the students with the opportunities to use their newly learnt knowledge in meaningful, real life activities and assist

them in working at higher level of thinking. It is the process of working through details of a problem and reach a solution.

Speeches and prepared talks: Students make notes or paper whatever they want to speak in advanced. They consult the teachers for thoughtful preparation. They write and practice before their actual presentation. At last they present their speech in the classroom.

Pair work and group work: Student can be engaged in pair or group a four/five students to solve any problem, discuss a topic, play the role, debate, describe a picture/place or events in CLT classroom to teach speaking skill. Which motivates students to work in group or pair reduce shyness, to speak, ends hesitation so on.

Communication games: Communication games help or facilitate the students talk and collaboration. Each communicative game has clearly identifiable objectives. Most of the games feature information gaps, which motivate students find out from and share each other the piece of information. There are different types of language games for example, guess the object, secret message etc.

Guess the object: This ESL communication game requires students to listen to the student talking and use creative thinking to guess the answer. This game works like this: You put an object insides an opaque bag and ask one students to come to the front of the class and describe the object to the class. The student should not say name of the object but rather should use English to describe it. The other students listen and guess the object.

Secret message: In this game every students sits in a line or circle and the first person whispers a short message to the next person in line, with message then being passed from person to person. The last person announces the message they have heard to the whole group.

The activities that are conducted in language classroom should be oriented towards developing communicative competence in the learners. Various types of oral drills and recitations can be helpful to give them oral practice and improve their pronunciation. Dramatization and role-play activities are very much essential to expose the students to real day to day language. Similarly, many language structures and functions can be taught and learnt using simulation activities. Another common student centered technique is problem solving in which students can be provided different problems and asked to solve them. These types of activities develop confidence in the learners. The activities which make the learners speak are essential to develop their oral skill such as speech and prepared talks. Pair/group work activities and communication games are the heart of communicative language teaching. Thus, by using these different activities we can develop communicative competence in the learners.

2.1.4 Materials for Teaching Speaking

Anything that can be brought inside the classroom for the teaching learning process is called teaching materials. Teaching materials help making the learning effective. The teacher can make his class lively, change usual situation of the class, motivate his students, make his teaching realistic by using materials. Without materials, the lesson lacks excitement, fun, life and colour and the learners loose interest in it. They also help student remember the learnt things for a long time. Thus, teaching materials should be chosen on the basis of subject matter to be taught. Some materials can be collected, some can be prepared by the teacher and some are to be bought. Generally the materials that can be used for teaching speaking are: Different types of pictures and maps, radio and t. v., computers, role play cards, cassettes, situation cards, dialogue cards, tape recorder and video recorder.

2.1.5 Teachers' Beliefs

Beliefs are the permeable and dynamic structures that act as a filter through which new knowledge and experience are screened for meaning. Belief systems, therefore, serve as a personal guide by helping individuals define and understand the world and themselves. It is necessary to examine the beliefs and thinking process which underline teachers' classroom actions to understand how teachers deal with these dimensions of teaching. This view of teaching involves a cognitive, an affective and a behavioral dimension. It is based on the assumption that what teachers do in the classroom is a reflection of what they know and believe. The teachers' knowledge and thinking provide the underlying framework or scheme to guide the teachers' classroom actions. Teaching is essentially a thinking process. Teachers are constantly confronted with a range of different opinions and are required to select from among these options that they think are the best suited to a particular goal.

Language teachers use many different kinds of approaches to teach depending upon their assumptions and beliefs about how students learn and kind of methodology that they believe the best supports the learning process. For example in lessons based on a situational language teaching approach, the sequence of classroom activities moves from presentation to controlled practice to free practice. Similarly, in a process writing approach, activities move from pre-writing stage to drafting to revising stage. Selection of any teaching learning method, technique and classroom activities depend upon the beliefs of a teacher who is teaching in the classroom. Teachers' beliefs about the English language, language learning, teaching, curriculum, profession and the role of teacher and learner in the classroom are the determinants which affect the selection. According to Brindly (1989, p. 45) teachers who favour a learner centered view of learning would prefer particular variety of assumptions such as learning consists of acquiring, organizing principles through encountering experience. The teacher is a resource person who provides language in put for

the learners to work on. It is the role of a teacher to assist learners to become self-directed by providing access to language data through such activities. On the other hand, learners may express their assumptions about learning in quite different ways. For example, the teacher has knowledge and the learner doesn't, learning language consists of learning the grammatical rules of the language and its vocabulary through memorization and repetition.

It is apparent that world language teacher's beliefs, attitudes, and perceptions toward second language teaching and learning have positive impacts on their own classroom instruction. Richards & Rodgers (2001, p. 42) state, "Teachers' beliefs strongly affect the material and activities they choose for the classroom". There are many factors that impact world language teachers' beliefs and values, which include prior language experience both negative and positive, teacher education, and classroom instruction. Brog(2003,p.99) says that Although, these all have an impact on teacher's beliefs and instruction they vary in the degree of implication.

On the basis of the study conducted by Richards and Rodgers (2001, p. 24), two main beliefs about language teaching and learning held by second language teachers are the role of grammar instruction and beliefs about learners. Borg (2003, p.99) further says:

> language teachers beliefs on grammar instruction that their experience as teachers and learners which emerged again here as a particularly powerful influence on their view about grammar teaching and influenced by the interaction of a range of cognitions, such as beliefs about the best ways to learn grammar, about the value of talk about the language, and about students' knowledge of and experience of terminology. Teacher's instruction is shaped by a variety of factors; concern for language management, student understanding and

motivation, instructional management, unexpected student behavior, and cognitive process of the language.

It is not only essential to be aware of the beliefs, attitudes, and perceptions of world language teachers towards second language pedagogy, it is critical to understand teachers ongoing changes towards instruction and the sources of these changes. Professional educators are constantly reflecting on their own instruction as a means to promote positive change. The type of change and extent of change varies, but general modifications made by world language teachers include student learning, teaching philosophy, materials and resources, and language learning activities. Furthermore, these changes in world language instruction are a result of a variety of sources. The three sources for change identified by a study of teachers' beliefs and process of change in second language teaching were in-service courses, seminars or conferences, and students' feedback. Richards and Rodgers (2001, p. 49) say that a few of the teachers who participated in their study illustrated how beneficial the in-service courses and conferences/seminars were to their instruction, because teachers meet their counterparts in other schools and have chance to share ideas, find out what else is being done to handle similar material overcoming similar problems.

2.1.5.1 The Source of Teacher Beliefs

Teachers' belief systems are founded on the goals, values and beliefs teachers hold in relation to the content and process of teaching and their understanding of the systems in which they work. These beliefs and values serve as the background to overall teaching profession. It helps teachers' decision making and action which is also known as 'culture of teaching'. According to Feinan, Nemser and Floden (1986, cited in Richards, 2006, p. 30) "Teaching cultures are embodied in the work related beliefs and knowledge teachers share- beliefs about appropriate ways of acting on the job and rewarding aspects of teaching, and knowledge that enables teachers to do this work."

Research studies on teachers' belief systems have suggested that the sources of such beliefs can be derived from a number of different sources. Kindsvatter et al. (1988, p. 41) present the following sources:

1) **Teachers own experience as language learners:** All teachers were once students, and their beliefs about teaching are often a reflection of how they themselves were taught.

2) **Experience of what works best:** For many teachers experience is the primary sources of beliefs about teaching. A teacher may have found that some teaching strategies work, well and some do not.

3) **Established Practice:** Certain teaching styles and practices are preferred within a school or in an institution. These practices may be guided by different school of thought. Teachers derive their beliefs from the existing styles and practices.

4) **Personality Factors:** Personality is probably the most pervasive aspect of any human behavior. The type of personality (introvert or extrovert) affects their performance. Some teachers have a personal performance for a particular teaching patterns, arrangements or activities because they match their personality.

5) **Research based principles:** Teachers may draw on their understanding of a learning principle in psychology, second language acquisition or education. They try to apply it in the classroom. Theoretical knowledge about teaching learning approaches, methods and techniques are applied into practice.

6) **Principle derived from an approach or method:** Teachers beliefs are guided by the approach or method used by them. They may believe in the effectiveness of a particular approach or method of teaching and consistently try to implement it in the classroom.

In this way, beliefs are the permeable and dynamic structures that act as a filter through which new knowledge and experience are screened for meaning. Beliefs are obtained from various sources. Belief systems, therefore, serve as a personal guide by helping individual to define and understand the world and themselves.

2.2 Review of Related Empirical Literature

Empirical literature refers to the application of theoretical literature in the practical field. In the case of this study, the researches done in the department of English Education by applying the theories of communicative approach are taken as an empirical literature. I have reviewed following empirical studies.

Bhatt (2012) carried out research on 'Teachers' Perceived Difficulties in Implementing Communicative Language Teaching'. He aimed to find out the teachers' perception about difficulties in implementing communicative language teaching. This is a survey research. In order to carry out this study, he collected data from 40 English teachers from Baitadi and Kanchanpur districts who were teaching in community based private schools. The challenges were categorized into different 4 bases. Teacher related difficulties and challenges; student related difficulties and challenges; difficulties and challenges related to educational system; and CLT related difficulties and challenges. The major findings of the research showed that 80% of experienced teachers tried to practice CLT in their English classes. Similarly, it was found that teachers had positive perception towards CLT. They viewed that CLT recommended the students' related and educational system related difficulties and challenges and implementing CLT in English classes of Nepal were major ones.

Dhami (2014) conducted a research on ‘Strategies used for developing speaking skill a case of M Ed students’. The study was carried out to find out the problems that are faced while developing speaking skill. The data were collected from 55 students of M Ed. Second year majority in English. The respondents were selected from 3 different campuses in Kathmandu district.15

respondents were selected from each campus using Quota-random sampling method. The data were collected through survey questionnaire. The strategies being used for developing speaking skills were found as involving in discussion, continuous practicing speaking, using English as means of communication watching English movies, use of materials, avoiding hesitation, delivering speech in front of mirror, developing positive attitude towards English etc. Similarly problems in pronunciation and in supra segmental features, feeling of fear and hesitation, mother tongue interference, lack of exposure, lack of trained teacher and proper government policies applied for English teaching and learning were found as the problems in developing speaking skill.

Ghimire (2011) carried out a research on 'Effectiveness of Communicative Method in Teaching Speaking Skill' to find out the effectiveness of communicative method in developing grade nine students' proficiency on speaking skill. In order to carry out this study, the researcher selected 30 students of grade nine from a school of Kathmandu district named Mount Glory Secondary School using non-random purposive sampling procedure. He used both primary and secondary sources of data. The primary data were elicited from 30 students of grade nine of the selected schools. After selecting the sample population a pre-test was administered to determine the students' initial proficiency on speaking skill. After that 21 lessons were taught by using communicative method. Two progressive tests were conducted in the interval of seven days and finally the post test was administered using the same test items asked in the pre-test. Through the analysis and interpretation of the data it was found that communicative method was effective in teaching speaking then the other methods.

Nepal (2011) conducted a research on 'Use of Communicative Language Teaching in Nepalese Context'. The objective of the study was to find out the challenges faced by English language teachers in the use of communicative language. The study was based on survey research design. The study was

conducted in Morang district. Twenty teachers from government aided schools and twenty from private schools were taken as a sample of the study. Different views towards communicative language teaching were taken from questionnaire and to see the practicality of using communicative language teaching. Each teacher's English classes were observed by using check list. After the interpretation and analysis of the data the main finding derived was that there are some factors such as insufficient training on ELT, lack of sound knowledge on communicative approach and large size of class which prevented the teacher from applying communicative method in their language teaching classroom at secondary level.

Parajuli (2010) conducted a research on 'Teachers' Beliefs on Visual Aids in Teaching English'. The objective of this study was to find out the teachers belief on visual aids in teaching English at primary level. In order to achieve this objective he prepared a set of questionnaire to collect the data. He elicited the data by using both open and closed ended questions from sixty teachers of twenty primary schools of Palpa district. He selected primary English teachers by using fishbowl draw of random sampling procedure. He analyzed and interpreted the data descriptively which include the teachers' beliefs towards teaching materials and effective classes with the use of visual aids. The major findings of the study were that sixty percentage of the teachers had positive beliefs towards visual aids in teaching English at primary level and seventy five percentage of them argued that visual aids make classes effective. It was also found that visual aids make process of learning long lasting and break monotony.

Sunar (2015) conducted a research on ‘Challenges in Teaching Speaking Ability of Grade Ten Students’ to find out the teachers perspective towards the challenges in testing speaking ability of grade ten students. To meet the objectives of this research, forty teachers who were teaching in different schools of Bhajang district were selected as the sample. In this research, purposive non random sampling procedure was used to select the sample of the

study. A questionnaire was used as the tool for data collection. From the study, it was found that the most Nepalese teachers are facing various challenges in testing speaking. There were difficulties in managing large classroom size, lack of authentic teaching materials, passive participation of students in communicative activities, insufficiency in time, lack of sound knowledge about the aspect of speaking, poor English background of the students etc.

From the review of above mentioned literature both theoretical and empirical I become successful to select distinct and unique topic to conduct research study. The statement of the problem, research questions, methodology used, process of analysis and interpretation, and the findings all are distinct from other studies. So this research study will be new and unique in itself.

2.3 Implications of the Review for the Study

In literature review, our central focus is to examine and evaluate what has been before on a topic and establish the relevance of this information to our own research. This view or the study may obtain from the variety of sources including book, articles, reports, etc. This entire source helped me to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research.

These all reviewed research work helped me while carrying out my own research for that these helped me while collecting data from different sources. Similarly, I benefited to analyze the data and find out the appropriate findings by looking their research. This previous research work helped me to explore teachers belief on the use of communicative techniques in enhancing speaking ability of the learners.

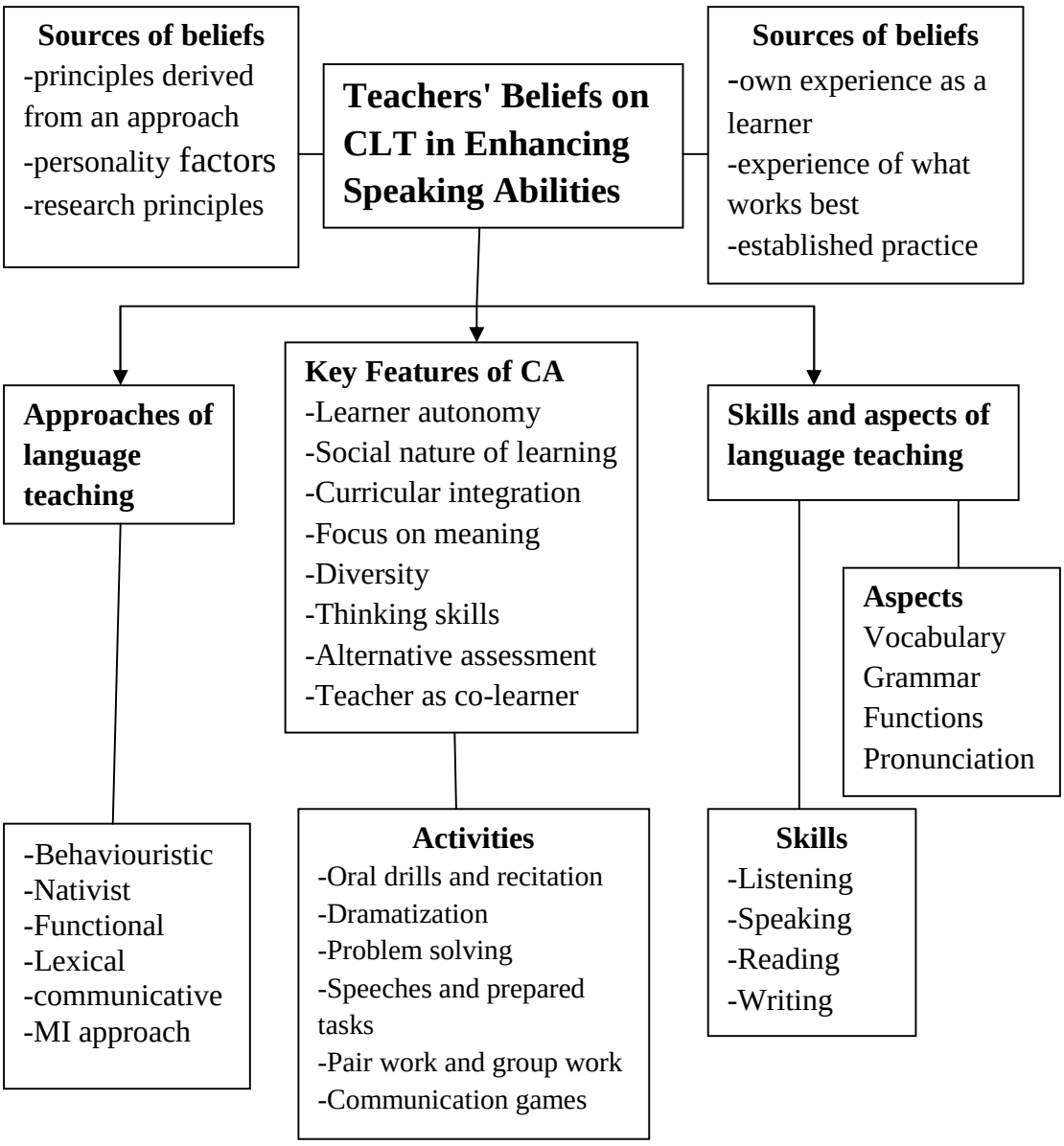
Therefore, my study was new in the field of English education especially in the field of research area attempted in the exploration of above mentioned

untouched areas. This is the study to find out the beliefs of English teachers in the use of communicative technique in enhancing speaking ability of the learners. So, this seems to be new study.

To be specific, regarding teaching of English through communicative techniques enhancing speaking ability of the learners, I got ideas from Bhatt (2012), Dhami (2014) helped me to design my theoretical background and necessary tools. Similarly, the work of Ghimire (2011), Nepal (2011) provided me with an insight to prepare the methodology for any research. Sunar (2015), study widen my knowledge on communicative techniques enhancing speaking ability of the learners.

2.4 Conceptual Framework

The conceptual framework to conduct my research can be diagramatiically shown as below:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This research was based on the data obtained from the directly administered test. Therefore, the process of study design and data collection were as follows:

3.1 Design of the Study

My research was descriptive and survey in nature for which I adopted survey research design to conduct it.

According to Best and Kahn (1993, p. 204), "Survey research focuses on in-depth (investigative) interviews, observations and document analysis." The information in a qualitative study is elicited by using the variable measured in qualitative measurement scale i.e. nominal or ordinal. Qualitative research uses different forms of data than those used in traditional research method. The main purpose of qualitative investigation is to describe some problems and analyze them.

Survey is the most commonly used method of investigation in Educational research which can be carried out either by a group of researchers or by an individual. Data is collected only at a single point of time aiming to obtain overview of phenomenon, event, issue or a situation. Sampling is a must and the sample should be the representative of the study population as a whole. The finding of survey is generalizable and applicable to the whole group.

According to Cohen and Manion (1985, as cited in Nunan, 1992,p.140), "Surveys are the most commonly used descriptive method in Educational research, and may vary in scope from large scale governmental investigation through to small scale studies carried out by single researcher". The purpose of a survey is generally to obtain a snapshot of conditions, attitudes and events at a single point in time.

Survey is the best research design carried out to find out public opinion and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time. It generally addresses a large group of population. Sampling is a must to carry out the investigation. The sample should be the representative of the study population as a whole. Selection of a representative sample from the population is a difficult but very important and sensitive task. Sampling is done to obtain the practicability of the study and finding will be generalizable to the whole group.

It is carried out in a systematic way following certain procedures or steps. According to Nunan (1992, p. 141), there are eight steps of survey namely: Define objectives, identify target population, literature review, determine sample, identify survey instruments, design survey procedures, identify analytical procedures, determine reporting procedures.

On the basis of above mentioned eight steps of survey research, it is understood that while carrying out survey research at first, the researcher formulated the objectives of the study. Then she identified the target population. She went through related literature and selected the sample. Then she identified survey instruments and designed survey procedures. She identified analytical procedures and analyzed and interpreted the collected data. Lastly, she determined reporting procedures and prepared the research report.

As survey research design is the most appropriate design to elicit the public opinions and attitudes. I also found this research design is the most appropriate and relevant to study the beliefs of teachers on the use of communicative technique to enhance speaking ability in the learners. Therefore, I chose survey research design for this proposed study.

3.2 Population Sample and Sampling Strategies

The population of the study was secondary level English teachers of Rautahat District. The sample of the study consisted of 40 English language

teachers from 40 different schools of Rautahat district. 40 teachers engaged in questionnaire tools. Non-random judgmental sampling procedure were used to select the sample population. I do not use various mechanical devices in the selection like cluster and stratified. So, I directly contracted certain person and request to give the required information.

3.3 Study Area

The area of this study was Rautahat district and the field was to find out the beliefs of English teachers in the use of communicative techniques in enhancing speaking ability of the learners and to explore the challenges that they faced to implement communicative techniques in enhancing speaking ability of the students in the context of Nepal.

3.4 Data Collection Tools

As the tool for data collection, I used close-ended and open-ended questionnaire as tools to elicit the required data for the study.

3.5 Data Collection Procedures

I collected data using the following procedure.

- First of all, I went to the selected schools with an official letter from the Department.
- I got permission from the authority to consult the English language teachers.
- I developed rapport with the concerned teachers and explained them about the purpose of my study.
- Then, I collected required information with the help of questionnaire.

3.6 Data Analysis and Interpretation Procedure

The collected data were analyzed qualitatively using my knowledge. To be specific, I analyze and interpret descriptively.

CHAPTER - FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

This consists of the analysis and interpretation of the data collected from the primary sources. The data were collected with the help of a questionnaire consisting of close-ended questions. The questions were constructed being based on the objectives of the study. The primary sources of data were collected from forty secondary English language teachers from Rautahat district. This study was carried out to find out the beliefs of English teachers in the use of communicative techniques in enhancing speaking in term of their pedagogical implication and challenges. For this purpose the collected data were analyzed and interpreted under the following main headings:

- Analysis of data obtained from open-ended questions.
- Analysis of data obtained of close-ended questions

4.1 Analysis of Data Obtained from Open-ended Questions

The data collected from open-ended questionnaire have been systematically presented and analyzed in the following ways.

4.1.1 Preference of Methods to Enhance Speaking Skill

I asked the respondents about their preference of methods to enhance speaking skills for which my question was, *which of the following methods do you prefer to enhance oral skills of your learners?* The findings regarding this question are given in the table below.

Table 1

Preference of Methods to Teach Speaking Skill

Items	Preferred methods	No.	Percentage
Preference of Methods to Teach Speaking Skill	Communicative approach	28	70
	Direct method	-	-
	Audio lingual method	-	-
	Oral-structural and situational approach	12	30

As shown in the above table, out of the forty respondents, no one preferred the direct method and audio-lingual method to teach speaking ability. Seventy percent preferred communicative approach and thirty percent preferred oral structural and situational approach. Therefore, from the analysis, it was found that, most of the teachers preferred communicative approach.

4.1.2 Role of Oral Drills and Recitation

In my study I tried to find out teacher's views on oral drill and recitation. For this, the teachers were asked to respond the question, *what do you think the role oral drill and recitation in teaching speaking ability of the learners?* The responses of the teachers are given in the following table.

Table 2

Role of Oral Drills and Recitation

Statement	Views about oral and recitation drill	No.	Percentage
Role of Oral Drills and Recitation in Teaching Speaking Ability	They give enough oral practice to enhance students speaking ability.	36	90
	They are not used in communicative techniques	-	-
	They make language class monotonous.	-	-
	They are time consuming so teachers avoid using them	4	10

From the above table, we know that ninety percent of the respondents replied that oral drill and recitation give enough oral practice to teach students'

speaking ability. Similarly, ten percent viewed that they are time consuming So, teachers should avoid using them, none of them opined avoid using them and none of them opined that they are not used in communicative techniques and they make language classroom monotonous. So, most of the teachers responded that oral drills and recitation give enough oral practice to enhance students speaking ability.

4.1.3 Role of a Teacher

Another question included in the questionnaire was about role of a teacher in communicative techniques for this the question was, *what is the role of a teachers in communicative techniques to teach speaking ability of the students?* The responses regarding this question are presented in the following table.

Table 3

Role of a Teacher

Items	Beliefs	No.	Percentage
Role of a Teacher in Communicative Techniques	(a) Authoritative	4	10
	(b) Facilitator	36	90
	(c) Dominant	-	-
	(d) Passive	-	-

The above table shows that, ninety percent of the respondents responded facilitator, ten percent authoritative and no one has said dominant, and passive. The result reveals that majority of the respondents (i.e. 90%) believed that the role of a teacher is facilitator in communicative technique.

4.1.4 Appropriateness of communicative techniques

I also tried to find out the teachers' beliefs on appropriateness of communicative techniques. For which, the question was, "*What do you think about the appropriateness of communicative techniques in a Nepalese context*?" Regarding this question the teachers' beliefs are presented in the table below.

Table 4

Appropriateness of communicative techniques

Statement	Views	No.	Percentage
Appropriateness of communicative techniques in Nepalese context	Highly appropriate	4	10
	Somehow ok	4	10
	Better than other technique	28	70
	Not sure	4	10

Above table clearly shows that, 70 percent of the respondents said it is better than other techniques, ten percent said it is highly appropriate, ten percent of them said somehow ok and other 10 percent of them are not sure, so it can be said that it is better than other techniques, which is agreed by 70% of the respondents, which is the highest percent.

4.1.5 Reaction towards noise in the classroom

My next question in the questionnaire was about reaction towards noise in a classroom or which the question was, "*How do you react the noise in the classroom while teaching speaking skill through communicative techniques*?" The views they expressed regarding this question are presented in the table below.

Table 5

Reaction towards noise in the classroom

Question	Views	No.	Percentage
How do you react to the noise in the classroom while teaching speaking skill through communicative techniques?	I cannot stand any noise	4	10
	I welcome the learning noise	32	80
	I ignore any noise	4	10
	I love noise	0	0

The above table clearly shows that, eighty percent of the respondents said they welcome the learning noise, 10 percent of them said they cannot stand noise,

10% said that they ignore any noise and none of them said they love noise. So, it can be concluded that they love learning noise which is agreed by 80% of the respondents.

4.1.6 Applicability of CLT in Developing Speaking Skill

In my study, I tried to find out the teachers' views on the CLT in developing speaking skill. For which, I asked them "*What do you think about the applicability of CLT in enhancing speaking skill in Nepalese context*?" In this question the teachers expressed their views which are given in the table below.

Table 6

Applicability of CLT in Enhancing Speaking Skill

Item	Views	No.	Percentage
Applicability of CLT in Enhancing Speaking Skill	It's not applicable	-	-
	It's highly applicable	20	50
	Theoretically applicable	12	30
	Partially applicable	8	20

The above table clearly states that, fifty percent of the respondents agreed that it's highly applicable, Thirty percent agreed that it's theoretically applicable in enhancing speaking skill, Twenty percent agreed that it's theoretically applicable and It's highly applicable In Nepalese context which was agreed by 50% of the respondents.

4.1.7 The Most Useful Techniques to Enhance speaking Skill

My another question was about the most useful techniques for which the question was, "*Which of the following techniques do you think is the most useful in developing speaking skill*?" Regarding the question the options they ticked are presented in the following table.

Table 7

The Most Useful Techniques to Enhance speaking Skill

Item	Techniques	No.	Percentage
The Most Useful Techniques to enhance speaking Skill	Group work / Pair work	20	50
	Discussion	12	30
	Role-play	8	20
	Project work	-	-

The above table clearly shows that, fifty percent of the respondents said it was group work / pair work, thirty percent said it was discussion, 20 percent said it was role-play and project work was not said by anyone. So from the responses of the respondents, it can be concluded that, group work/pair work is the most useful technique in enhancing speaking skills. It is the most believed technique.

4.1.8 Space of Speaking Skill in Curriculum

My next question was about the space of speaking skill in curriculum for which the teachers were asked, "*What sort of priority has school level curriculum given to speaking skill?*" The responses to the question are given in the following table.

Table 8

Space of Speaking Skill in Curriculum

Statement	Priority/believe	No.	Percentage
Priority given by School Level Curriculum to Speaking Skill	All four skills are given equal priority	20	50
	Listening and speaking are under estimated	16	40
	Reading and writing are under estimated	-	-
	Speaking skill has given more priority than other skills	4	10

The above table clearly shows that, fifty percent of the respondents said, all four language skills are given equal priority, forty percent said listening and

speaking are under estimated, ten percent of the respondents said speaking skill has been given more priority than other skills. According to the responses, All four language skills were given equal priority which is accepted by fifty percent of the respondents. But in reality listening and speaking did not been given priority in schools though curriculum.

4.1.9 Teachers' confidence to practice CLT

In the study,I tried to find out about teachers' confidence to practice CLT. For which, my question was, "*Do you feel confident enough to practice CLT in ELT classroom*?" The responses of the respondents are given in the table below.

Table 9

Teachers' confidence to practice CLT

Statement	Views	No.	Percentage
Feeling confident enough to practice CLT	Highly confident	0	0
	Confident	32	80
	Somehow	8	20
	Not Confident Enough	0	0

The above table shows that, eighty percent of the respondents viewed confident, twenty percent viewed somehow and no one viewed highly confident and not confident enough. According to the responses what can be said is they feel confident which was viewed by eighty percent of the respondents.

4.1.10 Goal of Communicative Techniques

In this study, I tried to find out teacher's beliefs on whether the goal of communicative techniques is to enhance communicative competence. The responses of the teachers regarding this question are presented in the table below.

Table 10

Goal of Communicative Techniques

Statement	Views	No.	Percentage
Goal of Communicative Techniques is to Enhance Communicative Competence.	Strongly agree	16	40
	Agree	24	60
	Disagree	-	-
	Strongly disagree	-	-

As shown in the above table, sixty percent of the respondents agreed it, forty percent of them strongly agreed it and there was no respondent who disagreed or strongly disagreed it. This indicates that most of the teachers were agreed with the view.

4.1.11 Correction of Errors

In my study I tried to find out the teachers beliefs on the correction of errors for this the statement was, errors are immediately corrected by teachers in communicative techniques. The responses regarding this question are presented in the table below.

Table 11

Correction of Errors

Statement	Views	No.	% of the respondents
Errors are immediately corrected	Strongly agree	8	20
	Disagree	12	30
	Strongly disagree	0	0
	Agree	20	50

The above table clearly shows that, 50 percent of the respondents agreed, 30 percent of them disagreed, 20 percent strongly agreed and no one of them strongly disagreed. It shows that errors were not corrected immediately by teacher in communicative techniques which was supported by 50 percent of the respondents the highest percent.

4.1.12 Role of Language Games

In my study I tried to find out the teachers views on role of language games. For this, teachers were asked to respond the statement i.e. “language games enhance learners’ speaking ability. So it is one of the best techniques.” The responses of the teachers are presented in the table below.

Table 12

Role of Language Games

Statement	Views	No.	Percentage
Language games enhance speaking ability	Strongly agree	20	50
	Agree	20	50
	Disagree	0	0
	Strongly disagree	0	0

From the above table we know that 50 percent strongly agreed, 50 percent agreed and none of them disagreed it. These responses show that language games enhance learners’ speaking ability. It was agreed by all the respondents.

4.1.13 Teaching the Meanings of All New Vocabulary

In this study I tried to find out the teachers’ beliefs on teaching the meanings of all new vocabulary. For this, the statement was “the teachers should teach the meaning of all new vocabulary to enhance students’ speaking ability.” The responses regarding this statement are given in the table below.

Table 13

Teaching the Meanings of All New Vocabulary

Statement	Views	No.	Percentage
Teachers should teach the meaning of all new vocabulary	Strongly agree	4	10
	Agree	32	80
	Disagree	4	10
	Strongly Agree	0	0

From the above table, it was clear that, ten percent respondents, strongly agreed, eighty percent agreed, ten percent disagreed and no one strongly disagreed. So, the study shown that the teacher should teach the meaning of all new vocabulary to enhance students' speaking ability which was agreed by 80% of the respondents.

4.1.14 Students' Talk Time

I tried to find out the teachers' beliefs on students' talk time. For this, the statement was "students' talk time should be given more priority in language classroom to enhance speaking abilities." The responses regarding this statement are given in the following table.

Table 14

Students' talk time

Statement	Views	No.	Percentage
Students' talk time should be given more priority	Strongly agree	16	40
	Agree	24	60
	Disagree	0	0
	Strongly Agree	0	0

The above table clearly shows that, sixty percent of the respondents agreed, forty percent strongly agreed and none of them disagreed. This indicated that students' talk time should be given more priority in language classroom to enhance speaking ability of the students which was highly agreed by the teachers.

4.1.15 Difficulty to Implement Communicative Language Teaching

I also tried to find out teachers' beliefs on difficulty to implement communicative language teaching. For which, the statement was, "I feel difficult to implement communicative language teaching because……." The responses regarding the statement are presented in the following table.

Table 15

Difficulty to Implement Communicative Language Teaching

Statement	Beliefs	No.	Percentage
It is difficult to implement communicative language teaching	Complete freedom to the students makes classroom noisy.	50	50
	I allow relatively less freedom to the students.	-	-
	I love learning noise.	10	10
	I like to interact with students	40	40

The above table shows that, 50 percent of the respondents replied that they feel difficulty because they have to give complete freedom to the students that makes the classroom noisy, 10 percent of them loved learning noise, 40 percent of them liked to interact with the students and none of them said that they allowed relatively less freedom to the students. So, it concluded that complete freedom to the students made class noisy which was the response of 50 percent teachers.

4.1.16 Textbook as Enough Teaching Material

Another statement that I included in the questionnaire was to know the teachers beliefs on textbook as enough teaching material. For which, the statement was, "Textbook is enough teaching materials for enhancing speaking ability of the learners." The responses of the teachers regarding the statement are given in the following table.

Table 16

Textbook as Enough Teaching Material

Statement	Views	No.	Percentage
Textbook is enough teaching materials	Agree	0	0
	Not sure	0	0
	Disagree	24	60
	Strongly disagree	16	40

The above table clearly shows that, 60 percent of the respondents disagreed, 40% strongly disagreed the options 'Not sure' and disagree remained not liked by any one. So, it concluded that all of the teachers disagreed and strongly disagreed the statement.

4.1. 17 Role of Exposure and Teacher

In the study, I tried to find out the teachers' views on role of exposure and a teacher for which the statement was, "Role of exposure and a teacher is under estimated in CLT." Regarding the statement the views of the teachers' are given in the table below.

Table 17

Role of Exposure and Teacher

Statement	Views	No.	Percentage
Role of exposure and teacher is under estimated	Agree	16	40
	Strongly Agree	0	0
	Disagree	24	60
	Strongly Disagree	0	0

The above table clearly shows that, sixty percent of the respondents disagreed, forty percent of the respondents agreed and no one strongly agreed in the same way none of them strongly disagreed the statement. So the responses show that role of exposure and teacher is not under estimated in CLT which is agreed by 60% of the teachers.

4.1.18 Dramatization and simulation as the Techniques

In the same way, I tried to find out the teachers' views on dramatization and simulation as the techniques. For which the statement was, "Dramatization and simulation are supportive techniques to develop students' speaking ability." The views they expressed regarding this statement are given in the following table.

Table 18

Dramatization and simulation as the Techniques

Statement	Views	No.	Percentage
Dramatization and simulation are supportive techniques	Agree	20	50
	Strongly Agree	16	40
	Disagree	4	10
	Strongly Disagree	0	0

The table clearly shows that, fifty percent respondents agreed it, forty percent of them strongly agreed it, ten percent disagreed and no one strongly disagreed. From the responses it concluded that, almost all the participants were agreed with this view.

4.1.19 Difficulty in behaving with students

In the study, I tried to find out about difficulty in behaving with students. For this, my statement was, "CLT is difficult for me because I need to behave with students as one of their friends in the classroom so they seem disobedient." Regarding the statement the teachers' views are given in the table below.

Table 19

Difficulty in behaving with students

Statement	Views	No.	Percentage
CLT is difficult because I need to behave with the students as one of their friends	Agree	16	40
	Strongly Agree	0	0
	Disagree	24	60
	Strongly Disagree	0	0

As the above table, sixty percent of the respondents disagreed, forty percent of the respondents agreed, no one strongly agreed and in the same way none of them undecided. It was found that most of the respondents (i.e. 60%) were disagreed with the statement so it seemed that their view was positive towards CLT.

4.1.20 Role of Pair Work and Group Work

I also tried to find out the teachers' beliefs on the role of pair work and group work. For which, they were asked "The role of pair work and group work in enhancing speaking ability of the learners is vital because..." The responses regarding this statement are given in the table below.

Table 20

Role of Pair Work and Group Work

Item	Causes	No.	Percentage
Role of Pair Work and Group Work in Enhancing Speaking Ability is Vital	They compel the students to participate in speaking activity.	16	40
	They are too easy to implement	9	10
	Learners can work themselves without help of a teacher.	12	30
	They are time consuming and difficult to implement.	8	20

The above table shows that, forty percent of respondents ticked, they compel the students to participate in speaking activity, Thirty percent of them ticked learners can work themselves without help of a teacher, twenty percent of them ticked they are time consuming and difficult to implement and no one ticked they are too easy to implement. By analyzing their views it can be concluded that they compel the students to participate in speaking activity which is liked by most of the respondents (i.e. 40%).

4. 2 Interpretation and Discussion of Open-ended Questions

I administered the open-ended questions to find out the teachers beliefs about using communicative techniques to enhance speaking ability of the learners. The data collected through open-ended questions have been discussed and interpreted as follow.

4.2.1 Suggestions to Improve Speaking Skill

My first open ended question was about suggestions to improve speaking skill. For which, the question was, "*What should be done to enhance speaking skill of the learners?* Please provide suggestion from your side." Regarding this question the answers they mentioned are given in the following table.

Table 21

Suggestions to Improve Speaking Skill

Suggestions	No.	Percentage
⁾ Students should be involved in the activities like pair work, group work, language games, describing picture etc.	20	50
⁾ Students should be involved in interaction activities daily	10	25
⁾ Errors should not be corrected immediately ⁾ Sufficient teaching materials should be used ⁾ Students should be given sufficient exposure	8	20
⁾ Use of mother tongue should be avoided in classroom ⁾ Activities should be selected according to the choice of the students ⁾ Motivation and feedback should be given to the students	2	5

The above table shows that, fifty percent of the respondents suggested that students should be involved in the activities like pair work, group work, language games describing pictures etc, Twenty five percent of them suggested that students should be involved in interactional activities daily, Twenty percent of the respondents suggested that errors should not be corrected immediately, sufficient teaching materials should be used, students should be

given sufficient exposure and five percent of them suggested selecting classroom activities according to the choice students, motivation and feedback should be given to the students. By analyzing the suggestions it can be concluded that all the suggestion are good. Among the suggestions, students should be involved in the activities like pair work, group work, language games, describing pictures is suggest by fifty present of the respondent so it seems more important.

4.2.2 Preference of Using Communicative Techniques

In my study, another open ended question was about preferences of using communicative techniques. For which, the question was, "*Do you prefer using communicative techniques to enhance speaking skill of the learners? Why or why not?*" Regarding this question the answers are presented in the table below.

Table 22

Preference of Using Communicative Techniques

Yes because	No.	Percentage
⁾ It helps to enhance speaking skill of the learners. ⁾ It involves the students in different language learning activities. ⁾ It integrates all four language skills and recommends the use of authentic materials. ⁾ It attempts to bridge the gap between classroom learning and outside environment. ⁾ It emphasizes contextual use of English. ⁾ Many experiments and researchers have shown that it is most useful technique for enhancing speaking skill	40	100%
No because		

The above table shows that, all the respondents preferred to use communicative techniques and no one is against it. So it can be concluded that CLT is the most liked technique at present or it is the demand of present time.

4.2.3 Strategies or Techniques Used in Teaching Speaking

Fourth open-ended question was about strategies or techniques that they have been following in teaching speaking communicatively their responses are as follow:

- Describing pictures, planed or unplanned speech, reading tasks.
- Drills, pair work, group work, role play, recitation, discussion, storytelling, summarizing stories etc.
- Listening-speaking activities.
- Speech competition.
- Students are given plentiful opportunities in listening audios and watching videos of native speakers.

These are the clear evidences for the communicative techniques and activities, which are liked by almost all the teachers.

4.2.4 Challenges Faced to Implement Communicative Techniques

My first open ended question was about challenges faced to implement communicative techniques. For which they were asked, "*What are the challenges that you have faced to implement communicative techniques in teaching ability of the learners*? Please mention." The challenges they faced are given in the following the table.

Table 23

Challenges Faced to Implement Communicative Techniques

Challenges faced	No.	Percentage
⁾ Students feel shy to speak English.	20	50
⁾ Mother tongue interference ⁾ Weak English based of the students ⁾ Lack of tourist area ⁾ The Large number students in the class ⁾ Lack of time ⁾ Noisy classrooms	12	30
⁾ Lack of teaching materials ⁾ Lack of English medium classes for other subjects ⁾ Weakness of management committee	8	20

The above table clearly shows that, the question was answered differently by different respondents. Fifty percent of the respondents said they faced the problem i.e. shyness among the students to speak English, thirty percent of them mentioned, mother tongue interference, weak English base of the students, lack of tourist area, large numbers of students in the class, lack of time, lack of teaching materials and noisy classroom. And twenty percent of them mentioned lack of teaching materials, lack of English medium classes for other subjects and weakness of management committee. On the basis of analysis of their responses, we can say that shyness among students to speak English is the greatest challenge that they faced which has been expressed by fifty percent of them.

4.3 Summary of Findings

The main aim of the study was to find out the beliefs of English teachers in the use of communicative techniques in enhancing teaching speaking in terms of their pedagogical implication and challenges. So, I selected forty secondary level English teachers of Rautahat district. The collected data were analyzed and interpreted to come to the findings. On the basis of the analysis and interpretation, the findings of this study are as follows:

a. A substantial number of teachers (i.e.70 %) preferred using communicative approach to enhance oral skill of learners and thirty percent of them preferred oral-structural and situational language.

b. A large number of teachers (i.e. 90%) responded that oral drills and recitation give enough oral practice to enhance students speaking.

c. Almost all (i.e.90%) of the teacher) believed that the role of a teacher in communicative techniques is facilitator. Only 10% of them believe that role of a teacher is authoritative.

d. Most of the teachers (i.e. 70%) responded that communicative techniques are better than other techniques.

e. Half of the teacher (i.e. 50%) of agreed it's highly applicable of CLT in enhancing speaking skill.

f. It was found that, most of the teachers (i.e.50%) responded that group work/pair work is the most useful technique to enhance speaking skill.

g. A large number of teachers (i.e.80%) viewed confident enough to practice CLT.

h. Most of the teachers (i.e. 60%) agreed, goal of communicative technique is to enhance communicative competence.

i. It was found that 50% of the teachers viewed strongly agreed language games enhance speaking ability.

j. Most of the teachers (i.e. 80%) agreed that the meaning of all new vocabulary enhance students speaking ability.

k. Most of the teachers (i.e. 60%) agreed that, students talk time should be given more priority in language classroom to enhance speaking ability.

l. Half of the teachers (i.e. 50%) feel difficulty to implement communicative language in classroom because they have to give complete freedom to the students that makes classroom noisy.

m. Half of the teachers i.e. 50% disagreed dramatization and simulations are supportive techniques to enhance teaching speaking.

n. Group work /pair work is the most useful technique in enhancing speaking skill.

o. The challenges that teachers faced to implement communicative techniques in enhancing speaking ability of learners are; students feel shy to speak English, mother tongue interference, weak English base large number of students in class, lack of teaching materials and lack of English medium classes for other subjects.

p. To enhance speaking skill of the learners they should be involved in the activities like pair work, group work, language games, describing pictures, daily interaction activities etc. errors should not be corrected immediately, sufficient teaching materials should be used, use of mother

tongue should be avoided in classroom and activities should be selected according to the choice of the students.

q. All the teachers prefer communicative techniques because the help to enhance speaking skill, integrate all four language skills and recommend the use of authentic materials, emphasis contextual use of English, involve the students in different language learning activities.

r. The strategies or techniques that the teachers have been following in teaching speaking communicatively are; describing pictures, planned or unplanned speech , reading tasks, drills pair work, group work, role play recitation, discussion, storytelling, summarizing stories, speech competition, listening speaking activities, watching videos and listing audios of native speakers.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The present research work entitled Teachers' Beliefs in the use of Communicative Language Teaching to Enhance Speaking is an attempt to find out the beliefs of English teachers in the use of communicative techniques enhancing in teaching speaking in terms of their pedagogical implication and challenges and to suggest some pedagogical implications on the basis of findings. I selected forty English language teachers from forty different schools of Rautahat district through non random judgmental sampling procedure. Questionnaires were used as the main tools for data collection. The collected data were analyzed an interpreted with the help of tables. After the analysis of the data, it was found that most of the teachers preferred communicative techniques to enhance teaching, speaking ability. Most of them agreed that communicative techniques are better than other techniques. In the same way, all the teachers prefer communicative techniques because it helps to enhance speaking skill, integrate all four language skills and recommend the use of authentic materials, emphasize contextual use of English, involved the students in different language learning activities when they are practicing on the behave.

5.2 Recommendations

The following recommendations have been drawn on the basis of the findings of the study. The major recommendations at different levels have been presented as follows:

5.2.1 Policy Level

The recommendations of the research at policy level are as follows:

a) The study will be highly beneficial to the policy makers in the field of education in general and in the field of English language education in

particular for making policy related to second language acquisition (SLA).

b) Curriculum development center can take benefit from the study for designing new curriculum, revise and improve existing curriculum.

5.2.2 Practical Level

The recommendations of the research at practice level are as follows:

a) This study becomes an asset for ELT practitioners / teachers to conduct different types of research related to English teaching and learning.
b) Students and parents can take benefit from this study for further improvements.
c) ELT supervisors can also take help from the findings of the study summarized in this study.

5.2.3 Further Research

I hope the present study would be fruitful to conduct further research. It is one step of study in strategies for enhancing speaking ability. Speaking is the most powerful skill in communication. It requires continuous practice along with other language skills (i.e., listening reading and writing skill) to be a competent speaker. The new researchers can identify the ways to make competent speakers to the students and ways employed for enhancing other skills of language i.e., reading, writing listening. Similarly, the study can be conducted on various learning sectors (i.e., vocabulary learning, rule learning, pronunciation learning etc.) in English language. All the new researches who are interested in this field would certainly be benefited by this study. Further research can be conducted on the following topics as:

a) Causes of shyness among students for practicing speaking skill.
b) Effectiveness of authentic materials in speaking class.
c) Problems that students have faced in enhancing speaking ability.
d) Study on the effect of tourist area in enhancing speaking ability of the learners.

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QUESTIONNAIRE

This questionnaire has been prepared to elicit the data for my research study entitled '**Teachers' Beliefs in the Use of Communicative Language Teaching to Enhance Speaking'** with the objectives of finding out the teachers beliefs on communicative approach and to judge the relevancy and appropriacy of it in Nepalese context. Under the guidance of Mr. Laxmi Prasad Ojha, Lecturer, Department of English Education, Faculty of Education, TU, Kirtipur it is being carried out. I request you to help me by providing exact and authentic answers of the questions given in the questionnaire.

Researcher
Rina Kumari Sah

Name:
Name of the school:
Level:
Address:
Sex:
Qualification:
Age:

Please tick the answer which you think the best.

1) Which of the following methods do you prefer to teach oral skills of your learners?
   a) Communicative approach
   b) Direct method
   c) Audio-lingual method
   d) Oral structural and situational approach

2) What do you think the role of oral drills and recitation in teaching speaking ability of the learners?

a) They give enough oral practice to develop students' speaking ability.
b) They are not used in communicative techniques.
c) They make the language class monotonous.
d) They are time consuming so teachers avoid using them.

3) What is the role of a teacher in communicative techniques to teach speaking ability of the students?

a) Authoritative
b) Facilitator
c) dominant
d) passive

4) What do you think about the appropriateness of communicative techniques in the Nepalese context?

a) It is highly appropriate.
b) Somehow ok.
c) Better than other techniques
d) Not sure

5) How do you react to the noise in the classroom while teaching speaking skill through communicative techniques?

a) I cannot stand any noise.
b) I welcome the learning noise.
c) I ignore any noise.
d) I love noise.

6) What do you think about the applicability of the CLT in enhancing speaking skill in Nepalese context?

a) It's not applicable.
b) It is highly applicable.

c) Theoretically applicable.
d) Partially applicable.

7) Which of the following techniques do you think is the most useful in teaching speaking skill?
   a) Group work/pair work
   b) Discussion
   c) Role-play
   d) project work

8) What sort of priority has school level English curriculum given to speaking skill?
   a) All four language skills are given equal priority.
   b) Listening and speaking are under estimated.
   c) Reading and writing are under estimated.
   d) Speaking skill has been given more priority than other skills.

9) Do you feel confident enough to practice CLT in ELT classroom?
   a) Highly confident
   b) Confident
   c) somehow
   d) Not confident enough

10) The goal of communicative techniques is to enhance communicative competence.
   a) Strongly agree
   b) Agree
   c) Disagree
   d) Strongly disagree

11) Errors are immediately corrected by teacher in communicative techniques.
   a) Strongly agree

b) Agree
c) Disagree
d) Strongly disagree

12) Language games enhance learners' speaking ability, so it is one of the best techniques
a) Strongly agree
b) Agree
c) Disagree
d) Strongly disagree

13) The teacher should teach the meaning of all new vocabulary to enhance students' speaking ability.
a) Strongly agree
b) Agree
c) Disagree
d) Strongly disagree.

14) Students' talking time should be given more priority in language classroom to enhance speaking ability.
a) Agree
b) Strongly agree
c) Disagree
d) Strongly disagree

15) I feel difficulty to implement communicative language teaching in classroom because…
a) I have to give complete freedom to the students that makes class noisy.
b) I allow relatively less freedom to the students
c) I love learning noise
d) I like to interact with students.

16) Textbook is enough teaching material for enhancing speaking ability in the learners.

a) Agree
b) Not sure
c) Disagree
d) Strongly disagree

17) Role of exposure and a teacher is under estimated in CLT.

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

18) Dramatization and simulation are supportive techniques to enhance students' speaking ability.

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

19) CLT is difficult for me because I need to behave with students as one of their friends in the class so they seem disobedient.

a) Strongly agree
b) Agree
c) Undecided
d) Disagree

20) The role of pair work and group work in enhancing speaking ability of the learner is vital because…

a) They compel the students to participate in speaking actively.
b) They are too easy to implement.
c) Learners can work themselves without the help of teacher.
d) They are time consuming and difficult to implement.

21) What should be done to develop speaking skill of the learners? Please provide suggestions from your side.

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22) Do you prefer using communicative techniques to develop speaking skill of the learners? Why or why not?

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23) What strategies or techniques have you been following in teaching speaking communicatively? Make a list of them.

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24) What are the challenges that you have faced to implement communicative techniques in teaching speaking ability of the learners? Please mention.

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