CHAPTER: ONE

INTRODUCTION

This study entitled' Communicative language teaching in public and private schools: Anethnographic Study' consists of background of the Study, statement of problem, objectives of the study, and delimitations of the study and operational definition of the key terms.

1.1. Background of the Study

Communicative language teaching is one of the popular methods of English language teaching which is based on the theory of language is the means of communication and ultimate goal of language teaching is to make learners able to communicate in the given situation. Scholars argue that every language teaching should be communicative. According to Richards and Rodgers (2001, p.158), "the communicative approach in language teaching starts from a theory of language as a means of communication." Therefore, this method has got important place in today's English language teaching classroom. This method of language teaching and learning is understood as learning to communicate through communication. The emphasis is put on the meaningful and motivated use of language by the students who communicate in order to achieve a certain goal. The central goal of teaching and learning according to communicative language teaching is to develop communicative skills on the part of learners. These skills can be achieved when students are engaged in practicing communication in real life setting. This means under this method, the teacher has to design the activities which reflect real life situations. Therefore, this method tries to bridge the gap between 'skill is getting' in the classroom situation and 'skill using' in real life situations.

Various scholars have defined communicative language teaching in various ways. Ellis(2003,p.340) defines CLT as "an approach to teaching that is directed at developing communicative abilities in the learners either by teaching aspects of communicative competence or by creating condition for

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learners to learn through communicating." Similarly, Larsen-Freemen (2000) views that communicative language teaching broadly aims to apply the theoretical perspective of communicative approach by making communicative competence the goal of language teaching and acknowledging the interdependence of language and communication.

After analyzing these definitions, it can be said that communicative language teaching aims to develop communicative skills and abilities on the language learners. Hymes (1972) viewed that this methods helps to develop communicative competence on the part of learners. Communicative approach assumes that learners learn a language through using language to communicate with other. Therefore, authentic and meaningful communication should be the goal of classroom teaching and learning activities.

Though communicative language teaching is one of the most successful and popular method of English language teaching in contemporary world, a number of issues are identified for the proper implementation of this methods in EFL context. According to Hedge (2008), "the sociolinguistic contexts, availability of resource, lack of communicative needs, and quality of teachers are major issues in applying CLT in classroom." Similarly, School environment also plays significant role in adopting CLT in classroom teaching. Therefore, school environment and sociocultural contexts also influence the implementation of communicative language teaching in classroom.

1.2. Statement of the Problem

Communicative approach to language teaching is an approach to ELT that gives special attention on communicative functions and competence on learners. Ellis (2003) mentioned that CLT aims to develop the ability to use language that may involve two general purposes: the interactional functions, where language is used to establish and maintain contact and the transactional function, where language is used to exchange information. CLT then is directed at enabling learners to function interactively and transitionally in target

language. The goal of communicative language teaching is to develop communicative competence on the part of learners. This means language learners should be able to produce grammatically as well as contextually appropriate form of language. Therefore, this approach aims to make learning meaningful, comprehensive and purposeful.

But in our context, some research studies showed that many English language teachers are still using grammar translation methods to teach English language. Pandey (2012) carried out a research oncommunicative language teaching and found that teachers were using grammar translation methods to deliver classroom instruction and there was one way communication in classroom. Similarly, there was not communicative environment in school. On the other hand, though the teachers have wider knowledge on the theory of communicative approach, they don't apply this method in classroom properly. Likewise, it is assumed that there is different communicative classroom situation and school environment in public and private school. Some teachers in private school are interested in developing communicative skills on learners and making communicative classroom. But they are also not fully succeeded to implement communicative approach. Similarly, many English language teachers in public schools are not practicing communicative approach in day to day classroom activities and this has become challenging task for them to implement communicative language teaching in classroom teaching and learning.

That is why problems were seen regarding the implementation of communicative language teaching. Similarly, different environment of classroom teaching is also seen in public and private school of Nepal. But in our context, no any research studies have been conducted to analyze the role of school environment and to compare communicative activities adopted in the public and private schools. Therefore, research was needed to explore the school environment in public and private school and influence of school and environment and administration to implement communicative approach in

theclassroom. Moreover, research was needed to compare the English language teaching situation with reference to the communicative approach in public and private school.

1.3 Objectives of the Study

This study had following research objectives:

1. To compare the communicative activities adopted by public and private school teachers in English language teaching.

2. To analyze the role of school administrationto support teachers to implement communicative language teaching in the classroom.

3. To suggest some pedagogical implications.

1.4. Research Questions

The research questions of this study were given as below;

1. What are the various communicative activities adopted by public and private English language teacher in classroom?

2. What is the role of school administration to support teachers to implement CLT in classroom?

3. Does it have some pedagogical implementation?

1.5. Significance of the Study

This study will significant to those who are interested in teaching and learning English language. This study includes the theory of communicative language teaching which will be beneficial for students and teachers to get in depth information about communicative language teaching. They will get knowledge about communicative competence, theoretical assumptions of communicative language teaching, role of teachers and learners in a communicative classroom and issues of applying communicative language teaching in EFL context. Similarly, this study have included the review of different research works

carried out on practice and challenges faced by English language teachers to adopt communicative language teaching in Nepal. So, this study will provide information about practices and problems faced by teachers to adopt communicative language teaching in classroom to other researchers who are interested in carrying out research in this area.

This study is primarily related to practices of communicative language teaching in the public and private schools and the role and support of school environment and administration to implement this approach in classroom. The finding of this study will be helpful for teachers and other researchers to get clear ideas about practices of communicative language teaching in public and private schools and influence of school environment to make a classroom communicative.

Similarly, this study will be guideline for those teachers who are teaching English language in public and private school, by providing techniques and principles to makes a classroom communicative. On the other hand, the finding of the study will be helpful to make aware on sociocultural aspects of communicative language teaching to stakeholders and teachers. Moreover, this study is based on classroom ethnography research design. So, this study will give the guidelines to other researchers to carry out research work by using classroom ethnography.

1.6. Delimitations of the Study

This study had following delimitations.

This study included public and private schools of Kathmandu only.

This study covered the classroom observation of two private English language teachers and two public English language teachers in Kathmandu.

This study was based on classroom observation, field note and unstructured interview to collect data.

1.7. Operational Definition of the Key Terms

Communicative competence: Person's ability to communicate information and ideas in a foreign language.

Discourse competence: Ability of the language users organize the supra sentential features to make well formed piece of language.

Classroom Ethnography: Application of ethnographic or sociolinguistic or discourse analytic methods to the study of behaviors, activities, interaction and discourse in formal and semi-formal setting.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND

CONCEPTUAL FRAMEWORK

This chapter consists of the detailed review of theoretical literature, review of empirical literature, implications of review for the study and conceptual framework.

2.1 Review of Theoretical Literature

In this section, I have discussed major theories related to communicative language teaching and its' use in the classroom. My discussions particularly focus on communicative competence, theoretical assumption of communicative language teaching, communicative classroom, role of teachers in communicative classroom and role of learners in communicative classroom.

2.1.1 Communicative Competence

Communicative competence is the major component of Communicative language teaching. The concept of communicative competence is introduced by Dell Hymes (1972). Hymes original ideas was that speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in a language, they also need to know how language is used by members of a speech community to accomplish their purpose. Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of sociolinguistic perspective in to Chomsky's linguistic view of competence. In other words, communicative competence views that a language learner should have ability to communicate with grammatically structured sentence and he/she should have ability to maintain social relationship with participants. This means language learner should have knowledge about what to speak to whom, how to speak to whom and when to speak to whom. In Hymes view, a person who acquires communicative competence acquires both the knowledge

and ability for language use with respect to whether something is formally possible and whether something is appropriate in relation to context in which it is used and evaluated.

In an attempt to clarify the concept of communicative competence, Widdowson (1983) made distinction between competence and capacity. In his definition of these two notions, he applied insight that he gained discourse analysis and pragmatics. In this respect, he defined competence i.e., communicative competence in terms of linguistics and sociolinguistic conventions. Under capacity, which he often referred to as procedures or communicative capacity. So, communicative competence includes knowledge of how to use language in social context in order to fulfill communicative functions and knowledge of how to combine utterances.

Communicative competence is a term in a linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology as well as social knowledge about how and when to use utterances appropriately. (Canale and Swin, 1980). For many language learners, the classroom is the primary situation in which they have an opportunity to use the target language. This kind of language has an important influence on their language development. Students use target language for a variety of purposes within lessons including interactions with teachers and other learners, and using language to negotiate and complete learning activities and assignments. Therefore, communicative competence is the major goal of foreign language teaching and learning.

2.1.2 Theoretical Assumption of Communicative Language Teaching

The theory of language of communicative methods views language as a means of communication and meaningful communication is the goal of language teaching and learning. The second theory of communicative language teaching is language as social process. Richards and Rodgers (2001) said that language is system for expression of meaning. The primary function of language is to

allow interaction and communication. The structure of language reflects its functional and communicative uses. The primary units of language are not merely it's grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

The theory of communicative language teaching includes different components. Communicative language teaching aims to develop communicative competence on language learners. Canale and Swin (1980) have identified four components of communicative competence. They are grammatical competence, sociolinguistic competence, discourse competence and strategic competence. (As cited in Richards' and Rodgers (2001)

Grammatical competence: According to Richards' and Rodgers (2001, P.160) "grammatical competence refers to what Chomsky Calls linguistic competence and what Hymes intends by what is formally possible." This competence is concerned with the knowledge and ability about target language itself, its form and meaning. This competence involves the knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure and linguistics semantic. An important point for teachers to note that grammatical or linguistic competence is an integral part of communicative competence. It is impossible to be a communicatively competent without being grammatically or linguistically competent.

Sociolinguistic competence: Sociolinguistic competence generally, considered involving two kinds of ability: first, the ability to use language to achieve desired communicative goals, and next, the ability to make choice of language forms and interprets them according the social context of their use. Richards and Rodgers (2001) specifically, notes that sociolinguistic competence refers to understand the social context in which communication takes place including relationships, the shared information of the participants and the communicative purpose of communication. Therefore, this competence involves the learners' ability of knowing how to use language in order to achieve certain

communicative goals in interaction and making one's language appropriate to the social context in which communication takes place.

Discourse competence:Discourse competence is concerned with the ability of the language user's to organize the supra-sentential features to make well formed discourse. In other words, the ability to produce as well as comprehend the cohesive and coherent discourse is known as discourse competence. So, this competence includes the knowledge of achieving coherence and cohesion in spoken and written communication and the ability to organize shared information with new information.

Strategic competence: This competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair and redirect communication Canale and Swin (1980) says that strategic competence as the ability to cope in an authentic communication situation and to keep communication channel open. Therefore, this competence involves the knowledge of how to use communication strategies to handle the breakdown in communication and make communication effective.

2.1.3 Communicative Classroom

Communicative classroom is present day need and demand for teaching English in EFL context which helps student to learn a language by creating natural environment inside the classroom. While teaching English in classroom a teacher should conduct the communicative activities like role play, group discussion, pair work, strip story, and information gap activities. So many communicative tasks involve learners' face to face interaction in classroom. These activities support the language acquisition. Communicative activities also give chance to the learners to practice communication by maintaining a conversation.

In a communicative classroom, a teacher needs to manage various communicative activities. Regarding managing the communicative classroom Hedge (2008) argues that many communicative tasks involve learner face to

face encounter in the classroom. Interaction in work in small group provides a basis for language acquisition. It also gives student practice in communicating and negotiating meaning in establishing positive rapport, in maintaining conversation with appropriate turn talking, and at the same time all them to establish how well they can understand and make them self understand. In communicative activities, work in small group also has substantial value. For example, if students collaborate while revising draft of writing, they can suggest improvement, correct error and generally act as editors while reading each other work.

The communicative classroom is related to the systematic, well organized and planned activities conducted in the classroom while teaching a language. In these activities, a teacher maintains discipline and provides feedback. So, communicative classroom should be interactive, collaborative and mostly participate learners in activities. By engaging the learners in various tasks in classroom, language learning can be made natural and more effective. Learners can be motivated, make more active and responsible for their own learning from classroom task.

A teacher has to play different roles to make a classroom communicative. Hedge (2002, p.63) says "communicative classroom involves the teachers in the wide range of roles beyond that of providing and presenting new language." In a good communicative classroom teacher spends time for managing classroom, setting up activities, organizing materials, guiding students in a group work encouraging contributions, monitoring activities and diagnosing the further need of students. The teacher's role can be demonstrated by analyzing the group work in different form of interaction of students. In a communicative classroom teachers and students try to consider how to develop high level of accuracy in use of grammar pronunciation and vocabulary.

In order to make a classroom communicative, a teacher has to apply different rules, activities and strategies inside the classroom. The effectiveness of communication in classroom or teaching learning process depends upon how

teachers apply the communicative rules, activities and strategies in communicative classroom. So, without sound atmosphere inside the classroom, communicative activities may not succeed. This means either the learners learn effectively or teacher can teach better in classroom.

2.1.4 Role of Teacher in Communicative in Classroom

Communicative approach is a learner's centered approach. This method is based on social and humanistic view of language teaching. This means language learning is a social process and learning takes place thorough the negotiation of meaning. Therefore, two ways communication is necessary for successful learning. Communicative language teaching seeks for developing and fostering learner's autonomy. So, teacher's role is facilitator rather than autocratic in communicative classroom. The major role of the teacher is to facilitate the communication between learner's tasks either by creating situation or providing them imputes. As result, the students face difficulty in communication situation. So, a teacher has to play vital role of facilitator. The communicative activity depends upon the teachers' skill quality and discipline as well as behavior in teaching and learning English language. For better communicating activities a teacher play actor's role in classroom. Breen and Candling (1980) mentioned that the teacher has three roles. The first role is to facilitate communication among all participants in the classroom and between the participants and various activities and task. The second role is to act as an independent participant within teaching and learning process. A third role of teacher is that of researcher and learner with much to contribute in terms of appropriate knowledge and abilities actual and observed experience of nature of learning, organizational capacity (as cited in Richards and Rodgers,2001)

Various scholars present the role of teachers in communicative classroom Harmer (2008, p.108) presents the role of teachers as below:

Controller: Controller is one of the major roles of teacher in communicative classroom. The teacher inside the classroom should be able to control

unnecessary talk and discussion. Harmer (2008) says when teacher acts as controllers, they are in the charge of class and of the activity taking place and are often leading form front. Controllers take the register, tell students things, organize drills, read aloud and in other various ways exemplify the qualities of teacher fronted classroom.

Facilitator: This is the major role of teacher in communicative language teaching classroom. A variety of communicative activities can be done in the classroom. Students sometime may not be able to do these activities in a proper way. They may get struck. In such situation the teachers provide them different prompts and encourage them to do given activities creatively. The role of facilitator is similar to that of prompter.

Participant: The teacher in the communicative classroom is not an authority. He sometimes becomes a student and interacts with the students as a friend. Harmer (2008) summaries the role of participant as there are also times, when we might want to join an activity not as a teacher, but also as participant in our own right. Teacher should not be afraid to participate since it only won't improve atmosphere in class, but it will also give students a chance to practice English for improving communication skills.

*Organizer:*In a communicative classroom, a teacher needs to organize different activities to motivate learners towards learning. This role involves the activities like giving the students' information, telling them how they are going to do the activities, putting them into pairs or groups and finally closing things down into pairs or groups when there is time to stop. The teacher should organize the activities in which students are going to do in such way that they can understand that they are going to do and these activities genuinely engage student in interaction. Without proper organization classroom becomes Noise and Chaotic

Need Analyst: In a communicative classroom the teacher has to conduct the activities according to the need of students. The teacher should assume responsibilities for determining and responding to the learners language needs.

This may be done informally and personally asking students perception of his/her learning style, learning assets and learning goals, this may done formally through administering a need assessment instrument e.g. Questionnaire and interview Therefore, before conducting classroom activities, a teacher should understand level of students, backgrounds of students and actual need and demand of students. This means a teacher should understand what students can learn and what they want to learn.

Counselor: The teacher should provide good counseling. She/he has to be a source of counseling so that students are encouraged to interact effectively, as a counselor she/he can paraphrase vague ideas of students, confirm to their ideas and provide feedback. Students face difficulties and get stuck in learning, if they do not get feedback and are not motivated by teachers while learning a language. So, a teacher should motivate learners to learn a language by encouraging them to participate in interaction, providing corrective feedback and engaging them in various activities inside the classroom.

*Prompter:*Teacher needs to encourage students to participate or needs to participate to make suggestions about how students may proceed in an activity. About the role of prompter Harmer (2008 P.109) writes "When we prompt, we need to do it sensitively, encouragingly but with discretion. If we are too adamant, we risk taking initiative away from students. If on the other hand, we are too retiring, we cannot supply the right amount of encouragement". The motivation and encouragement of teachers can play the positive role for students learning.

2.1.5. Role of Learners in Communicative Classroom

Learners are the receivers of the message. The teacher gives new ideas for learning new language through communicative activities. So, students can learn effectively. There is more focus on learning process rather than mastery of language forms. The learners are themselves autonomous who are involved in the activities. The role of learners in communicative classroom remains an

active than of passive participant. So, students are communicators. They are actively engaged in negotiation of meaning to make them understood. Therefore, they seem more responsible to manage their own learning. Some other related roles of learners in this activity is as negotiator, active participant, co-operative, interlocutor and responsible member of learning group. Breen and Candlin (1980) present the role of learner as the negotiator – between the self, the learning process and the object of learning emerges from and interacts within the classroom procedures and activities which the group undertakes the implication for the learner is that he should contribute as much he gains and there by learn in interdependent way (as cited in Richards and Rodgers, 2001). Similarly, Hedge (2008) mentioned that learners should be involved to contribute to the overall design of course content and the selection of learning procedures. Learners should be involved on language learning tasks and activities. They need to be made rein forceful and motivated. Learners need to be encouraged to take greater degree of responsibility of their learning by being involved in classroom activities as well as in self access facilities beyond the class. Learners need to be motivated towards learning. Motivated learners learn more and better than others.

The learners get actively involved in the process of learning because this approach is learner oriented. As this approach emphasizes on the process of communication, rather than mastery of language forms, the learners are required to play the different roles. They are expected to interact primarily with each other. "Often there is no text, grammar rules are nit presented, classroom arrangement is not non standard, students are expected to interact primarily with each other rather than with teachers, and correction of errors may be absent or infrequent". (Richards and Rodgers 2001, p.166). Therefore, learners are active participants in teaching and learning activities. They should take responsibility for their own learning and become independent and autonomous learner.

2.2. Review of the Related Empirical Literature

In this section, different related research works carried out under the department of English education TU, Kirtipur have been reviewed.

Pant (2009) carried out a thesis entitled "Perception of Communicative Language Teaching by Secondary level English Teachers". The main objective of this study was to find out secondary level teachers perception on communicative language teaching. In order to carry out this research hundred teachers were selected through judgmental sampling procedures. For the purpose of data collection, close ended questionnaire was used. He concluded that different teachers perceive ELT differently depending upon their contexts. It was also found that the secondary level teachers perceive examination as facilitation.

Pandeya (2012) carried out research on" Communicative Activities used by Secondary English Teachers". The objective of his study was to find out communicative activities used in English language classroom. His research was based on survey research. The sample population of his study was the fifteen secondary level English teachers. The number of school was fifteen from community school in Dang district. The purposive non – random sampling strategy was used for selection of respondents. Classroom observation checklist was major tool for data collection .From his study it was found that only 60% classes were used communicative activities in teaching EFL classes. But the listening and speaking activities were not found satisfactory and mostly there was one way interaction between teachers and students in the form of question and answer in the classroom. Teachers never treated the students according to their need, interest and desire. Moreover, it was found that teacher-student communication was only limited to textbook Students were not given more time for speaking. Teachers were found to be an authority in classroom. Most of teachers and students found as to be using mother tongue in classroom.

Koirala (2013) carried out a research on "Attitudes of Teachers towards Communicative Approach" with the main purpose to find out the attitudes of secondary level English language teachers in Ramechhap and Sindhali district. The sample of his study was 35 teachers with non – random sampling strategy and questionnaire was major data collection tool. He found that teachers agreed that communicative language teaching is an important teaching approach and teachers need to apply this approach in classroom to develop communicative competence on students. On the other hand this showed that most of teachers felt difficult to use communicative approach to teach English because of lack of proper idea to apply this approach and they were not active. Similarly, his study found that there was lack of teaching materials and students had poor English background.

Manzano (2015) wrote an article based on her research work entitled "English Language Teachers Beliefs, Practices and Problems Encountered in using CLT." The major objectives of her study were to find out teachers believes on CLT and to analyze the problems faced by teachers to implement this method in classroom. Her study was based on survey design. The sample of her study was twenty English teachers and they were selected through purposive non-random sampling procedures. Similarly, she used questionnaire and observation as a research tool for data collection. From her study she found that 90 percent teachers believed that language is primarily a tool for communication and sixteen teachers believed that language is best learned by involving students in activities in real life communication. The major causes problems faced by teachers to implement CLT in classroom were, time consuming preparations of materials, uncontrollable use of native language during classroom activities and inadequate and incompatible use of CLT. Moreover, it was found that English teachers oftentimes use CLT in teaching the English and the problems found by respondents to implement CLT in classroom concerned on the materials, assessment tools, learners' roles, teachers' roles, and institutional policy.

Sah (2016) carried out a research work on "Challenges faced by Teachers of English in Applying Communicative Approach". The objectives of his study were to find out challenges faced by teachers in teaching English and to explore the teacher's perception about communicative approach and its use in Nepal. His research was based on survey design. The sample of his study was 30 English teachers who were teaching in Dhannusha district and the sample was selected with purposive non – random sampling strategy. Similarly, he used questionnaire as research tool in order to collect data for his study. The finding of his study showed that the English language teacher believed that language is learnt through communication but they had problem regarding how to best engage the learners in communication. Likewise, it was found problem in application of communicative approach due to the lack of physical facilities and large size of class. Teachers had problem to control the classroom and involve all students in teaching learning activities. Similarly his study found that grammar translation method was dominant in classroom. Classrooms were mostly dominated by teachers' one way communication. Students felt too shy to speak in front of the class due to fear of making mistakes and there was low participation of students in classroom activities. Only active and talkative students spoke frequently in classroom. There was poor English environment in school and lack of motivation to students for speaking. Moreover, this study found that teachers could not play the role of participants; motivator and students were passive listeners.

Shrestha (2016) carried out research entitled "Teachers' Belief on Practice of Communicative Language Teaching" with the aim to find out beliefs of the English teachers on the use of communicative language teaching in EFL classes and problem faced by them to implement CLT at secondary level school of Sunsari district. The population of his study consisted of 30 secondary level English teachers and sampled through non – random sampling strategy. The design used in this research was survey and the data collection tools were questionnaire interview and classroom observation. From his study he found that it is best way to learn and teach with communicative language

teaching and majority of teachers feel difficulty to apply it in to real comfort. Moreover, this study showed that though teachers try to implement communicative language teaching in classroom, EFL learners were not active enthusiastic, motivated and engaged in learning. Thus students were not improving proficiency in English. Nepalese learners of English felt difficulty in learning English because of mother tongue interference and they did not have enough exposure and practice of English.

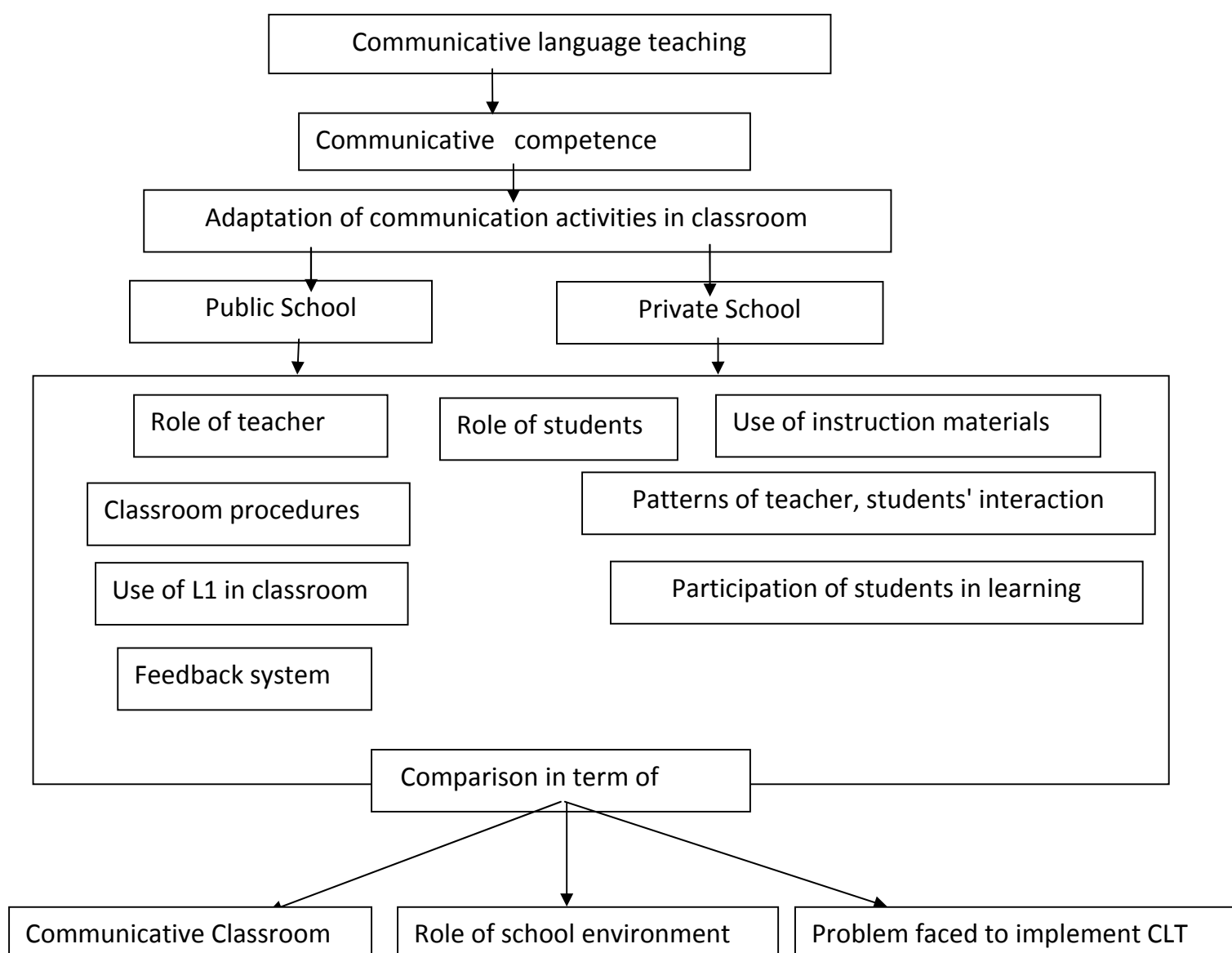## 2.3. Implications of the Study

The literature review is an integral part of research process and makes a valuable contribution to conduct the research. The most important function of literature review is to ensure researcher to read widely around the subject area in which he or she interested. A review of the related literature must precede any well planned study.

Thus, I have reviewed different previous research works, articles and books related to my topic to some extended. In literature I have went through different existing literature, different articles ELT journals and books. All these studies are related to the periphery of communicative language teaching. After reviewing those research works and literature, I have got knowledge about communicative competence, theoretical assumption of communicative approach, communicative classroom and activities, role of teachers and learners in communicative classroom and issues and challenges to implement communicative approach to teach English as a foreign language. Similarly, by reviewing different thesis and articles, I have got knowledge about teacher's perception on communicative language teaching. Teachers in Nepal have perceived communicative language teaching as a best method of English language teaching and they want to implement this method in classroom. From these reviewed work, what I have understood is English language teachers in Nepal are facing many problems to implement communicative approach in classroom due to sociocultural context, lack of authentic teaching materials, lack of teacher training and students' poor background.

On the other hand, after reviewing various articles, books and thesis related to communicative language teaching and research methodology, I have got clear idea to carryout research, to write academic writing, to conduct classroom ethnography and to analyze and interpret qualitative and quantitative data however, I could not get knowledge about the role and influence of school environment and administration to implement communicative approach in the classroom**.**

2.4. Conceptual Framework

A conceptual framework is the representation of understanding of theories by researcher and his/her own conceptualization of relationship between different variable while carrying out this research, with the consultancy of different theories related to the study and literature review following conceptual framework is developed

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│       Communicative language teaching        │
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                      ▼
        ┌─────────────────────────────┐
        │   Communicative   competence │
        └─────────────────────────────┘
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                      ▼
    ┌───────────────────────────────────────────┐
    │ Adaptation of communication activities in  │
    │                classroom                    │
    └───────────────────────────────────────────┘
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         ▼                              ▼
  ┌──────────────┐              ┌──────────────┐
  │ Public School│              │ Private School│
  └──────────────┘              └──────────────┘
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         ▼                              ▼
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Role of teacher   Role of students   Use of instruction materials

Classroom procedures   Patterns of teacher, students' interaction

Use of L1 in classroom   Participation of students in learning

Feedback system

Comparison in term of

Communicative Classroom   Role of school environment   Problem faced to implement CLT

The major focus of this study was the implementation of communicative language teaching by teachers in classroom. I had primarily looked at the

development of communicative competence on learners and communicative activities adopted by teachers in classroom for developing communicative skills and abilities of the learners. The adaptation of communicative activities in public and private schools were observed separately. While observing the classroom of the teachers, the major focus was given on role of teachers in classroom, role of students, use of instructional materials, patterns of teacher's students' interactions, use of mother tongue in classroom, participation of students in learning and feedback system.

Finally, the comparison between public and private school was made with reference to communicative classroom. This means various classroom activities were compared those were conducted in public and private schools. Moreover, the comparison was also made on the basis of role and influence of school environment and administration to implement communicative language teaching and problems faced by the teachers to implement the CLT in the public and private schools.

CHAPTER: THREE

METHOD AND PROCEDURES OF THE STUDY

The following methodology was used or adopted to conduct the research in order to full fill the above objectives.

3.1. Design and Method of the Study

I adopted classroom ethnography design for the present study. Ann.K &Gergeok.W (1997) state" Classroom ethnography refers to the application of ethnographic or sociolinguistic or discourse analytic research methods to study behaviors, activities, interaction and discourse in formal and semi formal educational setting such as school classroom, adult education programme and day care centre." In contrast to quantitative approach to classroom research, classroom ethnography emphasizes the sociocultural nature of teaching and learning process. Therefore, this research design is one of the best methods to explore the classroom practices and it is easier to get in depth information about classroom interaction pattern form long term observation of classroom.

"In most general sense, ethnography is the long term holistic, Intensive study of people'sbehavior on going on settings". (Watson& Gegeo). The classroom ethnography involves the intensive, detailed observation of a classroom over a period of its duration, recording a large sample of classroom activities on audio or video tape. Observations are supplemented by interview with teachers and students.

During the research work, I observed English language classroom in public and private schools in order to analyze the communicative activities adopted by teachers. The main focuses of this study were the implementations of communicative language teaching in classroom, role of school administration and influence school environment for the implementation of communicative language teaching. Similarly, I conducted interview with English language teachers to discuss on the problems faced by teachers to implement

communicative approach and to discuss the role and support of school administration to adopt CLT in classroom. In order to collect data from natural setting, I adoptedparticipants' observation techniques. For observation of support of school administration and classroom teaching learning activities, I developed the guideline of classroom observation and school environment observation. Similarly, I kept record of classroom observation and school environment observation on my field note. I observed the class of four teachers two from private school and two from public school. The classes of each teacher were observed for seven days. Moreover, I also conducted the interview with each teacher for which interview guideline was also developed.

3.2. Population, Sample and Sampling Strategies

The population of this study wasSecondary level English language teacher in Kathmandu and the sample of this study were 4 English language teachers who were teaching at secondary level in Kathmandu. Among them 2 teachers were from private school and 2 from public school. The sample of this study was selected through purposive non-random sampling procedures. Here when the numbers of population cannot be identified individually this sampling strategy was used for selection of sample.

3.3. Sources of Data

This study was based on primary and secondary sources of data. The primary sources of data were two public and two private Secondary Schools of Kathmandu. Similarly, two secondary English language teachers of public school and two secondary level English teachers of private school were also the primary sources of data. The secondary sources of data were different books related to communicative language teaching and research methodology, different articles, journals, thesis related to CLT and classroom ethnography.

3.4. Data Collection Tools and Techniques

The main data collection tool of this study were classroom observation guideline and field note. The major data collection techniques for this study were classroom observation and unstructured interview. Classroom observation wasconducted to explore every day classroom activities adopted by teachers to make communicative classroom and unstructured interview was conducted to find out the problems and challenges faced by them to apply communicative language teaching to real context. During classroom observation I kept the record of classroom activities conducted with teachers in my field note and the classroom activities. Similarly, I recorded the interview with teachers in my mobile.

3.5. Data Collection Procedures

First of all, I met head teacher of selected schools and clarify the purpose of visit.

Then, I got permission to consult with English teacher.

After that Iconsulted with English teacher and explain them about purpose.

After getting permission of teacher to observe their class, I observed the class of each teacher for seven days regularly.

I observed the class with the help of classroom observation and kept record of every day classroom activities on his field notes. Similarly, I observed the school environment with the help of school environment observation guideline to find out the role of school administration in CLT implementation.

Finally, after observing classroom for seven days, I conducted an interview with each teacher to collect data on support ands role of school environment to adopt CLT in classroom and challenges faced by them to apply this method in classroom.

3.6 Data Analysis and Interpretation Procedures

After coding, recoding and building themes from data, the data were analyzed descriptively and thematically. After collecting data, every interview was transcribed, verbalized, analyzed and interpreted. I had to listen the record again and again and transcribed it word by word. I read the field the note and interview for many times and code them. After coding and reading several themes emerged. Then, I described the data thematically and descriptively in detail. However, it took quite time to analyze the data and came to the conclusion.

3.7. Ethical Considerations

In order to maintain the ethicalness and validity of research, some strategies and techniques were taken from the side of researcher. To make the research formal and authorized, the recommendation letter to carry out the research was taken fromthe department of English education. Similarly, the researcher took permission from selected school administration and selected teachers to collect the data. While collecting data, the researcher did not harm the respondents psychologically, physically and did not interfere on the day to day activities of them. The researcher did not force them for doing any activities which were ignored and disliked by respondents. I did not publish anything that made the negative impact on the prestige of school and personal character of respondents.

On the otherhand, teachers were made sure on the finding of the study that the finding would not be written individually and directly. But, it would be generalized to all schools. Similarly, to avoid the plagiarism, proper citation and references was given andoriginal writing of research was given priority. Moreover, to make writing more formal and academic, all the process of academic writing was followed.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF DATA

In this chapter I analyzed the data from the field visiting under two different headings. Classroom observation and interview regarding comparison of communicative activities in public and private school, role of school administration to support the teacher for the implementation of communicative language teaching, problems and challenges faced by teachers to implement communicative language teaching in public and private school. I observed different classes of four teachers regularly for seven days and taken interview necessarily. Similarly, I collected necessary information from school administration. To analyze data I have given the name of the teachers as T1.T2, T3 and T4 and the name of school as S1, S2, S3 and S4 respectively. The data were analyzed thematically and descriptively by giving different heading

4.1. Analysis and Interpretation of Comparison of Communicative Activities adopted by Public and Private Teachers in Secondary Level School

This sub heading deals with the real classroom observation of seven classes of each teacher. To collect information, observation guideline and interview were used as data collection tools. To collect data, I used diary and field note. Different themes are given to analyze and interpret the data.

4.1.1. Initiation of Lesson and Motivation of Students

The teachers in public schools were found that they directly entered to the topic of lesson without revising the previous lesson. They started lesson without checking homework and without giving any background information about the topic. It was found that in public school the teacher did not do any activities to motivate the students. They did not give any relevant examples and activated all the students for learning.

The teacher of public school T1 entered the class and asked students which lesson they were going to read that day. Then, he told them to open their book page no. 44 and started to solve the questions without revising the previous lesson.

Excerpt: 1

Classroom observation of T1   Date: 2074/04/01

Observed Class: 9

Teaching Item: Talking about past

Teacher: What is the name of school where did Bir Bahadur work?

Students: Hami lai Thaha chhaina sir!

Teacher: The name of school is Patan higher Secondary School.

Teacher: What was the cause of death?

Students: Accident

Teacher: The cause of death was bus accident.

Similarly, T2 of public school also did not revise the lesson and check the homework of the student's properly. When I observed his first class, he taught the new chapter and he started to ask question of the exercise to the students. He did not talk anything about homework and did not revise the past lesson. During the observation of his classes, I found the same condition in class every day. He did not motivate students to take part in different activities in class.

Therefore, in public school students were confused because the teacher did not revise the lesson. Students could not tell the answer because the teacher did not give any background information about the lesson. Similarly, students could not tell the full answer because they were not motivated by the teachers to tell the full answers. So, there was the need of revision of previous topics in order to implement CLT in class.

But, in the private school the initiation of lesson and motivation of students by teachers was found different. The teachers revised previous lessons and checked the homework of students. They revised lessons either by asking

students or summarizing the lessons themselves. They made sure whether all the students had brought their text book or not and they encouraged all the students to take part in learning by asking questions and engaging in different activities.

The teacher of private school T4 entered the class and asked all the students whether they had done their homework or not and he checked their homework.

Excerpt:2   Date: 2074/04/16

Classroom observation of T4

Observed Class: 9

Teaching Item: Condolence Writing

Teacher: Yesterday we discussed the condolence letter writing and it is written at the condition of someone's death. Now can you write the condolence letter?

Students: Yes sir!Condolence letter are type of formal letter which are generally published in newspaper, yes or no sir.

Teacher: Yes, you are right, now go through your exercise page no. 39

On the other hand, when I observed the classes of T3 of private school, the condition of initiation of lesson was found good. While the teacher was teaching the use of present simple in class, he asked students about the structure and sub verb agreement in simple present tense and he gave various examples related to simple present tense. Heencouraged students to take part in interaction and be more active in class.

In this way the teacher revised the lesson and cleared the confusion of the students. The teachers gave background information about the topic, summarised the lesson, activated students by asking questions, checked their homework, and gave clear instructions.

4.1.2. Classroom Management of Teachers during Different Activities inside the Classroom

Classroom management is important aspect to make a classroom communicative and to make teaching and learning successful. The aspects of classroom management in public schools by ELT teachers were found very weak. I observed the classes of teachers T1 and T2 for seven days but they did not pay attention to various aspects of classroom management. I found the class of T1 was not managed according to the height of students. Some of the students were not able to see on the whiteboard because some tall students were sitting before them.

Excerpt:3   Date:2074/04/03

 Observed Class: 12

Teaching Item: Hurried Trip to Avoid Bad Stars.

Classroom activities

Teacher: The teacher wrote the topic of the lesson on whiteboard and startedto explain the lesson. In this essay we are going to discuss the life style of the people of Karnali zone people.

Students: Nepali ma summary vandinu ni sir.

Teacher: Then, he started to summarize the lesson in Nepali.Only few students were listening to him but others were busy in talking to their friend. There was much noise in class.

The teacher of public school, T2 gave class workto write a sympathy letter in group. He made the group captain. Only group captain wrote the sympathy letter but others were in talking and made noise in classroom. In the class of T2 some of the students were not paying attention to the lesson and did not take part in the classroom activities. Some of the students were making noise but the teacher did not do any activities to motivate them towards learning. While T2 was teaching news report in class 10, there were 35 students in class. The teacher told the instruction to write the news report but only 15 students copied the instruction written by teachers in whiteboard. Otherstudents were sitting in

class without writing and were talking to each other without paying attention to the teaching learning activities. So, T2 also unable to manage the class properly.

On the other hand, in private school the aspect of classroom management was found better than public school. The teachers made seating arrangement according to the height of the students and T3 had made the system of rotation. Teachers paid equal attention to all the students and all the students took part in learning. But sometimes, it was found that T3 could not manage the class properly while giving group work. Only few students contributed on group work and other were busy in other activities. But when he taught the lesson, he engaged students in individual work and pair work he was able to manage the class properly. On the other hand, T4 of private school also managed classroom properly. The classroom activities of T4 can be presented as follows:

Classroom Activities	Activities to manage the classroom
Group work	T4 divided students in 5 group. He made one group captain to control the students and one student to write the classwork. The duty of captain was to control unnecessary noise and report the name of those students to the teachers who made unnecessary noise and did not involve in group work
Pair work	Teacher divided students in different pair and let them to work in pair. After one pair completed their work and present in class, he asked other students randomly about what they did in pair work. So students listened actively to others.

Therefore, the teachers of the private schools were able to implement CLT in class better than public teachers because they managed class properly by engaging students in various activities and by activatingstudents in managing class whereas the teachers of public schools could not manage the class properly during all the activities inside the classroom. Therefore, their classroom teaching couldnot become communicative all the time in comparison with the classroom of private schools' teachers.

4.1.3. Role of Teacher in Classroom

Regarding the role of teacher, in public schools classrooms were found dominated by teachers. Teachers were more active than students.Mostly there was one way communication inside the classroom. In public schools the major role of teacher was to solve the problem of students. During the observation of

classroom of T1 while teaching word meaning following role of teacher was found in classroom.

> Excerpt: 4   Date: 2074/4/3
>
> Observed class: 10
>
> Teaching Item: Did I miss anything?
>
> Teacher: What is the meaning of passed away?
>
> Student: Don't know sir!
>
> Teacher: Copy the meaning of these words in your note book? yo shara sabai janaa!
>
> Passed away- dead
>
> Liked and known by many people- popular (charchit)

Students copied the word meaning but the teacher could not make them to find out the meaning themselves and be more active in class.But, T2 tried to activate students to take part in communication but they could not speak English properly and got stuck while speaking. Teachers spent most of the time in solving the problem because only few students were able to solve the problem raised in class and given in the textbook. While T2 of public school was teaching and summarizing the poem 'Full fathomfive, thee father lies and he asked the students to guess the meaning of topic

> Teacher: Please, think and tell me what does the title of the poem suggest?
>
> Students:We do not know sir; Tapainai vandinuna..

After that, the teacher explained the meaning of the title and that the meaning is said your father is buried under 30 feet below and started to summarize the poem. He mostly used the lecturer methods to explain the lesson and there was one way communication between teacher and students most of the time in class. There was problem for the implementation of CLT in class because the teacher could not activate all students to find out the meaning of the difficult words themselves. He did not give different examples by using words in sentences and did not follow the different techniques to teach word meaning.

On the other hand, in private schools, I found that the teachers' role was to facilitate students for learning. The T3 of private school activated students in class. While he was teaching word meaning, he did following activities

Teachers Activities	Students Activities
read the lesson	underlined the difficult words
divided students in group	copied their difficult word meaning
let them to discuss in group	Discussed in group and found the meaning of difficult word.
let the group work present in class by all groups	Group leader presented their work
gave feedback	corrected their errors

Therefore, the teachers of private schools encouraged students to take part in classroom activities. T4 mostly activated all students most of the in the class and paid attention to all the students when he gave group work and pair work. He gave different work to the students encouraged students to take part in different classroom activities and provided necessary feedback to them.

4.1.4. Participation of Students in Classroom Activities

Students' participation is one of the major factors to make classroom activities. It was found that in public school there was less participation of students in classroom activities. Only few students were engaged on classroom discussion and interaction. While observing the classroom of T2 it was found that some of the students were very much uninterested towards teaching and learning. They were sitting inside the classroom being worried and by playing game in mobile. But, there was not any activities done by teachers to motivate them towards learning.

The T1 of public school could not engage all the students in classroom activities. The participation of students in classroom during different activities was found as below:

Classroom Activities	Participation
Reading the passage	only few students read and ask the meaning of difficult word
Answer question	few students gave the answer of question and listen to the teacher
group work and pair work	group and pair work could not done successfully

His class could not become communicative because all the students were not activated to find out the word meaning and were not engaged in classroom activities.The teachers could not engage students in group work, pair work and in interaction. Therefore, there was less participation of students in classroom activities.

On the other hand, the situation was found different in private schools. Most of the students were engaged in classroom activities. They asked questions to the teachers and gave the answers of question asked by teachers.

Excerpt: 5

Classroom Observation of T4   Date 2074/04/26

TeachingItem: News Report Writing

Teachers' Activities	Students' Activities
Let the students read the news in Kathmandu post	Read the news
Ask the elements of news report	find the elements
Give the guideline to write	Write the guideline
Give clues to write	Write news in group

Check and give feedback   Correct the errors

Therefore, he gave the class work in group to write the news story and most of the students took part on that being active.Similarly, when I observed the class of T3 he activated students more in class. When he taught reading text, he asked students to read the lesson and told the pronunciation of difficult words and meaning of difficult words .When he taught the writing skill he gave instruction to the students to write and let them to write themselves. He gave feedback when there was the need of feedback. So, they gave their ideas and prepared news story in a group. They also showed their class work and got feedback from teacher but few students were found less active in classroom of private teachers. While comparing the participation of students in classroom activities in public and private school, the private schools' students were more activated and participated in classroom activities than public school and the teachers of private school implemented CLT because they made the participation of students more in class.

4.1.5 Time Given by Teachers to the Students for Speaking

The time given to students by teachers for speaking plays a significant role in developing communicative skill on the part of learner. While observing classes in public schools, the classroom activities were dominated by teachers' talk. There were not any activities like role play, group work, pair wok and so on. Only individual work was given. Though, teachers tried to engage student in interaction, student could not speak properly because they had low level of fluency. In T1 and T2's class they mostly spoke and spent their time for explanation of the lesson and most of the activities were done by teachers in class.

The teacher of public school T1 was more active than students in classroom.

Excerpt: 6

Lesson: Simple present and past continuous tense

Classroom procedures: Teacher entered the classroom and asked students about their topic of discussion.

Teacher: Do you know what the formula of simple present tense?

Students: Subject + V1/V5 + object.

Teacher: Right. The use of this tense are it is used to express habitual action and permanent truth. For example: The sun rises from the east.

Teacher: Now let's discuss about present continuous tense.

Teacher: Did you understand?

Students: Yes, Sir.

Therefore, T1 could not make classroom communicative because the teachers' talk time was more than students' talk time during classroom activities. He was unable to create different situation in class and motivate all the students for speaking. In order to make classroom communicative he should ask students about present on going action and daily routine of students and to express their views. Similarly, T2 of public school also talked more than students in class during different activities inside the class. He mostly used lecturer methods to explain the lesson. When he taught an essay 'Hurried trip to avoid the bad star' he summarized the lesson orally and even he did not use the textbook and go line by line. Most of the time he spoke himself and sometimes he asked the students question like what do you mean by Silajit? And students told we do not know sir. So, teacher told the answer himself and only few students were listening to him.

Butin private school the situation was different. The teacher gave more time to students for speaking. In the classes of T3, he gave more time to students for speaking. While teaching present simple he asked students to describe about their daily routine and students told orally. He gave time to students to solve problem and finally gave the feedback. Therefore, in private school it was found that the teachers created problems for students and gave more time to students for speaking and participated them in interaction. While observing the classesof T3 of private school following situation was found

Teaching item: Simple present

Teacher: Can you tell me about your daily routine?

Student: Yes, Sir. I always wake up at 5 am. Then I go to washroom and have a cup of tea.

Teacher: very good. So, this tense is used to describe the daily routine. Now who can tell me about your habitual action?

Students: Sir habitual actions show the daily habits of someone.

T3 of private school was able to make classroom communicative. He created different situation and let students speak more in class. He asked students to give different examples and described rules himself. Similarly, theT4 of public school also gave more time to students for speaking in the classroom. When he taught the poem 'The rivals' he asked students to tell their difficult words in the poem and other students tell the meaning. While he was summarizing the lesson he asked students different questions like when did the bird sing the song? Why did the poet not listento the bird? Students also told answers like the bird sang the song early in the morning and the poet did not listen to the bird because he was also singing at the same time.

While comparing public and private school in terms of time given to students for speaking, the private teachers gave more time to students for speaking than public school teachers. Teachers of the public school spoke more in class than the students. They gave examples themselves, described rules themselves but did not encourage students to speak more. But teachers of private school created different situation for speaking and let students speak on different topics. The ratio of teachers' talk time was less than students' talk time. Thus, there was better implementation of CLT in private school in terms of time given to students for speaking by teachers in class.

4.1.6. Teachers'Activities inside the Classroom

A teacher can conduct different activities inside the classroom and for an effective communicative classroom,it is supposed that students should be more active than teachers and classroom should be dominated by students' activities. Regarding teachers' activities in public and private schools, the situation was found different. In public schools, the teacher has dominant role in class.

Teachers spent most of time for explanation of lesson. |T2 read the lesson wrote word meaning and told the answer of questions and same condition was found in the class of T1. When I observed the classes of T1 for seven days I found his activities inside the classroom as below

Teaching items	Activities
Reading	Reading the lesson
	writing the meaning of difficult words
	describing the words of the lesson
	Telling the answer of questions given in the text.
Writing	Reading the guideline
	giving the instructions
	writing the guideline
	writing in detail

Therefore, in public schools teachers activities were to solve the problems. Sometimes they created the problem for students but students could not solve the problem. Similarly, when I observed the classes of T2 teaching different language skill it was found that classroom was dominated by teachers' activities.

On the other hand, in private school most of the time the teacher activated the students for doing different task in class. They controlled the class, managed the class, checked the homework and gave feedback to the students. In the class of T4 he divided students in different group, gave them different task and activated students more in class. But sometimes he solved the exercise by himself. When I observed the classes of T3 for seven days I found the following conditions.

Reading	let the students read the text
	let them to write difficult words
	help them to pronounce the difficult words
	telling the meaning of difficult words that student did not know
	asking students different questions
	giving necessary feedback

While comparing teacher's activities inside the classroom, in public school teacher did most of the activities themselves but in private school teacher activated students for doing different activities.

4.1.7. Students Activities inside the Classroom

Regarding the students activities inside the classroom, in public school it was found that individual work was mostly given to the students. Some of the students did the class work and other stay without doing any activities in the class. They read the lesson whenever they were asked to read by teachers and tried to give the answer of questions asked by teachers. While T1 was teaching news story writing, the activities of the students were to copy the news story written on the whiteboard, listen the instruction of teacher and stay in class without making any noise. Similarly, when he was teaching the word meaning in the classroom, students' activities were to listen the spelling and pronunciation of the words by teacher, copy the word meaning on their notebook from whiteboard and read the word meaning silently.

When I observed the activities of the students in the classroom teaching of T2, it was found that all the activities of students were dominated by teachers'activities. Most of the classroom activities were done by teacher himself. When he taught the grammar'simple present tense' all the students

listened the rules told by teacher, copied the rules and examples written on the whiteboard and all the exercise solved by teacher.Therefore, in public school students activities inside the classroom were limited by teachers and there was problem in the implementation of communicative language in the classroom.

But in the private school students were engaged in pair work, group work and individual work and their major activities were to solve the problem, ask question to the teacher, and give answer of the questions asked by teachers. They helped other students also, they were engaged in group discussion and they got feedback from their teacher.When T3 taught the word meaning in the classroom he gave individual work to the students and let them to read the lesson first then to underline the difficult word and copy the words on their notebook. After that he divided students in different groups and let them to find the meaning of difficult words in group. He helped students in group when they faced problem to find out the meaning of difficult words. Similarly, while he was teaching news report writing in class, he divided students in four groups and let them to discuss in group for five minute. Then, he asked them to write the report in group. All the group captain presented the report in class and other group members gave feedback. Finally, teacher also gave necessary feedback to the students.

On the otherhand, T4 also gave individual work when he taught question answer, he gave pair work while he was teaching communicative function and gave group work while teaching report writing. So, T3 and T4 were able to implement communicative language teaching in the classroom then public schools' teachers because students were more active in class and engaged in different activities in classroom.

1.4.8. Interaction Pattern between Student and Teachers

In a classroom there should be two-way communication between teacher and students to develop communicative competence on the part of learners When I observed the classroom in publicschool, it was found that mostly there was

one-way communication between students and teachers.There was less interaction between teacher and students. There was only interaction between students and teacher in the form of question answer. T1 asked different question to the students but they were not able to give answer of the questions and spoke properly because of their low level of competence .T2 also spoke most of the time in class himself. He spent most of the time in the explanation of the lesson and he asked students whether they have understood or not and students said either yes or not. Therefore, there was less interaction in class and one way communication.

But, in private school there was tow way communication between students and teacher. When I observed the class of both T3 and T4 they mostly engaged students in interaction. Sometime they were engaged in group discussion, pair work and other activities. The activities like interview, debate contest were also conducted in classroom. Students could easily ask any question to the teacher and gave the answer of questions asked by teacher. From above the discussion what can be saidis there was mostly one way communication in public school but there was tow way communication in the classes of private school.

4.2 Analysis and Interpretation of role of School Administration to Implement Communicative English Language Teaching

Schooladministration plays the significant role to implement communicative language teaching inside the classroom. The physical facilities of school like building, teaching materials, playground, rules and regulations of school, students' teachers' relationshipand the medium of communication and instructions of school can also help to develop communicative competence in the part of learners. In order to find out the role of school administration for the implementation of communicative language teaching, I had analyzed and collected data on different areas and topics. These data are collected by taking interview with teachers, students and head teachers of selected schools. Data are analyzed by giving different topics and themes given as below:

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4.2.1 Role of School Administration to Implement CLT by providing Good Physical Facilities

I observed the availability of physical facilities in four schools and found that private schools had better physical facilities than public schools. In private schools, labs with sufficient numbers of computers, good condition of benches and desks but in public school, though there is library, computer lab and so on, they were not properly used. When I asked some students and teachers about the role of physical facilities to implement communicative language in class, they replied that only book was not sufficient. If there was good facilities of computer, library and other teaching materials that would help to develop communicative competence on learners. According to one of the student who was studying in public school, "we do not get extra books and materials to read English so we have poor communicative competence.|"This shows that there is the significant role of physical facilities to implement communicative language teaching in classroom.

When I asked about the role of physical facilities to the T1 of public school he said that when there is good condition of classroom, desks and benches, students feel comfortable to sit and they will be ready to learn. Similarly, T2 said that there should be the good availability of drinking water, toilets, and grounds and there should be good condition of buildings and classroom in order to make teaching learning successful. Both of the teachers viewed that these are the basic requirement for the successful teaching learning activities and then only we can implement CLT in the classroom.

On the other hand, the teachers of private schools T1 and T2 viewed that physical facilities plays great role for the implementation of communicative language teaching and making language teaching successful. Whenever, students feel comfortable to sit and there is good condition of classroom library and other facilities it helps for making teaching learning successful. Fromthis evidence it can be said that the availability of physical facilities can support for

the implementation of CLT and school administration can help in implementing CLT by providing good physical facilities in the school.

4.2.2 Role of School Administration in the Management of Teaching Materials to Implement CLT

There is the necessityand great role of teaching materials for proper implementation of communicative language teaching in the classroom. The proper use of teaching materials by teachers to teach English has remarkable contribution for the development of communicative skills upon the learners. |During the observation of classes of public schools, I found that teachers used only textbook to teach English. They have not used any audio-video material and there were not adequate English book in library. There was not availability of overhead projector in any class. Though there was multimedia in school, it was used only for conducting morning assembly programme.According to T1 of public school there should be availability of different teaching materials to implement CLT. School administration can provide audio visual materials, computers and other reference books.T2 of public school said that they had problem for implementing CLT in class due to the lack of different types of audio visual materials projectors and there were not large number of books in the library.He added that their students had low level of communicative competence because they did not get wider range opportunity to learn English with the help of audio visual materials.

On the other hand, when I observed the ELT classes in the private schools, I found that teachers used different materials to teach English. They used audio visual materials; they sometimes took students in language lab and conducted different conversation programs with students. They also conducted speech debate contest and other programme. Therefore, I found private schools had good availability of teaching materials and they were properly used to develop communicative competence in the learners.T3 of private school said that he look students in language lab and created different situation for them and let them to practice by making real contexts and he used different audio visual

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materials to teach English.Therefore,his students had good communicative competence. When I observed the communicative competence of public and private school students', the private school students' had better communicative skills. So, it can be said that teaching materials plays supportive role for the implementation of communicative language teaching and school administration can help for it by making the good availability of teaching materials in school.

4.2.3 Role of School Administration to Conduct Extra Activities and to Provide Motivational Factors to Implement CLT

The extra activities like speech contest, debate contest, quiz contest and other activities conducted by school have also found significant contribution in the development of communicative competence upon learners. On the other hand, motivational factors like prize has also important role for the implementation of CLT. If the extra activities are conducted in English and students are encouraged to take part in them, it helps to implement CLT.

Regarding the role of extra activities and motivational factors in public school, it was found that only few extra activities were implemented and conducted by school. The medium of conducting extra activities was Nepali. Only few students were found to be participated in those activities and school administration also had not provided enough motivational factors like prize to the students. According to the English teachers of public school, these types of activities had great role to implement CLT but school administration did not help more for conducting these types of activities.

But in the private schools, different types of extra activities were found to be conducted on each Friday by school for the students. It was found that in their annual calendar different extra activities like debate competition, quiz contest, speech contest are arranged on different Friday and those are implemented accordingly. Each program is conducted in English. Different types of prizes were given to student who had got good position in thoseprograms and other students were also encouraged to take part in those programme. Therefore, it

was found that the communicative ability of private school students was better than public school students. They have conducted different programs and spoken fluent English so extra activities and different types of motivational factors can play significant role for the implementation of CLT. So, school administration can help teachers to implement CLT by conducting extra activities and by providing various motivational factors to the students.

4.2.4 Role of School Administration to make Rules and Regulations and Medium of Instruction of School

The rules and regulation of school also can play great role for the implementation of communicative language teaching and the medium of instruction can also have role for the developing communication of competence on the part of the learners. Regarding the role of rules and regulations of school,it was found that in public school there were not strict rules and regulations regarding regular attendance, homework, participation of students in extra activities and dress. On the other hand, the medium of instructions was Nepali language for teaching other subjects except English. So, the students got low level of communicative ability.

But in the private schools it was found that there were strict rules and regulations that a teacher and student's need to follow. The schools are made 'English Speaking Zone' and the medium of instruction and communication is English. According to the teachers of public school if they had also the English as the medium of instructions for all subject, their students also could have developed good communicative competence. The private school's teachers told that their students have good communicative competence because they have made their schools English Speaking Zone. Form these data it was found that the rules and regulation of school and medium of instructions have supporting rule for proper implementation of communicative language teaching. Therefore, school administration can help by making different rules and regulations in school for teachers and students and making English as the medium of instructions to implement CLT.

4.3 Analysis and Interpretation of Interview Conducted with Teachers

I conducted different interviews with those four teachers informally in order to find out their views in different areas. Especially interview was taken to find out the theoretical knowledge of teachers on communicative language teaching, role of school environment to implement CLT, problem faced by teacher to implement CLT in class and so on. I have given different themes to those interviews and analyzed thematically and descriptively by giving following sub headings.

4.3.1 Theoretical knowledge of teachers on communicative language teaching

A teacher needs to have knowledge on the definition, principle, features, communicative activities, role of learners and role of teachers in order to implement CLT in classroom. Regarding the theoretical knowledge of communicative language teaching all four teachers were found having good knowledge of this teaching methods. When I asked about their qualifications T1 had done 1-year Bed and other T2, T3 and T4 had passed M.Ed. from English. When I asked them about what is communicative language teaching, T1 defined CLT as teaching English by engaging students in interaction and by activating students more and more in class. According to him, "CLT is popular methods of ELT which says the ultimate goal of language teaching is to make learners able to communicative with other people."

Similarly, T2 defined communicative language teaching as "the methods of English language teaching which aims to develop communicative competence upon learners." According to T3," CLT is one of the popular methods of ELT which says the interaction between students and teachers helps to negotiate the meaning and develop communicative skills on learners." T4 described CLT as methods to teach target language by activating student more and more and by engaging them in communication. So, regarding the knowledge of teachers on

communicative language teaching it was found that all teachers were familiar with the theory, principles, definitions of CLT but T1 was less confident than others.

From above data it was found that regarding the qualification of the teachers all the teachers had required qualification for secondary level English teacher. Regarding the theoreticalknowledge of teachers' on communicative language teaching and all the teachers were familiar with the theory, definition. Principles of CLT.

4.3.2. Application of communicative Language Teaching in Classroom

I asked all thefour teachers if theyimplemented CLT in class room and why they wanted to implement to teach ELT in class. T1 replied that he was not able to apply CLT in class because the student had low level of communicative skills. He said "our students could not understand when we speak only English in class and there is lack of teaching materials like audio visual in school."

T2 replied that though he had theoretical knowledge of CLT and got MastersDegree in English from Education but he was also unable to fully implement CLT in classroom. When I asked him why is it difficult to you to apply CLT fully in class? Hesaid, "goodquestion. Actually, our students are less interested to learn English to develop communicative skills rather they want to develop their capacity to pass exam and get good marks in exam."In class students were habituated to do this from their junior classes. T2 added that whenever he tried to speak English and teach English only in English students wanted him to translate in Nepali. Because of these reasons he was unable to apply CLT in classroom.

The teachersof private school T3 viewed "I try my best to implement communicative language teaching in class. I mostly activate students in class; engage them in pair work, group work, interaction and other activities."According to him he conducted activities like interview, speech and

debate competition in class. He sometimes used audio visual materials to teach English but school did not have enough teaching materials and he added that because of few reasons the classroom could not be fully communicative but most of the time there was two-waycommunications inside the classroom.

T4 also viewed that he mostly made classroom communicative but because of large number of the students sometime there was problem to maintain two way communications in class. On the basis of their views it was found that public teachers were unable to implement CLT.They faced problem because students were less activated and they had low level of linguistic ability but private teachers implemented CLT better than public schools' teacher by engaging students in pair work, group work and in different activities.

4.3.3 Importance of Implementation of Communicative Language Teaching in Classroom.

I asked those teachers about the importance of implementation of communicative language teaching. When I asked T1 about why is communicative language to be implemented in ELT classroom and he replied that this method is helpful to develop communicative ability and makes teaching and learning activities meaningful. According to T2 of public school," The major goal of language teaching is to communicative with each other and CLT is necessary to develop the high level of fluency in learners."Likewise, T2 viewed that communicative language teaching helps to develop fluency on learners. He said, "If we implement communicative language teaching in classroom language learning becomes natural and automatic and language learning becomes meaningful."

Similarly, T3 viewed that when the communicative language teaching is implemented in the classroom, students can develop their communicative skill, interactional skills very well and they need not to be worried about developing fluency in English language. According to T4," CLT is most important to get the goal of English teaching and every teacher should make a class room

communicative." From the above discussion it is found that communicative language teaching is important for developing communicative competence in the part of the learners, to make classroom communicative, to make language learning meaningful, automatic and natural.

4.3.4 Problems Faced by Teachers to Implement Communicative Language Teaching in Classroom

In a country where English is taught as foreign language, there are different problems to implement communicative language teaching in the classroom. When I asked teachers about the problems faced by them in implementing the CLT they mentioned different problems. According to T1 of public school, there are different problems to implement CLT in class. She said, "Here are so many challenges, at first we do not have enough teaching materials, our students have very poor English background, text book is very lengthy and our system is to complete the text book otherwise we will be punished or complained by school administration and guardian". She added that students were very poor, they did not have money to take extra class and school also did not manage the extra class for weak students. So, it is very challenging task to implement CLT in class.

Similarly, T2 of public school also told that there were various problems and challenges faced by them to implement communicative languages teaching in classroom. According to him, "There is the lack of audio visual materials in school, there are large numbers of students in a class, medium of instruction isNepali for teaching other subjects and students cannot understand whenever I use only English language in a classroom." I asked same question to the teachers of private school. T3 told,"Though it is private school and the medium of instruction is English, CLT cannot be fully implemented in class room because of various reasons". He told that there were large number of students in class. Whenever he engaged students in group work, pair work and discussion it became difficult to control the class and the major focus of students was to bring better marks in exam rather developing communicative

competence. T4 viewed, "We try our best for developing communicative ability of learners but because of the system of school and expectation of school administration, guardian and students we cannot fully implemented communicative language teaching in classroom." He addedthat because of the support of school administration, linguistic level of students, and students' motivation towards learning in some extent,that had become easier to implement CLT the classroom,

From the above data it is clear that the public school teachers faced more problems to implement CLT.There was lack of teachingmaterials, large number of students in a class, low level of linguistic ability of the students, no proper support from school administration. Though the teachers' of private school also some problems to implement CLT in the classroom, there was good support of school administration, availabilityof teachingmaterials, students had good background of English. So, it was easier for teachers to implement CLT in the classroom.

4.3.5. Role of School Environment for the Proper Implementation of Communicative Language Teaching

I asked all the four teachers about the role of school environment for the proper implementation of CLT in class. T1 viewed, "I think school environment is the major factors for developing communicative ability on students. You can see those schools that have made English as a medium of instruction, their student have good communication ability." She added that if there were enough teaching materials, extra classes for weak students, encouragement from school administration, good relation among school administration teachers, parents and students that would be helpful for developing communication skills of students and for the overall development of learners.

Similarly, T2 of public school also viewed that there is great role of school environment for the communicative competence of the learners. He said ," If there is good rules and regulations, if the school is English speaking zone and if

there is availability of good teaching materials, it will automatically help for communicative ability of learners." T3 of private school viewed that the students' achievement is highly depends upon the environment of school. He told," If there are positive teaching learning activities, different extra activities and good English speaking zone there will be significant achievement for overall development and it will equally help for developing communicative skills." Therefore, according to the teachers school environment can play positive role for the implementation of CLT in the classroom.

4.3.6. Role of School Administration for the Implementation of Communicative Language Teaching

School administration has supporting role for the proper implementation of communicative language teaching. Regarding this role four teachers viewed differently. When I asked the teachers what is the role of school administration to implement CLT in class? T1 said,"School administration can support for the proper implementation of CLT by providing enough materials like books, DVDs and by engaging students in various extra activities similarly." He added that School administration can help by managing extraclasses for weak students. T2 viewed that school administration can help to implement CLT by encouraging students and teachers to speak English and by conducting different activities in school.

T3 mentioned school administration can help by providing language lab and audio-visual material and conducting all the school program in English. On the other hand T4 viewed that the role of school administration is to conduct different kinds or programs like speech, debate and to encourage all the students and teachers to speak English.

CHAPTER FIVE

FINDING, CONCLUSION AND RECOMMENDATION

This chapter deals with findings and recommendations of the research. The study intends to compare communicative activities adopted by public and private school English teachers. The study further aims to suggest some pedagogical implications. This is the final and important stage of the research. The research draws findings, conclusion and recommendationson the basis of classroom observation and interview taken with them.

5.1 Findings

The major findings of the study are:

1. There is different situation of communicative classroom and communicative activities in public and private school. From classroom observation and interview, it was found that the teachers of public schools initiated the lesson without revising previous one and they did not motivate all students towards classroom activities but the teachers of private schools revised the previous lesson and motivated all the students for learning in the beginning of the classroom teaching.

2. The classroom management was found very weak in public schools. Teachers did not pay attention to all students and could not take part in learning but in private schools it was found that teacher paid equal attention to all the students and engaged all the students in the classroom activities. They controlled unnecessary talks in class. While comparing classroom management of public and private schools, private school teachers managed the classroom more properly compared to the public schools' teachers.

3. In public schools most of the learners were found passive listeners. Only talkative and talented students were participated in classroom activities

but in private school most of the students took part in the classroom activities.

4. Teachers of public schools were more active than students in class. Most of the activities were found to be done by teacher but in private schools, the role of teacher was found to motivate all the students, activate the students and encourage students for learning.

5. The participation of students in classroom activities of public schools was less. Few students were found to be engaged in interaction and other classroom activities' and other students were very passive but in private schools most of the students were participated in classroom activities.

6. The classes of public teachers were found to be dominated by teacher's talk. The activities like group work, pair work, and group discussion were not found to be implemented by teachers. But in private schools it was found that the teacher gave more time to students for speaking. The teachers engaged students in group work, pair work, role play and interaction. Therefore, private teachers gave more time to students for speaking than public school's teachers.

7. In public schools, it was found that most of the activities were done by teachers. They read the lesson, they told the answer of question themselves but in private schools it was found teachers motivate the students, gave students different tasks, solved the problem and gave feedback to the students.

8. It was found that there was mostly one way communication between students and teachers in publicschools but in private schools mostly there was two way communicationsbetween students and teachers inside the classroom.

9. Public schools' teachers mostly used Nepali language in class to translate the word meaning, explain the lesson but private teachers hardly spoke Nepali inside the classroom.

10. It was found that school environment plays significant role for the implementation of communicative language teaching inside the classroom. In private schools there was better availability of physical facilities like computers, books language lab, good condition of desk and bench. But in public school those materials were found not to be properly used. Therefore, the communicative competence of private school students' was found better than public school.

11. The knowledge of teachers on communicative language teaching was found better in both private and public schools. All teachers were found to be familiar about the theory, definition principle and roles of learners and teachers in CLT. It was found that teachers were having good theoretical knowledge of CLT in both schools.

12. The teachers of public schoolswere found unable to implement CLT because of various reasons. There was lack of teaching materials, low linguistic level of students but teachers of private school were able to implement CLT in class better than public schools.

13. In both type of school, there were some problems to implements CLT in class. Due to large number of students in a class, lack of teaching materials, background of students, school environment etc, it was difficult for the teachers to implement CLT properly in class. But in private schools teachers have got good support from school administration. Therefore, there was better implementation of CLT in private school.

14. It was found that school administration can play great role for the proper implementation of CLT in class. School administration could help to implement CLT by providing teaching materials, encouraging students

and teachers to speak English and by providing motivational factors like prize to the teacher and students. Similarly, it was found that school administration could help by conducting extra activities training for the teachers.

5.2 Conclusion

Communicative language teaching is one of the popular methods of English language teaching. This method is essential for developing communicative competence on the part of the learners. This method makes classroom teaching meaningful and creates real life learning situation inside the classroom. Therefore, each and every teachers need to implement to CLT in classroom. In order to implement communicative language teaching inside the classroom a teacher needs to have sound knowledge of communicative language teaching, there needs to be availability of teaching materials and there needs to be proper use of teaching materials and learners should be activated and encouraged more for learning.

In the context of Nepal, there are different problems in the implementation of communicative language teaching. While comparing the communicative activities adopted in public and private school, in private school CLT is implemented properly than in public school. In public school though teachers are trained having good theoretical knowledge about CLT, they were unable to implement CLT in classroom due to various reasons. Students have low level of linguistic competence, there is the lack of sufficient teaching materials, the medium of instruction is Nepali to teach other subjects and school administration also does not support properly. Therefore, students have less communicative competence. But in private school there is the proper use of teaching materials, students and teachers are more active and school administration also supports the teachers and students. Therefore, students have better communicative competence in private school than public school.

Though, there is better implementation of communicative language teaching in theprivate school, CLT has not been properly implemented in both public and

private school. Therefore, concerned authorities should pay due attention to this problem. In order to implement the CLT completely in classroom, the classroom should be made more interactive, there should be availability of teaching materials and different extra activities should be conducted in school and classroom.

5.3 Recommendations

Each and every study should have recommendations in one or another ways. Therefore, this research work has also some recommendations which are discussed in the following sub-headings.

5.3.1 Policy Related

This study shows a clear image of communicative class and role of teachers. On the basis of its' it can be recommended that curriculum designer should utilize this study to design a communicative of English language.

1. There should be the same provision for public and private schools from government authority.

2. The syllabus designer should design syllabus according to the need and interest of the students.

3. The course contents should be more practical and more behavioral.

4. The school should develop an atmosphere of involving students in communicative activities.

5. While designing curriculum sociocultural environment should be taken into consideration rather designing the curriculum based on foreign policy.

5.3.2 Practice Related

1) Only having knowledge of subject matter is not sufficient. The knowledge should be reflected in practice. So, the teachers should be aware of communicative strategies in the classroom teaching.

2) Teachers should make their classroom teaching interesting through various activities like role play, group work, interaction, language game etc to get the students' attention and solve the in disciplinary problem created by boredom and their passive role.

3) Extra reference books on communicative exercise should be applied by both teachers and students.

4) The teacher should use different teaching materials in the classroom to arouse interest in the learners to participate in different activities.

5) The teacher should develop students' communicative skills with the help of different activities like creating situations for talk, describing maps and language games.

6) The school administration should provide necessary teaching materials.

5.3.3 Further Research Related

This study helps to provide knowledge to conduct the research on the topics like implementation of CLT in public and private school, communicative activities adopted by English teachers. Moreover, it helps to conduct the research in others similar fields. Thus, researchers are benefited by following ways.

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

The new researchers are suggested to carry out their research to find out gap between policy and practice of implementation of communicative language of teaching in Nepal.

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