

**Use of Communicative Approach to English Language Teaching in Community
Schools**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Kabita Bhattarai**

**Faculty of Education
Tribhuvan University,
Kirtipur, Kathmandu, Nepal**

2022

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Recommendations for Acceptance

This is to certify that Mrs. Kabita Bhattarai has prepared her M.Ed. thesis entitled **Use of Communicative Approach to English Language Teaching in Community Schools** under my guidance and supervision.

I recommend and forward her thesis to the Department of English Education for the acceptance.

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Declaration

I hereby declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date 12/06/2022

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Kabita Bhattarai

Dedication

Dedicated

To

My loving, caring and inspiring Family

You all are my inspiration and I am glad that your investment has not been in
vain.

Acknowledgements

I am indebted to those personalities without whom the completion of this thesis would have been impossible. I would like to express my sincere gratitude and heartiest honor to my thesis supervisor **Dr. Renu Singh**, Lecturer, Department of English Education, T.U., Kirtipur for her regular guidance and, continuous assistance, inspiration, encouragement, co-operation and constructive suggestions and feedbacks.

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Kabita Bhattarai

Abstract

This research study entitled **Use of Communicative Approach to English Language Teaching in Community Schools** were conducted to explore the implementation of CLT in Community Schools in Nepal. I used ethnography research design under qualitative approach to carry out this research work. The population of the research included all the lower secondary level English teachers were selected as the sample for the study by using non- random purposive sampling. I conducted unstructured interview to elicit the required data. Moreover, the data were analyzed by using thematic and descriptive approach. I found that the school environment played significant role for the implementation of communicative language teaching inside the classroom. In community schools there were good availability of physical facilities like suitable desks and benches, computer lab, library room, and play ground. The knowledge of teachers on communicative language teaching was found good. All teachers were found to be familiar about the theory, definition, principle and roles of learners and teachers in CLT. The School administration played great role for the proper implementation of CLT in class. It could further help to implement CLT by providing teaching materials, encouraging students and teachers to speak English.

The present study consists of five chapters. The first chapter deals with the introduction of the study which consists of background of the study, statements of the problem ,objective of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. Similarly, second chapter is about the review of theoretical as well as empirical literature and its implication for the study. Moreover, it also includes the conceptual framework. Likewise, third chapter deals with the methods and procedures of the study which covers design and methods of the study, population, sample and sampling strategy, research tools, source of data, data collection procedures, data analysis procedures, and ethical considerations. In the same way, the fourth chapter includes the analysis and interpretation of the data. Finally, the fifth chapter incorporates the findings, conclusion and recommendation based on the study.

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List of Abbreviations

CLT	-	Communicative Language Teaching
EFL	-	English as a Foreign Language
EMI	-	English Medium Instruction
OHP		Over- Head Project
L1	-	First Language
L2	-	Second Language
L2	-	Second or Foreign Language
M.ED	-	Master of Education
MOE	-	Ministry of Education
T1	-	Teacher First
T2	-	Teacher Second
T3	-	Teacher Third
T4	-	Teacher Fourth
T5	-	Teacher Fifth
TU	-	Tribhuvan University

Chapter 1

Introduction

This is the first chapter of the study **Use of Communicative Approach to English Language Teaching in Community Schools**. It incorporates the background of the study, statement of the problem, objectives of the study, research questions significance of the study, delimitations of the study and operational definition of the key terms.

Background of the Study

Communicative approach is one of the popular approach in the field of language teaching. It is based on the theory of language in the means of communication and ultimate goal of language teaching is to make learners able to communicate in the given situation. Various scholars have defined communicative language teaching in various ways. Richards and Rodgers (2001, p.158), “the communicative approach in language teaching starts from a theory of language as a means of communication”. It is also referred to as a “communicative approach to the teaching of foreign language or second language or simply as the communicative approach that emphasizes interaction as both the means and the ultimate goal of learning a language” (Ying, 2010, p. 2). Other researchers also argue that there is considerable debate as to appropriate ways of defining CLT, and no single model of CLT is universally accepted as authoritative (Mc Groarty, 1984).

The competences of effective communication, means that children and young people should be developed as their personalities, learn and participate actively in society, it is important to understand messages to who are directed and adequately expressed through language, symbols, signs, codes and artistic forms. To communicate effectively, students are encouraged to utilized independent, critical and creative tools and possibilities of communication and expression. 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. Hymes (1972) viewed that this methods helps to

develop communicative competence on the part of learners. Therefore, authentic and meaningful communication should be the goal of classroom teaching and learning activities.

The goal of communicative language teaching is to develop the linguistic competence and strategic competence and so on.

On the basis of these above discussions, what I perceived is communicative Language teaching is one of the most successful and popular methods of English language teaching in contemporary world, a number of issues are identified for the implementation of this method in EFL context. According to Hedge (2008) “the sociolinguistic contexts, availability of resource, lack of communicative needs, and quality of teacher are major issues in applying CLT in classroom.” As well as school environment also plays significant role in adapting CLT in classroom. So this study deals with all about finding the teachers use of communicative Language Teaching and role of school administration in community schools.

Statement of the Problem

Communicative approach to language teaching is an approach to ELT that gives special attention on communicative function and competence on students. Ellis (2003) mentioned that CLT aims to develop the ability to use language that may involve two general purposes: the interactional function (use to establish and maintain contact) and the transactional function (use to exchange information). Traditional approach failed to meet the current goal and objectives of language teaching. In other words, modern methodologists have invented new communicative language teaching. Richards and Rodgers (2001) view all those approaches are equally effective to language teaching as their own characteristics. 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. In this sense, this approach main aims to make learning meaningful, purposeful and comprehensive.

But in our context, some research studies showed that many English language teachers are still using grammar translation method to teach the English language.

Koirala (2013) found that teachers were using grammar translation method to deliver classroom instruction and there was one way communication classroom. Similarly there was not communicative environment in school. On the other hand, most of them are following traditional method of language teaching. They are adopting teacher centered method. They are teaching the content in the textbook without considering the objectives of their teaching program. Moreover, teachers do not care all over the student about their individual differences.

In the scenario of Nepalese language teaching, most of the teachers suggest to use the communicative approach in their teaching classes. Some of the teachers do not use the CLT in their classroom because of lack of awareness about CLT, socio-political diversity, cultural diversity, learners characteristic (shy, passive....).

Objectives of the Study

This study had following research objectives:

1. To explore the use of communicative approach to English language teaching in community schools.
2. To analyze the role of school administration to support teachers to implement communicative approach in community schools.

Research Questions

The research questions of this study were as bellow:

1. What are the possible communicative activities used by English language teachers in community schools?
2. What is the role of school administration to support teachers to implement CLT approach in classroom?

Significance of the Study

This study will be significant to the researchers, communicative language learners, policy makers, administrations, and officials of Ministry of Education

(MOE). It helps the policy makers to make judicious policy regarding CLT. This study will help students, teachers, parents and other authorities like school managements committees who want to implement CLT in their school. It will be significant to the textbook writers and curriculum designers to make the appropriate textbook or curriculum. It will help the teacher trainers to provide appropriate training to use CLT in actual classroom. This study will be helpful for the English teachers to find out the difficulties because students have different learning capacity in language. So teachers use CLT method in his/her classroom but it would not be effective to all students. This study will provide information about some impact happens on students learning achievement by using CLT in classroom. It study is primarily related to what impact comes under using CLT, the role and support of teachers and school administration to implements this approach in classroom. It will be very significant for those teachers who are interested to improve their students `communicative competence in language learning.

Delimitations of the Study

This study had following delimitations:

1. The study was limited to only school administration , teachers and classes of lower-secondary level teachers who have been teaching English in Taplejung district.
2. The data was collected through the use of classroom observation, unstructured interview.
3. The study population was confined to five teachers for getting classroom observations and unstructured interview.

Operational Definition of the Key Terms

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

Communicative language teaching: Communicative language teaching is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.

English Language Teachers: In this study, English language teachers refer to the teachers who teach English subject in the certain schools of Taplejung District.

Qualitative approach: A qualitative approach is a general way of thinking about conducting qualitative research. It describes, either explicitly or implicitly, the purpose of the qualitative research, the role of researcher the stage of research, and the method of data analysis.

Community schools: Community schools are the type of schools that are supported by the government and are similar to that of community schools.

Communicative Approach: It is an approach for second and foreign language teaching which mainly focuses on developing communicative competence. This approach emphasizes the use of language for meaningful purpose in authentic situation.

Chapter 2

Review of Related Literature and Conceptual Framework

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

Review of Related Theoretical Literature

The researcher needs theoretical framework that guides him/her to work on the topic by exploring the ideas about the topic of his/her study through the review of different texts, thesis, articles, and so on. On the basis of the review I developed some insight the frame my research. They have been sorted under the main themes and theories which are dealt under the following topics and sub- topics:

Communicative language teaching. Language is means of communication and medium of thought to enhance the communication skills. The communicative language teaching methods is a learner- centered method. As an extension of the functional syllabus, communicative language teaching also places great emphasis on helping students use the target language in a variety of contexts and places great emphasis on learning language functions. According to Richards (1999, p. 66,) “Communicative approach is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence”. Communicative language teaching is regarded as an approach to language teaching (Richards & Rodgers 2001). Normally CLT focuses on the fluency of the learners rather than the accuracy of the grammar and learners acquire their accuracy gradually and naturally. CLT emphasizes to engage the learners in real-life situations in the classrooms that they can understand how to communicate in the real world. Similarly, in the field of language teaching, approaches, methods and techniques are most frequently used. Under CLT the major components are given as bellow:

Linguistic competence. Linguistic competence is the system of linguistic knowledge possessed by native speakers of language. It is distinguished from linguistic performance, which is the way a language system is used in

communication. Noam Chomsky introduced this concept in his elaboration of generative grammar, where it has been widely adopted and competence is the only level of language that is studied.

Strategic competence. Strategic competence, an aspect of communicative competence, refers to the ability to overcome difficulties when communication breakdown occur (Celce-Murcia, Dornyei & Thurrell, 1995). Rather than viewing communication breakdowns as a deficit, teacher should take them as an opportunity for learners to develop their strategic competence.

Communicative language teaching makes use of real life situation that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Student`s motivation to learn comes from their desire to communication in meaningful ways about meaningful topics. According to Berns (1984, p. 57); Language is interaction; it is interpersonal activity and has a clear relationship with society. In this light language study has to look at the useful function of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social or situational context (who is speaking, what social roles are, why they have come together to speak).

The communicative approach does a lot to expand on the goal of creating communicative competence compared to earlier method that proposed to same objectives. According to Berns (1984) “One major features of communicative language teaching is pair or group work”. In sum, the communicative approach views of language as a system through which the meaning is expressed perfectly. Its main function is to permit interaction and communication. Communicative approach emphasizes on child centered teaching task.

Communicative competence. Communicative competence is the major component of communicative language teaching. Communicative language teaching involves developing language proficiency through interactions embedded in meaningful contexts. 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 member of

speech community to accomplish their purpose. A central concept of the communicative approach to language teaching is communicative competence: the learner's ability to understand and use language appropriately to communicate in authentic (rather than simulated) social and school environment. According to Dell Hymes (1972, p.9); Communicative competence is a linguistic term which refers to a learner's L₂ ability. It not only refers to learner's ability to apply and use grammatical rules but also to form correct utterances, and knowledge how to use these utterances appropriately. On the other hand, students use target language for a variety of purpose within lessons including interactions with teachers and other learners, and using language to negotiate and complete learning activities and assignments

Principle of communicative language teaching. Principles are the set of guidelines for effective teaching learning activities. Fundamental principles make individual teachers aware on developing their own collective approach to language teaching. Brown (2006) suggests that what teachers principally believe about language teaching should be practiced in their action. Richards and Rodgers (2001) say that CLT refers to a diverse set of principles that reflect a communicative view of and that can be used to support a wide variety of classroom procedures.

In CLT approach, meaning is given prime importance. The main focus of the approach is to make the learners able to understand the intention and expression of the writers and speakers.

Information-gap Activities. According to Hynes (1972) an important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap.

Choice: The correct selection is vital to the success of a communication campaign. A basic rule of thumb in the selection of the communication channel is that the more a message needs to change behaviors and win over hearts and minds, the more it has to be delivered using a face-to-face communication.

Feedback: In the communication process, feedback refers to a response from the receiver which gives the communicator an idea of how the message is being received and whether it needs to be modified.

Students should be given opportunities to listen language as it is used in authentic communication. Language teaching techniques should be designed in such way that it encourages the learners to use the target language functional aspects of language should be given importance. Drama, role play, games should be used in the class room to promote the real communication.

Classroom activities in communicative language teaching. The classroom activities involve the various process and skills; these are describes as below:

Accuracy and fluency. Hymes (1972) states that one of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communicative competence.

Fluency is developed by creating classroom activities in which students must negotiate meaning use communication strategies, correct misunderstandings, and work to avoid communication breakdown.

Mechanical, meaningful, and communicative practice. Hymes (1955) states another useful distinction that some advocates of CLT proposed was the distinction between three different kinds of practices; mechanical, meaningful and communicative. Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. Communicative practice refers to activities where practice in using language with in a real communicative context is the focus, where real information is exchanged, and where the language used is not very predictable.

Emphasis on pair and group work. According to Hymes (1972) most of the activities discussed above reflect an important aspect of classroom tasks in CLT,

namely that they are designed to be carried out in pairs or small group. Though completing activities in this way, it is argued, learners will obtain several benefits:

-) They can learn from hearing the language used by other members of the group.
-) Their motivational level is likely to increase.
-) They will have the chance to develop fluency etc.

Roles of teachers in CLT. The role of teacher in any type of approach is so important and effective. For better communicative activities a teacher plays actor's role in classroom. Various scholars present the role of teachers in communicative classroom. Harmer (2008, p.108) present the role of teachers as Controller, facilitator, prompter, participant, organizer, need analyst, counselor.

Role of learners in CLT. Learners are the receivers of the message. The teacher gives new ideas for learning new language through communicative activities. So students can learn effectively. 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. Some other related roles of learners in this activity are as negotiator, active participant, co-operative, and responsible member of learning group. Hedge (2008) mentioned that learners should be involved to contribute to the overall design of course content and the selection of learning procedures.

Review of Empirical Literature

Numbers of research studies are carried out related to the topic of my study; "Communicative approach to English language teaching in community schools" in the national and international context. Some of the research studies are reviewed in this section.

Pant (2018) carried out the research entitled "Communicative language teaching in community and private school: A classroom ethnographic study". The objective of the study was to compare the communicative activities adopted by community and private school teachers in English language teaching, to analyze the

role of school administration to support teachers to implement communicative language teaching in the classroom and to suggest some pedagogical implications. His research was ethnographic research design. The population of this study was secondary level English language teacher in Kathmandu and the sample of this study was four English language teachers. He used purposive non-random sampling procedures. Classroom observation and unstructured interview are the major data collection techniques for his study. From his study it was found that private schools' teachers implemented CLT better than community schools' teachers in classroom.

Chamlagain (2004) carried out a research on 'Problems in applying communicative approach at secondary level'. His objective was to find out the problems in applying communicative approach in secondary level. In order to do so, the researcher collected data from secondary level English teachers teaching in governmental schools and community school of Jhapa district. The sample population consisted of fifty English teachers of twenty schools who were selected using random sampling procedures. Out of twenty schools, ten were governmental schools and ten were community English medium schools. He used survey research design. He collected data by using questionnaire. After collecting required data, the collected data were interpreted and analyzed through scientific procedure. He found that lack of physical facilities, large size of the class and lack of sound knowledge on communicative approach were serious problems in applying communicative approach.

Neupane (2008) has conducted a research on 'Use of communicative in teaching English in Japan.' The main objective of her study was to find out the extent of the use of communicative approach and hindrances to this approach in some of the colleges in Japan. She used questionnaire the major research tools. She used survey research as methodology. The population of her study was limited to twenty-nine out of thirty-six teachers were Japanese teachers of English. The data was collected using a series of statements evaluated on a Likert attitude scale. The major findings of the research showed that there is a broad use of the elements of communicative approach except the case of the role-play. The study also revealed that the largest challenge in the application

of communicative language teaching is students' reactions and attitude especially during the pair work and small group work. Apart from this, factors causing hindrance in the application of CLT are lack of confidence to speak in learners, feeling of embarrassment in them and their inability to express their opinions.

Bhatt (2011) carried out a research entitled 'Practice of communicative approach in ELT classroom'. The main objective of this study was to find out the current practice of communicative approach to language in ELT classroom of community school in Doti. He selected teachers through random sampling procedure. He used class observation as the tool to collect data. He was observed to ten schools each of ten teachers (i.e. 30 classes) for practice of communicative approach in ELT classroom teachers. He used survey research design. In this study, the collected data were analyzed and interpreted descriptively and statistically. The major finding of that study was that communicative approach to language teaching was not being practiced properly in ELT classrooms because lack of teacher training, infrastructures, materials, heterogeneous classroom, low level of language proficiency of learners of community schools of Doti.

Sunar (2018) carried out the research entitled "Use of communicative language teaching in EFL classroom: Teachers perceptions and practices". The objectives of his study was to explore the perceptions of teachers' on the use of communicative language teaching, to find out the practices of communicative language teaching and to suggest some pedagogical implication. This study followed classroom ethnographic research design. The population of this study was six secondary level English language teachers of 6 schools from kalikot district. He used purposive non- random sampling procedure. The major data collection techniques for this study were classroom observation and unstructured interview. The major findings of his study was that the all teachers have clear and positive perceptions on CLT but they were not using communicative language teaching in secondary level to enhance linguistic competence because large class size, over- crowded classroom, domination

of GT method, lack of teaching aids, infrastructures, teacher training and low level of language proficiency of learners

Ahmad and Rao (2013) carried out research on entitled “Applying communicative approach in teaching English as a foreign language: A case study of Pakistan.” This study based on survey and research design. Semi- structured questionnaire is their major data collection procedures. The 150 English language teachers teaching at the higher secondary level from Pakistan are the sample population of this study. The main objective of this study was to evaluate the feasibility of applying the CLT approach in Pakistan at intermediate levels of education. This objectives wear achieved through students’ perspective by conducting an experimental study with 12th grade students for three months and next one is to evaluate the teachers’ perceptions about the theory and practice of the CLT approach to teaching English at the higher secondary level in Pakistan. The study showed that, if provided with suitable conditions, a better classroom environment with audio/visual aids like computer, multimedia, OHP, etc. A well- trained and active teacher with a good command of English using communicative approach to facilitate his/ her purpose of teaching can produce better results than teaching through traditional method.

Ferdous (2011) conducted a research on “Effectiveness of Communicative Language Teaching Approach at HSC Level”. The main objective of this study was to discover and analyze the effectiveness of CLT at HSC level in Dhaka and to find out ways to get maximum result from CLT in teaching English language. He used observation, interview, and questionnaire as the tool to collect data. The research was descriptive and qualitative in nature under the survey design. The study sample was made up of students and teachers of 12 colleges, 120 students and 20 teachers were interviewed. The major findings of that study was showed that quality is the national concern, appropriate methods, equipments, teacher training, classroom situation, materials for teachers and students are essential to make the language teaching effective. The text-centered and grammar-centered practices need to be replaced by the student-centered, fluency focused and problem solving activities required by CLT.

Koirala (2013) conducted a research on 'Attitudes of Teachers towards communicative approach'. The main objective of this study was to find out the attitudes of secondary level English language teachers of Ramechhap and Sindhuli district towards communicative approach. The population of his study was confined to forty English language teachers. He selected teachers through random sampling procedure. She used survey research as methodology. He used questionnaire the major research tools. So, different types of attitudes of teachers towards communicative approach were collected by questionnaire. After collecting required data, the collected data were interpreted and analyzed through scientific procedure. The main finding revealed was that teachers felt difficult to teach English applying this approach, teachers have no proper idea to apply this approach and for their easiness even today, teachers used Grammar translation Method to teach English.

Implications of Review for the Study

The central focus of the literature review is to find out and analyze what has been done before in the related field and to collect the information related to the research topic in order to make easy to carry out the research. The earlier research works help in understanding the theories related to the research problems. The study was further support to find out gaps in the study area. Moreover, the review of literature had also provided the clear map for the research work. This review of the study obtained from the variety of sources including books, journals, articles, reports etc. They focused on the research problem, methodology and contextualizing the findings.

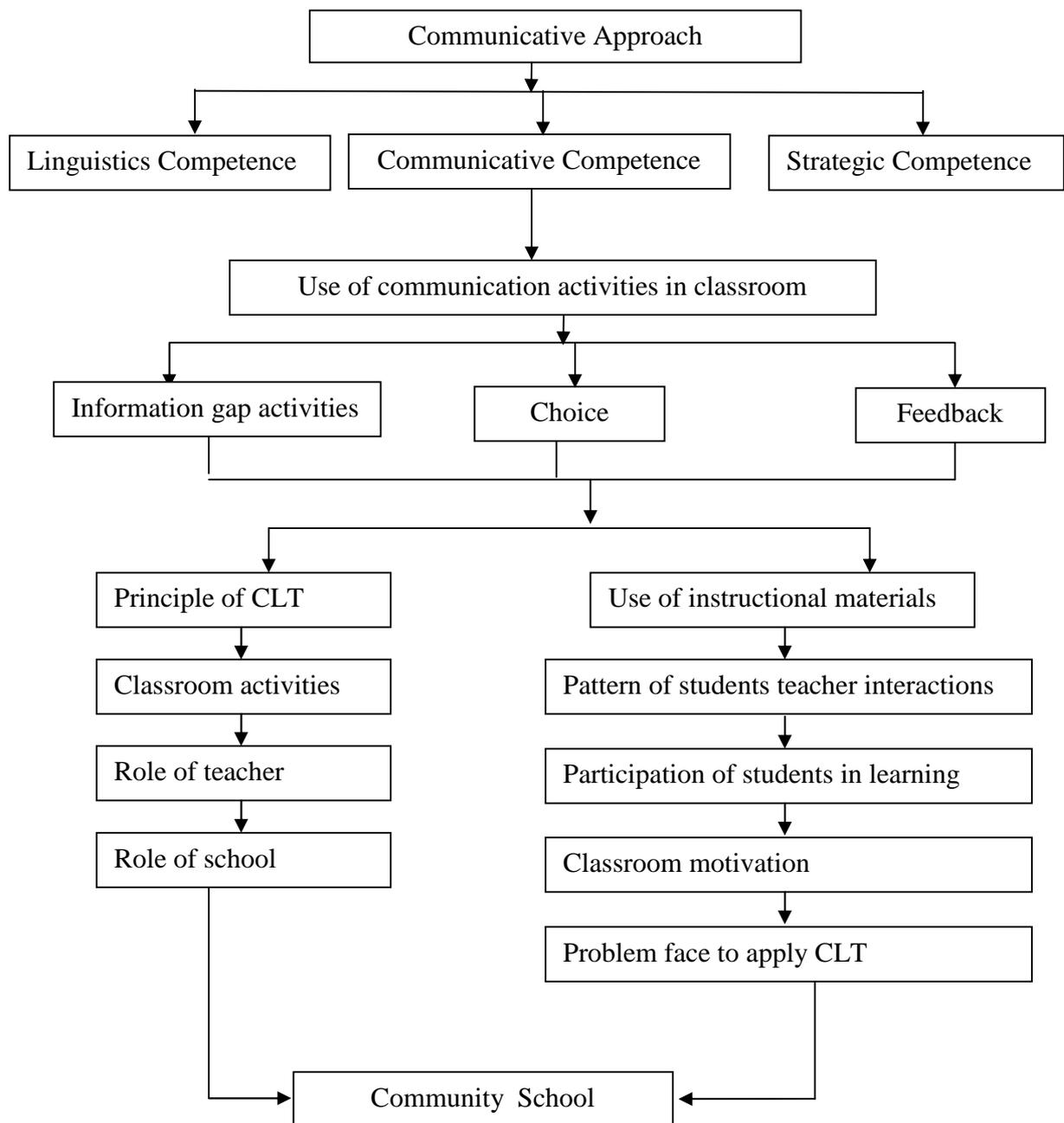
The theories, articles, journals and books which I reviewed above are relevant to my study. Among the theoretical and empirical literature review, theoretical literature review was provide me with the theoretical background which helps to me broaden my knowledge related to CLT. I have knowledge about the condition of CLT in national and international countries. I also know about the problem, practices, policy, and planning regarding CLT. In the process of theoretical review I have reviewed Hymes (1972), Berns (1984), Richards (1999), Richards and Rodgers

(2001), Brown (2006) in the international context. From the review of all the research studies, I expanded the horizon of theoretical knowledge related to my topic of research study. Especially, from the research study of Richards and Rodgers (2001) I got the idea of selecting the approaches, method, and using techniques. Similarly, Hymes (1972), Berns (1984), and Brown (2006) studies was also very informative which provide me the insight of selecting research objectives, questions, research design and data analysis procedure.

Similarly, review of empirical literature plays a significant role for the new research study. The review of empirical literature that I have reviewed; Ferdous (2011) study which was provide me the knowledge about different challenges to implementing CLT in our local context. I have reviewed a research by Koirala (2013) which help me to determine the research tools. As well as I have reviewed pant (2018) I got the idea of private school teachers implemented CLT better than community school teacher in the classroom. Sunar (2018) study was provides me the teachers and students have clear and positive perception towards CLT. From those literature reviews I learn also the way of improving difficulties towards the CLT. I learn different methodologies and got information about actual finding of their studies. More specially, the literature helped me to find out the gap in existing situation and to link the Nepalese context of CLT in my study.

Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher and his\her own conceptualization of the relationship among different variables. It is the visual representation of the presumed relationship of the concept or variables that have been involve in the study.



Chapter 3

Methods and Procedures of the Study

The following method and procedures were adopted to fulfill the objectives of the study:

Design of the Study

A research design is a plan routed or a roadmap of a researcher. It is a structure or strategies used by a researcher. A research design is a plan, structure and strategy of investigation that is adopted to obtain answer to the research questions or problem. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data. There are many research designs that are in practice. My study is based on qualitative approach. Additionally under qualitative approach, I have chosen the ethnographic research design.

Ethnography involves the study of cultural characteristics of a group in real world. It is the study for describing, analyzing and interpreting a culture-sharing group's shared patterns of behaviors, beliefs and , language that developed overtime. The main focuses of this study was uses of communicative language teaching in classroom by applying CLT. Similarly, I conducted interview with English language teachers to discuss on the problems faced by teachers to use communicative approach in classroom. I developed the guideline of classroom observation.. Similarly I kept record of classroom observation on video recording and dairy note. I observed the class of five English teachers in lower secondary level. Three classes of each were observed. I conducted the unstructured interview with each teacher on the basis of interview guideline. I selected this research design because it provided me an authentic and reliable data to precede my research work. It helped me to fined out the implement of CLT in community school of Taplejung district.

Population, Sample and Sampling Strategies

The population of this study was all of the lower secondary level teachers and students who have been involved in teaching and learning process through CLT in

Taplejung district, mainly four community schools, fifteen class observations and interviews with five teachers from CLT related schools.

Data Collection Tools and Techniques

Observation, interview and video were the main tools of data collection. I took the unstructured interview. I had recorded the interview and later transcribed. I also made the video of classroom observation.

Sources of Data

I used both the primary and secondary sources of data for my study.

Primary sources of data. The interview of the teacher and classroom observation were the primary sources of the data in my study.

Secondary sources of data. I consulted lots of books, curriculum, textbook written report of learners, learners-learners interaction had the secondary data in my research study. Some of them were, Ahmad, S. and Rao, C. (2013), Berns. M.S. (1984), Brown, H. D. (2006), Ellis, R. (2003), Ferdous, S. (2011), Harmer, J. (2008), Hedge, T. (2008), Hymes, D. H. (1972), Koirala, D. (2013), Larsen-Freeman, D. (2000), Groarty, M. (1984), Pant, L. R. (2018), Richards, J. C. (1999), Richards, J. C and Rodgers, T. S. (2001), Sunar, R. (2018), Ying, L. (2010).

Data Collection Procedure

In order to collect the data, I followed non-random sampling procedures in carrying out the investigation:

First of all, I visited to the different lower secondary school and explained the purpose of my visit of the Taplejung district, asked for permission with authority and build rapport with the principle and English teachers. After getting permission, I observed the classroom, took the unstructured interview and made a video with the teachers and students..

Data Analysis Procedure

I visited to the different schools and explained the purpose of my visit, asked for permission with authority and build rapport with the principal and lower secondary level English teachers. After getting permission, I observed the class of each teacher for three days regularly and recorded every day classroom activities on the interview and observation guidelines. After observing classroom, I conducted an interview with teachers to collected data by the use of communicative language teaching. I thanked the respondents and other authority for their kind cooperation.

Ethical Considerations

Ethical aspect plays an important role while doing a research. There are some strategies and techniques to maintain the ethical aspect and validity of research. To make the research formal and authorized, I took permission to observe the class and take interview to the teachers. To maintain the ethical consideration, I provided the proper credit to the author of books, journals, articles, and researchers.

Chapter 4

Analysis and Interpretation of Data

This chapter mainly deals with the analysis and interpretation of the data. Data obtained from the effort of the ethnographic research. The collected data were analyzed and interpret descriptively as well as analytical using appropriate tools, table and topics.

Use of communicative language teaching in classroom activities. This sub-heading deals with the real classroom observation and, also took interviews with five teachers. The data obtained from the teachers were analyzed and interpreted in different headings based on interview as shown;

Teacher 1

Activities	Class1st	Class2nd	Class3rd
Motivation of students	Yes	Yes	Yes
Memories previous class	Yes	Yes	Yes
Teaching skills (reading and writing)	Yes	No	Yes
Questionnaire	Yes	Yes	Yes
Group work	No	Yes	Yes
Pair work	Yes	No	Yes
Home work	Yes	Yes	Yes

Similarly, I have been observed the other fifteen classes of five teachers. I found same conditions where I mentioned above. Most of the teachers used communicative activities in teaching ELT classroom.

Initiation of lesson and motivation of students. In classroom observation, I have found that, the teachers revised the previous class and entered to the topic of lesson. They started lesson with checking homework and giving information about the topic. It was found that in community school the teacher did some attractive activities to motivate the students with giving relevant examples and activated all the students for learning.

The teacher of community school T1 entered the class and asked all the students whether they had done their homework or not and he checked their homework.

Excerpt 1

Classroom observation of T1

Observed class 6

Teaching Item: Grammar

Teacher: What is the formula of simple past and past continuous tense can you say?

Students: Don't know sir.

Teacher: He said the many examples related to the simple past and past continuous tense. Then he asked to the students who can create the formula of Simple Past and past continuous according to above the examples.

Students: Most of the students wrote the formulas

Formula: Subject +v2+ object

Ex: Ajaya wrote a letter yesterday.

Likewise Past continuous

Formula: subject +was/were +v4/+object.

Ex: Mina was playing in the ground.

Teacher: You should have to memories the formula.

Students: ok, sir.....

Teacher: Thank you, very much. Now you should write the one/one example about it.

Students: yes sir,

Past tense: Rina played football.

Past continuous: Nikita and seema were singing a song.

Teacher: yes, you are right, now go through your exercise page no 162.

On the other hand, when I observed the classes of T2 the condition of initiation of lesson was found good, while the teacher was teaching word power. The teacher encouraged students to take part in interaction and followed the teacher to be more active in class. For examples;

Happy, Busy, Honest, Dirt, Helpful, Faithfull, Hardworking, Friendly, e.t.c.

In this way the teacher revised the lesson and cleared the confusion of students.

The teacher gave background information about the topic, summarized the lesson, activated students by asking questions, checked their homework and gave clear instructions.

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

Classroom observation of T2

Excerpt: 2

Observed class 6

Teaching Item: Poem

Teacher: The teacher wrote topic on whiteboard and started to explain the lesson. In this poem we are going to discuss about natural poem written by William Woodworth.

Students: Please sir, explain it in Nepali also.

Teacher: Then, he started to explain the poem in Nepali Language all the students were listened be very careful.

On the other hand, in community schools, I found that the teachers' role was to facilitate student for learning. T2 tried to activate students to take part in communication but they could not speak in English properly. Teachers spent most of the time in solving the problems because only few students were able to solve the problems raised in class and given in the textbook. But he activated students in class, while he was teaching word meaning, he did following activities.

Teacher Activities

Read the lesson

Divided students in group

Let them to discuss in group

Students Activities

Underline the difficult words

Copied their difficult word meaning

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 community school encourage students to take part in classroom activities. T2 mostly activated all students most of 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 encourage students to take part in different classroom activities and provided necessary feedback to them.

Participation of students in classroom activities. Students participation is one of the major factors to make classroom activities. Most of the students were engaged in classroom activities. They asked questions to the teachers and try to gave the answers of questions asked by teachers.

Classroom observation of T3

Excerpt -3

Teaching Item: News report writing

Classroom Activities

Let the students read the news in Kathmandu post

Ask the elements of news report

Give the guideline to write

Give clues to write

Check and give feedback

Participation

Read the news

Find the elements

Write the guideline

Write news in group

Correct the errors

Therefore, he gave the class work in group to write the news story and most of the students to 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 skills 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 community school. But the teachers of community school try to implement CLT because they made the participation of students more in class.

Students activities inside the classroom. Regarding the students activities inside the classroom, in community school it was found that individual work was mostly given to the students. Most 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 white board, listen the instruction of teacher and stay in class without making any noise. Similarly, when he was teaching the word meaning in the classroom, student activities were to listen the spelling and pronunciation of the words by teacher, copy the word meaning on their note book from white board 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 teacher activities. Most of the classroom activities were done by teacher himself. When he taught the grammar 'simple past and past continuous' all the students listened the rules told by teacher, copied the rules and examples written on the white board and all the exercise solved by teacher. Therefore, in community school students activities inside the classroom were limited by teachers and there was few problem in the implementation of communicative language in the classroom.

Classroom management of teachers during various 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 community school by E LT teachers were found as good. The teachers made seating arrangement according to the height of the students and T1 had made the system of rotation. Teacher paid equal attention to all students and all students took part in learning. But sometimes, it was found that T1 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, the classroom activities of T4 can be presented as follows

Classroom activities	Activities to manage the classroom
Group work	T4 divided students in five group. He made one group captain to control the students and one student to write the class work. The duty of captain was to 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.

So, the teachers of the community schools were able to implement CLT in class because they managed class properly by engaging students in various activities.

Class observation of lower secondary level of English teacher. This part specially consists of data observed out of fifteen Lower Secondary English classes. An observation guideline was used to observe the classes of those English teachers. I observed the use of communicative activities that were practice in the classroom. The observed data are analyzed and interpreted descriptively as follow.

Motivation to students. Motivation makes teaching and learning immeasurably easier, more pleasant and productive. It is more important in the field of teaching and learning activities. It helps to successes in language learning. I observed classes of English language teacher (T1,T3). They recapped the previous lesson, giving the suitable examples and managed the class. Teacher 2 started the classes with less motivate the students. Teacher 4 sometimes used meaning cards and recaps the previous lesson. Teacher 5 told the interesting story related to the lesson, giving many examples and managed the physical seating of students.

From the classroom observations, I have found that teachers (T1,T3,T4,T5) used to show words cards related to the text book and managed the class. Teachers (T1,T4,T5) used to review previous lesson, teacher (T2) used to be starting the classes less motivating the students. Teacher 5 used to give many examples to motivate the students. So the result of the classroom observations were found satisfactory.

Classroom activities. Different activities were used in the language classroom to promote communication. Here, I tried to observe some common activities in the classroom in the terms of the list of the communicative activities, techniques and the result of the observation was as the following activities, discussion in group, role play, dramatization, drills activities, throw games, information gap activity, pair work, and describing picture or maps. I observed classes of English language teacher (T1,T4): they used questions and answers activities and problem solving activities. T2,T5: they used group work, drills activities. T3: he used dialogues, role play and dramatization.

From the observed classes, I found that teachers (T1,T4) used questions answers activities and problem solving activities in ELT classes. Teachers T2,T5: they used group work, drills activities. T3: he used dialogues, role play and dramatization classroom activities.

Students – teacher interaction in the classroom. Interaction is at the core of communicative language teaching. It is very useful to the teaching of communicative activities. Here, I wanted to find out whether the teacher interacted with the students or not in communicative language teaching. I observed classes of English language teacher(T2,T4): the teachers were asking question and the students were trying to answer it was one way directional interaction. Student did not ask the questions with teacher properly. Teachers(T1,T3,T4,T5): they did proper interaction with the students in English to Nepali language in subject matter.

From the observed classes, I found that teachers (such as T2,T4) one way directional interaction i.e. the teachers were asking questions and the students were trying to answer. I found only few students asking the questions to the teachers. Teachers(T1,T3,T5): and students talked in Nepali. The Teachers asked questions and students tried to response in a phrase or a word.

Communicative activities in language skills. Language skills are listening, speaking, reading and writing, which are important in a language classes. In this section, I observed the listening, speaking, reading and writing on the basis of classroom observation. I observed classes of English language teacher (T1,T4,T5): they focused listening, speaking activities. Teachers T2, T3): and they focused reading and writing activities. From the observed classes, I found that teachers (such as T1, T4, T5) focused listening, speaking activities. Teachers (T2, T3) focused reading and writing activities in the classroom.

Analysis and interpretation of role of school administration to implement communicative language teaching. School administration plays the significant role to implement communicative language teaching inside the classroom. The physical facilities and school like building, teaching materials, play ground, rules and regulations of school. Students, teachers' relationship and the medium of communication and instruction 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 and students in selected schools. Data are analyzed by giving different topics and themes give as bellow:

Role of school administration in the management of teaching materials to implement CLT. There is the necessity and great role of teaching materials for proper implementation and communicative language teaching in the classroom. The proper use of teaching materials by teachers to teach English has remarkable contribution for the development communicative skills upon the learners. During the observation of class of community schools, I found that teachers used different materials to teach English. They used audio-visual materials, they sometimes took students in library room, computer lab and conducted different conversation programs with students. They also conducted quiz context. Therefore, I found community schools had good availability of teaching materials and they were properly used to develop communicative competence in the learners. T1 of community school said that he look students in library room and computer room and created different situation for them and let them to practice by making real contexts and he used different audio-visual

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

Role of school administration to make rule and regulations and medium of instruction of school to implement CLT. The rules and regulations 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 in some community school there were strike rules and regulations that a teacher and student's need to follow. The schools are made 'English Speaking zone' and medium of instruction and communication is English. According to the teachers and community school if all they had also the English as the medium of instructions for all subjects, their students also could have develop good communicative competence. From 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 instruction to implement CLT.

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 students 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 community school also viewed that there is great role of school environment for the communicative competence of the learners. He said, ‘It 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.’ Therefore, according to the teachers school environment can play positive role for the implementation of CLT in the classroom.

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 community school there are different problems to implement CLT in class. She said, ‘here are so many challenges, at first our students have very poor English background, textbook is very lengthy and our system is to complete the textbook otherwise we will be punished or complained by school administration and guardian.’ She added that students were from poor family background. They did not have money to take extra class and school also did not manage the extra class for weak students. That is why it is very challenging task to implement CLT in class.

Similarly, T2 of community school also said that there were various problems and challenges faced by them to implement communicative language teaching in classroom. According to him, “there are large number of students in a class, medium of instruction is Nepali for teaching other subjects and students cannot understand whenever I use only English language in a classroom”. He added the support of school administration, linguistic level of students and students motivation towards learning in some context, that had become easier to implement CLT in the classroom.

From the above data, it is clear that the community school teachers faced more problems to implement CLT. There was large number of students in a class, low level of linguistic ability of the students, no proper support from school administration.

Chapter 5

Findings, Conclusion and Recommendations

After analysis of data and interpretation of results, the researcher summarizes the study and draws the findings.

Finally, this study deals with findings, conclusion and recommendations of the research on the basis of collection data. It also consists of some pedagogical implications for policy level, practice level and further research on the basis of the finding of the study.

Findings

The major findings of the study have been below:

- All teachers have clear idea about CLT and their perception on the concept of CLT is clear. From classroom observation and interview it was found that the teachers of community schools initiated the revising previous lesson and motivated students for learning.
- The classroom management was satisfied and teacher paid equal attention to all the students and engaged all the student in the classroom activities like wise, questions or answers based on the dialogues, questions and answers related to the students personal experiences.
- Most of the teacher used the communicative activities (such as role play, question answer, drills, group work, project work) in the classroom.
- To teachers believed that language teachers play a facilitator role but some of the learners were found passive listeners. Only talented students participated in classroom activities.
- Interest of parents and students towards CLT approach.
- But, some of the teachers cannot apply CLT approach properly in the classroom because large number of students, student's shyness, lack of accountability towards teaching and learning, over-crowded classroom, lack of using teaching aids and low level of language proficiency of learners.

- It was found that there was two way communications between students and teachers but most of the teachers and students used the Nepali language like as translation the word meaning, explain the lesson inside the classroom.
- Internet is the main guide for implement at CLT.
- In community school, it was found that most of the activities were done by teachers. But they motivated the students, gave different task, solved the students problems and gave feedback.
- It was found that school environment plays significant role for the implementation of communicative language teaching inside the classroom. In community school there was good availability of physical facilities like suitable desk and bench, computer lab, library room, play ground.
- The knowledge of teachers on communicative language teaching was found good, 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.
- 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 by providing motivational factors and conducting extra activities training for the teachers.

Conclusion

The research entitled “Use of Communicative approach to English Language Teaching in community School” is an attempt to find out the condition of using CLT in lower secondary level English teacher. This research is based on the ethnography research design which seeks to explore the data using only qualitative tool. The class observation and interview were the tools of data collection where fifteen English teachers classroom were observed in different parameters i.e motivation to students, classroom activities, use of materials, the roles of teacher in communicative classroom, students-teachers interactions in communicative classroom. Each and every teachers need to implement in CLT classroom. In order to implement communicative language teaching, a teacher needs to have sound knowledge,

availability of teaching materials. Learners should be activated and encouraged for effective learning.

In the context of Nepal, there are different problems in the implementation of communication language teaching. In community school, teachers are young, qualified, trained and having good theoretical knowledge about CLT and energetic, to implementing CLT in classroom. On the other hand students have low level of linguistic competence, the medium of instruction in Nepali to teach other subjects and most of the school administration also does not support properly. Therefore, students have less communicative competence because large class size, student's shyness, lack of institutional policies on language teaching, over-crowded classroom, lack of using teaching aids, low level of language proficiency of learners.

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

Recommendations

After the findings and conclusion of the study, implications of the research work has been recommended.

Policy related. The researcher has recommended for the policy level how this research can be applicable.

- As the finding of this study shows , so I would like to suggest to the policy makers to implement different types of awareness programmes should regarding the importance of communicative language teaching for teacher and students.
- The government should provide sufficient numbers of trainers, supervisors, resources to train novice teachers and implement modern approaches of language teaching.
- The government should formulate special types of policy for the teachers who are far from the access of resources and materials for teaching and learning.
- The school should provide the constructive environment to the student where they can best communicative.

The policy makers, text book writers, course developers and curriculum designers should include the teaching learning materials, activities and exercise for students for the communicative language teaching in ELT classroom

Practice related. The researcher had recommended in the practice level how this research can be applicable in a practical way.

- The teacher should used different teaching materials in the classroom to arouse interest in the learners to participation in different activities.
 - Extra reference book on communicative exercise should be applied by both teachers and students. Teacher should give emphasis on students-students' interaction while teaching communicative activities. They should also give emphasis on discussion of role-relationship of participants related to the communicative activities in question.
 - The teacher should cultivate the habit of students' participation.
 - Teachers and students should not use the first language in the teaching and learning process.
 - Teacher should use teaching materials which are related to the communicative activities for effective teaching of them.
 - To activate the students, teachers should encourage them in the classroom.
 - Teacher-students communication should not be limited only to the textbook.
 - The teacher should allow the students to do the tasks in the group.
- Opportunity is one of the important parts for developing speaking ability. So, it is better to provide enough opportunity for the students to take part in speaking activities in the classroom.

Further related. The researcher will recommend the further researcher how this research will help in the further research.

- Further experimental investigation can be conducted by focusing on the benefits in language teaching and learning for students in communicative language teaching.

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Appendices

Appendix I

Observation techniques

1. Initiation of class
2. Motivation of students
3. Student participation
4. Classroom activities
5. Teacher as a facilitator
6. Role of students in classroom
7. Role of school administration
8. Information gap activities
9. Use of materials in communicative classroom

Appendix II

Interview Guideline for Teachers

Name of Teacher:

Name of School:

Qualification of teacher:

Date:

1. What are the main activities in communicative language teaching?
2. Theoretical knowledge of teachers on communicative language teaching.
3. Goal of communication language teaching
4. Activities/techniques adopted in communication language teaching
5. Role of teachers to apply of communicative language teaching.
6. Advantage of communicative language teaching
7. Role of school environment for the proper Implementation of communicative language teaching.
8. Problems and challenges for apply of communicative language teaching.
9. Why communicative language teaching is important?
10. What are the challenges of teaching in CLT at community school?

Appendix III

Interview Transcription

Teacher's name: Mr. Laxmi Prasad Chudal

School's name Shree Saraswoti Secondary School, Taplejung

Researcher: What do you think about communicative approach? How do you explain it in your own words?

Respondent: *CLT approach is a modern method in language learning. It depends on new and standard ways, activities, techniques, etc. It stands in giving chances to the students instead being passive.*

Researcher: What procedures do you apply in your class to develop the CLT approach?

The teacher presents a brief dialogue or several mini dialogues preceded by a motivation and a discussion of the function and situation- people, roles, setting, topic and the informality or formality of the language which the function and situation demand.

Researcher: How is your experiences on the classroom activities of CLT approach?

Respondent: *Role play is one of the activities used in language teaching which sound similar to simulation and dramatization. It enhances the communicative proficiency of the learner. The class can be more interactive and motivated.*

Researcher: What do you think about the goal of communicative approach?

Respondent: *It is to enable students to communicate in the target language, i.e. to develop communicative competence in the learners.*

Researcher: What do you think the role of the teachers using CLT in the language classroom?

Respondent: *To facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts.*

Researcher: Do you think using a CLT has Advantage in the teaching- learning process?

Respondent: *yes, it makes the learner use language communicatively and effectively.*

Researcher: What do you think regarding the challenges of using communicative language in your class? Please share your experience?

Respondent: *If I make a plan I cannot apply it in the classroom because of short time. There are no facilities for the students to develop listening skill. We have no cassette player even sound systems which are prerequisite for listening. The environment of the classroom is not suitable for CLT.*

Appendix IV

Interview Transcription

Teacher's name: Mr. Hari raj poudel

School's name: Shree Gupteshwor Secondary School Chockpur, Taplejung

Researcher: What do you think about communicative approach? How do you explain it in your words?

Respondent: *CLT emphasized the centrality of active engagement of students in language classroom as an important principle of CLT. CLT is a communicative approach which aims at providing learners active participation in the situation like group work and pair work which help students to communicate effectively.*

Researcher: What procedures do you apply in your class to develop the CLT approach?

Respondent: *The teacher allows oral practice of each utterance of the dialogue either in chorus, in groups or individually. The oral practice is preceded by the teacher demand.*

Researcher: What do you think about the goal of communicative language teaching?

Respondent: *It is to make communicative competence the goal of language teaching.*

Researcher: How is your experience on the classroom activities of CLT approach?

Respondent: *Question answer activities is teacher asks the questions to students. They reply the answers. It helps to develop speaking skills.*

Researcher: What do you think the role of the teachers using CLT in the language classroom?

Respondent: *To act as an independent participant within the learning-teaching group.*

Researcher: Do you think using a CLT has Advantage in the teaching- learning process?

Respondent: *Students are encouraged to interact with other people.*

Researcher: What do you think regarding the challenges of using communicative language in your class? Please share your experience?

Respondent: *Group work is activities used in language classroom which enables the students to talk and discuss each other. I divided the whole class to different groups to make the lesson more interaction as well as to engage them to perform better. It helps the students develop speaking skills also enhance the learner autonomy.*

Appendix V

Interview Transcription

Teacher's name: Mr. Tej Prasad Parsain

School's name: Shree Durga Higher Secondary School Fulbari, Taplejung

Researcher: What do you think about communicative language teaching (CLT)?
How do you explain it in your own words?

Respondent: *CLT is the approach in which the main goal is defined as getting the students to Communicate and the ability to deliver the intended message effectively. Here the main aim is interacting effectively.*

Researcher: What procedures do you apply in your class to develop the CLT approach?

Respondent: *The teacher sets questions based on the dialogue practiced and elicits answers.*

Researcher: What do you think about the goal of communicative language teaching?

Respondent: *CLT aims to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.*

Researcher: How is your experience on the classroom activities of CLT approach?

Respondent: *Pair work is the communicative activities used in language teaching where the whole students are divided in pair two particulars work together. It helps the students engage in interaction to each other.*

Researcher: What do you think the role of the teachers using CLT in the language classroom?

Respondent: *The roles of the teacher is that of a researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities.*

Researcher: Do you think using a CLT has Advantage in the teaching- learning process?

Respondent: *Develop feeling of confidence in the use of real language.*

Researcher: What do you think regarding the challenges of using communicative language in your class? Please share your experience?

Respondent: *Lack of awareness about CLT among the teachers, lack of teacher training, infrastructures, materials, socio-political diversity among the students, low level of language proficiency of learners, and Learners' characteristics (shy, timid, passive...).*

Appendix VI

Interview Transcription

Teacher's name: Miss. Sunita Sendang

School's name: Shree Paramsing Secondary school niguradin, Taplejung

Researcher: What do you think about communicative approach? How do you explain it in your own words?

Respondent: *Language should not predominantly learned as grammar rather it should be studied as a means for engaging in communication. She expressed that CLT could make it possible to change existing attention from teaching structures as isolated items to teaching how to use the language for communication.*

Researcher: What procedures do you apply in your class to develop the CLT approach?

Respondent: *The teacher sets questions on the students' personal experiences. She takes care that the experiences centers on the dialogue theme.*

Researcher: What do you think about the goal of communicative language teaching?

Respondent: *Communicative Language Teaching is to help students move beyond mastering the structures in a foreign language to the point where they can use them to communicate meaningfully in real life situations.*

Researcher: What is your view on the classroom activities of CLT?

Respondent: *Drill and dialogues activities develop the brainstorming the students as well as develop the speaking abilities*

Researcher: What do you think the role of the teachers using CLT in the language classroom?

Respondent: *To help students providing different activities.*

Researcher: Do you think using a CLT has Advantage in the teaching- learning process?

Respondent: *Foster learners' autonomy.*

Researcher: What do you think regarding the challenges of using communicative language in your class? Please share your experience?

Respondent: *Large classroom size, lack of teaching materials, lack of physical facilities and lack of teacher training, lack of proper knowledge.*

Appendix VII

Name of Schools

1. Shree Saraswoti Secondary School, Taplejung
2. Shree Gupteshwor Secondary School Chockpur, Taplejung
3. Durga Higher Secondary School Fulbari, Taplejung
4. Shree Padam Sing Secondary school, Niguradin.

Appendix VIII

Name of Teachers

1. Mr. Laxmi Prasad Chudal
2. Mr. Hari Raj Poudel
3. Mr. Tej Prasad Parsain
4. Miss. Sunita Sendang