CHAPTER ONE
INTRODUCTION

This study is entitled "Teachers' Beliefs on Practices of Communicative Language Teaching." This section of research consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

English is the most important link language that has played pivotal role in international communication. The use of language makes communication easier. Thus, it is said that language is the most common means of communication. A language is used either in spoken or written form. Crystal (1994, p. 212) defines language as "The systematic, conventional use of sounds, signs or written symbols in human society for communication and self-expression." As a social creature, human beings cannot survive alone, which leads him/her to keep contact with other people. With the age of globalization, speakers of one language could not be able to keep in touch with the speakers of another language. This is why, they are compelled to find a solution to the problem of language gap between different language speakers i.e., either to learn each other's code or find a middle path by learning a common language as their link language, which is called lingua-franca in linguistic term.

The language we use reveals our identity. Holmes (2008, p. 2) writes, "Our speech provides clues to other about who we are, where we come from, and perhaps what kind of social experiences we have had." This is to say we can express different aspects of our social identity through our linguistic choices. In teaching any language in general and English language in particular, different methods, techniques have been employed by the language teachers. English

language is taught as a compulsory subject in various schools and universities of the world. Nepal is no exception. Teaching English is difficult in foreign land. Language teacher should use different approaches, methods and techniques to teach English language. Among many approaches in teaching English language, communicative approach is very useful. It could be said that CLT is the product of educators and applied linguists who were dissatisfied with the Audio-lingual method and Grammar Translation method of foreign language teaching. They felt that students were not learning enough language. They did not know how to communicate using appropriate language, gesture, or expression. In brief, they were at a lost to communicate in the culture of language studied. Interest in development of communicative style teaching emerged where students engaged in real communication with one another became quite popular. To use language appropriately for our communication, we must have the knowledge of language rules and forms, then we are said to have linguistic competence. If we also have the knowledge that enables us to communicate functionally and interactively in our day-to-day life situations, we are said to have communicative competence which is the chief objective of communicative approach. According to Richards and Rodgers (2001), communicative approach is also known as communicative language teaching and have been used synonymously.

1.2 Statement of the Problems

Most of the English teachers frequently express their dissatisfaction that their students are not able to use English language in real communication. They argue that the students do not make an attempt to use it either inside the classroom or outside the classroom but they prefer to use their L1 language. On the other hand, a large number of students are found to be making complaints against the ways they are taught English in the classroom.

Various approaches, methods and techniques are in practice in the field of ELT aiming to facilitate ELT practitioners. Every method has something new to

offer as well as every method is not free from its limitations. Moreover, no single method can address the classroom realities. There is a long list of the methods of language teaching from GT method to the present. The present study "Teachers' Beliefs on Practices of Communicative Language Teaching" aimed to explore English language teachers' beliefs on CLT, activities they employ in the class, investigate how language teachers implement CLT in their teaching practices and what sorts of problems that they are facing with CLT. In our context, the government of Nepal, Ministry of Education has made the provision of ELT training for teachers aiming to develop professional qualities on them. So, we can say that almost all the English teachers are well known about CLT and its benefits in learning language. They advocate that CLT is the best way of teaching English that could develop students' overall command over it. Unfortunately, it is heard that students are not making smooth and expected progress in English.

1.3 Objectives of the Study

The present study had the following objectives:

i. To find out the beliefs of the English teachers on the use of CLT in ELT classes.
ii. To find out the problems faced by the English teachers in implementing CLT.
iii. To suggest some pedagogical implications.

1.4 Research Questions

The research study was oriented to find out the answers of the following questions:

i. What are the beliefs of the English teachers on using CLT in their language classes?

ii. What types of problems do they face with CLT in their language classes?

1.5 Significance of the Study

This study was conducted aiming to explore the teachers' beliefs in using CLT method. This study is expected to be significant to those who are interested in teaching and learning in general and to English teachers in particular. It is useful for the teachers, students, syllabus designers, researchers, and all other related personalities who are directly and indirectly involved in ELT field. Typically it is expected that the secondary level English teachers who have been centrally prioritized throughout the study gain much benefits from this study. It adds a brick in the field of teacher development and ELT by helping teachers to make their language classes more communicative, interactive, and effective.

1.6 Delimitations of the Study

The study had the following limitations:

i. This study was limited to the English teachers who were teaching at secondary level in public schools of Sunsari district.
ii. This study was confined to thirty ELT teachers from thirty different schools.
iii. This study had analyzed the beliefs of the English teachers in using CLT method in ELT classes.
iv. It was limited to find out the problems faced by the teachers in using CLT.
v. The data collection tool was questionnaire.
vi. This study was limited to purposive non-random sampling procedure.

1.7 Operational Definition of the Key Terms

Beliefs: Perception of Nepalese English teachers regarding the use of CLT in ELT classes.

Target language: In my study, target language refers to English language.

Teacher: Here, the term teacher signifies only those teachers teaching English at school level in public schools of Sunsari.

Problem: Here problem signifies only those problems faced by the English teachers while using CLT in ELT classes.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND
CONCEPTUAL FRAMEWORK

We can find a number of research works carried out related to communicative approach. However, no researches have yet been carried out that could address English teachers' beliefs on practices of CLT and possible challenges in implementing this method in ELT classes. This chapter consists of review of the theoretical literature, review of the empirical literature, implications of the review for the study and conceptual framework for the study.

2.1 Review of Theoretical Literature

This sub-chapter deals with different theoretical perspectives related to the factors that directly or indirectly associated with the English language development of the students. The theoretical review of the related literature are mentioned below:

2.1.1 Beliefs: A Brief Introduction

Beliefs are difficult to define but we can understand them with the help of some important features they have. Our beliefs about one particular area or subject have some sorts of attachment with our attitudes and thoughts i.e., value system. Beliefs can be defined as judgement that people make about themselves, and about others. It is the trust or faith on something or somebody that someone holds. The actions of any individual are the reflections of his or her beliefs and knowledge.

According to Hedge (2008, p. 15), "Belief is a mental act for which the believer is to be held responsible." Similarly, Joshi (2012) states that a belief is

a mental state, and is said to guide peoples' thinking and action. Thus, a belief refers to the perception or attitude towards something.

2.1.1.1 Teacher Beliefs

Teaching can be described in terms of the behaviours of the teachers and learners. Teacher beliefs are more concerned with deep personal way of thinking and understanding the things including their profession, subject, learners, and so on. Teacher beliefs are reflected on their actions and teaching behaviours. Their actions are the reflections of their knowledge and beliefs or personal value system. Richards (1998) defines teacher beliefs as, "The information, attitude, values, exceptions, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom" (as cited in Joshi, 2012, p. 70). They are teachers' personal constructs that determine how they approach their teaching.
Different researches have concluded that teacher beliefs have a greater influence on their teaching. Regarding the implications of teacher beliefs system, Richards and Lockhart (2005, p. 29) state, "What teachers do is the reflection of what they know and believe… teacher knowledge and teacher thinking provide underlying framework or schema which guides teachers' classroom action." Teacher beliefs can bring new goals and achievements in teaching.

2.1.1.2 Characteristics of Teacher Beliefs

Belief is a mental state, it is the way of personal thinking and understanding. A teacher may come to the classroom with various assumptions about what makes teaching effective. Teacher beliefs have strong influence on their teaching procedures. On the basis of those beliefs the teacher often adopts instructional and pedagogical activities. These beliefs have long lasting effects in the mind of the teachers.

2.1.1.3 Sources of Teacher Beliefs

Teacher beliefs that influence their classroom activities and actions may come from their experiences, professional understanding and socio-cultural norms and practices which are known as their sources. A number of sources from which teacher beliefs are derived have been identified from different research works on teacher beliefs system. According to Kindsvatter, Willien, and Ishler (1988, as cited in Sharma and Shrestha, 2013, p. 45), the sources of teacher beliefs are as follows:

i. **Teachers' own experiences as language learners**

   All teachers were once students. Their beliefs about classroom behaviour and profession are often a reflection of how they themselves were taught when they were students. They may build up their beliefs on the basis of the actions and behaviours that they observed in their own teachers.

ii. **Experience of what works best**

   Teachers may have experiences from the varieties of tasks, activities, and actions in their teaching carrier. Beliefs may derive on the basis of the effectiveness of these actions and behaviours to the teachers. They may have found that some teaching strategies work well and some do not.

iii. **Personality factors**

   Teachers may have different types of beliefs according to what personalities they belong to. Personality, an individual's nature, habit and preferred way of doing something is of various types, including introversion, extroversion, risk-taking, no risk-taking, and so on. Teacher beliefs are considerably founded on the nature of personality of individual teachers.

iv. **Educationally based principles**

Teachers believe a lot in the assumptions or principles that they study. When they build up beliefs in them, they attempt to adopt the principles and make their teaching more effective and successful.

v. **Principles derived from an approach or method**

Teachers may believe in the effectiveness of a particular approach or method of teaching and try to apply in the language classes.

2.1.2 Communicative Language Teaching: An Introduction

Communicative language teaching is one of the recently developed method in the field of language teaching that views language as the means of communication and language learning means developing communicative competence on the part of learners. This method focuses on teaching and learning to use language. Second language educators have paid a great deal of attention to communicative language teaching in the last two decades. CLT is a term that refers to a method for teaching an L2 communicatively.

Regarding the origin of CLT, Richards and Rodgers (2001, p. 159) present:

The origins of CLT are to be found in the changes in the British language teaching tradition dating from the late 1960s…The work of the Council of Europe; the writings of Wilkins, Widdoson, Candlin, and other British applied linguists on the theoretical basis for communicative or functional approach to language teaching; the rapid application of these ideas by textbook writers; and equally rapid acceptance by British language teaching specialists, curriculum development centres, and even by governments gave prominence nationally and internationally to what

came to be referred to as the Communicative Approach, or simply Communicative Language Teaching.

Many scholars have defined communicative approach from their own perspectives. Ellis 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 conditions for learners to learn through communicating" (2003, as cited in Sharma,2013, p. 79). Larsen-Freeman (1998) states that CLT aims broadly to apply the theoretical perspectives of communicative approach by making communicative competence and acknowledging the interdependence of language and communication. Communicative approach is a recently developed approach in the field of language teaching. The ideas of CLT have been expanded since the mid-1970s. The description of CLT emphasizes on the elements of communication, including negotiation of meaning, expression, and interpretation as the defining characteristics of CLT. Speaking is not the only skill that CLT focuses on. It also involves reading, use of grammar and so on. CLT is different from traditional teaching methods in that learners acquire an L2 through interaction with others rather than rote memorization and grammar rule learning.

Learners' achievement in language learning is highly determined by the way teaching and learning activities are carried out in the class. Similarly, the way teaching and learning activities are carried out in the class are affected by the theory of language learning on which it is based. In the field of ELT in particular and language teaching in general, CLT is proved to be the most effective method of language teaching for preparing learners to use language properly in a given situation. Harmer (2007) presents that a major strand of CLT centers on the essential belief that if students are involved in meaning-focused communicative activities then language learning will take care of itself. Now, it is commonly accepted as the most efficient method by the

professionals and is being practiced worldwide. Littlewood (1981, p. 1) states, "One of the most characteristics features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language." Richards and Rodgers (2001) present that CLT aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. The purpose of communicative approach to language teaching is chiefly meant to promote learners' overall communicative proficiency having mastery over language skills and knowledge.

2.1.2.1 Theory of Language and Language Learning in CLT

CLT has its theoretical foundation on the concept of communicative competence that includes both knowledge and ability of language use in the speech community. At the level of language theory, CLT has a rich base. Some of the characteristics of this communicative view of the language follow:

i. Language is a system for the expression of meaning.
ii. The primary function of language is to allow interaction and communication.
iii. The structure of language reflects its functional and communicative uses.
iv. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (Richards and Rodgers 2001, p.161).

CLT basically intends to help learners develop skills and strategies to involve in communicative activities in order to produce and interpret the utterances in a natural and meaningful way. Regarding learning theory of CLT, Richards and Rodgers (2001) believe in the following principles:

i. **Communication principle:** Activities that involve real communication promote learning.

ii. **Task principle:** Activities in which language is used for carrying out meaningful tasks promote learning.

iii. **Meaningfulness principle:** Language that is meaningful to the learners supports the learning process. Language activities are consequently selected according to how well teachers engage the learners in meaningful and authentic language use.

2.1.2.2 Classroom Procedure in CLT

Classroom procedure in CLT has variety of exercises and activities which are meaningful, contextual and intend to fulfill the specific purpose in the situation being carried out. Generally, in communicative classroom group work, pair work, presentation of tasks, oral exercises, written exercises, speaking activities, games etc. are used as important techniques of second or foreign language teaching.

Finocchiano and Bramfit, (1983, as cited in Sharma, 2013, p. 83) state that the classroom procedure in CLT are not 'revolutionary but evolutionary'. Following Finocchiaro and Brumfit, the following step wise procedures can be used in communicative lesson, for example, teaching the function "making a suggestion":

i. Presentation of dialogues or examples
ii. Oral practice either in pair or in group
iii. Interaction
iv. Questions and answers based on personal experiences and situations
v. Discovering activities
vi. Production activities
vii. Interpretation activities

viii. Evaluation of learning

2.1.2.3 Features of Communicative Classroom

The communicative classroom is related to the systematic, well managed and planned activities conducted in the classroom while teaching language. So, it should have interactive, collaborative and mostly participation of the students in activities. Brown (1994) presents the following four inter-connected characteristics of CLT:

i. Classroom goals are focused on all of the components of communicative competence, and not restricted to grammatical competence.
ii. Language teaching techniques are designed to engage learners in the authentic and functional use of language.
iii. Fluency and accuracy are seen as complementary abilities of the learners.
iv. Learners ultimately have to use the target language both productively and receptively in unrehearsed contexts.

2.1.2.4 The Role of Teachers and Learners in CLT

The role of teachers in CLT is different from that of the traditional language classroom in which the focus is on grammar and translation. CLT creates a learner-centered classroom environment of social learning where teachers provide opportunities for students, rather than taking an authoritative role and having power over their learning. Breen and Candlin (1980) present "The CLT teacher has two main roles: the first role is to facilitate the communication process between all participate in the classroom and next role is to act as an independent participant within the learning teaching group" (as cited in Richards and Rodgers, 2001, p. 167).

In contemporary view, teachers' role have been extended from wisdom provider, instructor and dictator to facilitator, participant, researcher, need

analyst, student counselor, group process manager, and so forth. With teachers' guidance, students in CLT classrooms learn the target language by means of interaction and eventually develop their own language skills. Similarly, students in CLT classroom play the role of meaning negotiators; communicators; discovers; contributors of knowledge, skills and experiences; and they entertain learning from a pair work. Thus, the realization of goals of communicative approach is the function of joint efforts of teachers and students.

Hence, all are expected to play their roles as effectively as possible for effective achievement of learners' communicative competence and proficiency.

2.1.2.5 Communicative Activities and Materials that Facilitate Learning

Regarding communicative activities Richards and Rodgers (2001, p. 165) state "The range of exercise types and activities compatible with a communicative activities is unlimited; proved that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication." As the nature of CLT, its classroom activities concentrate on both fluency and accuracy development.

Littlewood (1981) distinguishes two types of communicative activities. One is functional communicative activities in which language is used to complete a certain tasks e.g. comparing picture and finding similarities and differences, following instruction, following direction, solving problems from shared clues. Second one is social interactional activities which include conversation, discussion, dialogue, role play, debate etc.

A wide variety of materials have been used to support communicative approach to language teaching. The practitioners of this approach view materials as a way of influencing the quality of classroom interaction and language use.

According to Richards and Rodgers (2001) there are three kinds of materials currently used in communicative language classes. They are:

i. **Text-based materials:** In the language textbooks language practice exercises are included. The dialogues, drills, visual cues, taped cues, pictures and sentence fragments are used to initiate the conversation in the classroom.

ii. **Task-based activities:** There are varieties of games, role plays, simulations and task-based communication activities. These typically are in the form of exercise handbooks, cue cards, activity cards, pair-communication practice materials, student-interaction practice booklets.

iii. **Realia:** Realia is a real object or thing. The language-based realia such as magazines, advertisements, newspapers, graphic and visual materials such as maps, pictures, symbols, graphs, charts and other objects which support communicative exercise are used as the realia.

2.2 Review of Empirical Literature

Many researches have been carried out in the field of English language teaching. Here, this section is an attempt to review the related studies. Some of the scholars and researchers have been reviewed considering them as related literature.

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

Bhatta (2011) carried out a survey 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 public schools in Doti. He randomly selected ten public secondary schools. He used observation as the tool to collect data. The major finding of his study was that communicative approach to language teaching was not being practiced properly in ELT classrooms of public schools of Doti.

Nepal (2011) carried out a survey research entitled "Use of Communicative Language Teaching in Nepalese Context". The chief objective of the study was to find out the challenges faced by the English language teachers in the use of communicative method. For his study he selected twenty teachers from government-aided schools and twenty from private schools as the sample of the study through judgemental sampling procedure. He used questionnaire and observation as the tools for collecting data. The major finding of his research was that large class size, lack of sound knowledge of CLT, insufficient training for teachers were the contributing factors that make ELT teaching difficult and challenging.

Pandey (2012) carried out thesis entitled "Communicative Activities Used by Secondary English Teachers" with the aim to find out communicative activities used in English language classes. He purposively selected fifteen teachers and observed two classes of each teachers. Observation and questionnaire were the main tools for data collection. The major finding of his study was that pair work, role play, discussion, group work were the commonly used activities in ELT classes.

Koirala (2013) carried out the study entitled "Attitudes of Teachers towards Communicative Approach." The major objective of this study was to find out the real attitude of secondary level English teachers of Ramechhap and Sindhuli districts towards communicative approach. He selected forty teachers

as the sample through non-random sampling procedure. He used questionnaire as the tool for collecting data. The major finding of his research was that many ELT teachers appreciated communicative approach but felt difficult to use it.

Bhatta (2014) carried out thesis entitled "Beliefs of English Teachers in Using Role Play Technique in the Classroom" with the aim to find out teachers' beliefs on using the role play technique in teaching English at secondary level schools of Kathmandu valley. The population of his study consisted of forty secondary level English teachers and sampled through non-random sampling procedure. Questionnaire was the major tool for data collection in his study. He concluded that majority of the teachers believed role play as an appropriate technique for teaching English.

Manjano (2015) wrote an article based on her research entitled "English Teachers' Beliefs, Practices and Problems Encountered in Using CLT". The major objective of this study was to find out teachers' beliefs on CLT. She found that the teachers have mixed feelings for CLT. She also found that among twenty respondents, ten of them always use CLT in teaching English to their students. The respondents were sampled through mixed sampling procedure. Questionnaire and observation were the tools of data collection. She concluded that the teachers are still confused on how CLT is viewed in terms of learning.

Tamang (2015) carried out a research on "Beliefs of English Teachers on the Use of Electronic Media for Professional Development" with the main purpose to find out the use of electronic media for teacher professional development. She used questionnaire as a tool to collect data and applied non-random judgemental sampling procedure. Thirty teachers were selected from fifteen different schools of Bhaktapur district. She found that the respondents agreed that electronic media was very useful and essential tool for teachers' professional development.

2.3 Implications of the Review for the Study

The above reviewed works were to some extent related to the researcher's study. After reviewing these works the researcher got lots of ideas regarding communicative approach. These above mentioned works gave theoretical bases to conduct this study. To be specific, the researcher got information on survey research design and knowledge about CLT from the works of Pant (2009), Nepal (2011), Pandey (2012), Koirala (2013), and Manjano (2015). In addition to this, the researcher got ideas about teacher beliefs from the works of Bhatta (2014), and Tamang (2015).

These works helped a lot to carry out this research. Moreover, these previous works helped the researcher to formulate objectives, make research questions, design methodology and develop data collection tool. Finally, the aforementioned research works had great value to carry out this research.

2.4 Conceptual Framework

Conceptual framework is the representation of the understanding of theories. It is a written or visual presentation that explains the main things to be studied. The conceptual framework of this study was as follows:

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┌─────────────────────────────────────────────────────┐
│          Teachers' beliefs on practices of           │
│          communicative language teaching             │
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┌──────────────────────┐          ┌──────────────────────────────────┐
│   Teachers beliefs   │          │  Communicative language teaching │
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┌───────────────┐ ┌──────────┐ ┌──────────────┐ ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│ Characteristics│ │Sources of│ │ Theory of    │ │ Classroom    │ │ Feature of   │ │ The role of  │
│ of teacher    │ │ teacher  │ │ language and │ │ procedures   │ │ communicative│ │ teachers and │
│ beliefs       │ │ beliefs  │ │ language     │ │ in CLT       │ │ classroom    │ │ learners in  │
│               │ │          │ │ learning in  │ │              │ │              │ │ CLT          │
│               │ │          │ │ CLT          │ │              │ │              │ │              │
└───────────────┘ └──────────┘ └──────────────┘ └──────────────┘ └──────────────┘ └──────────────┘

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                        │            Findings             │
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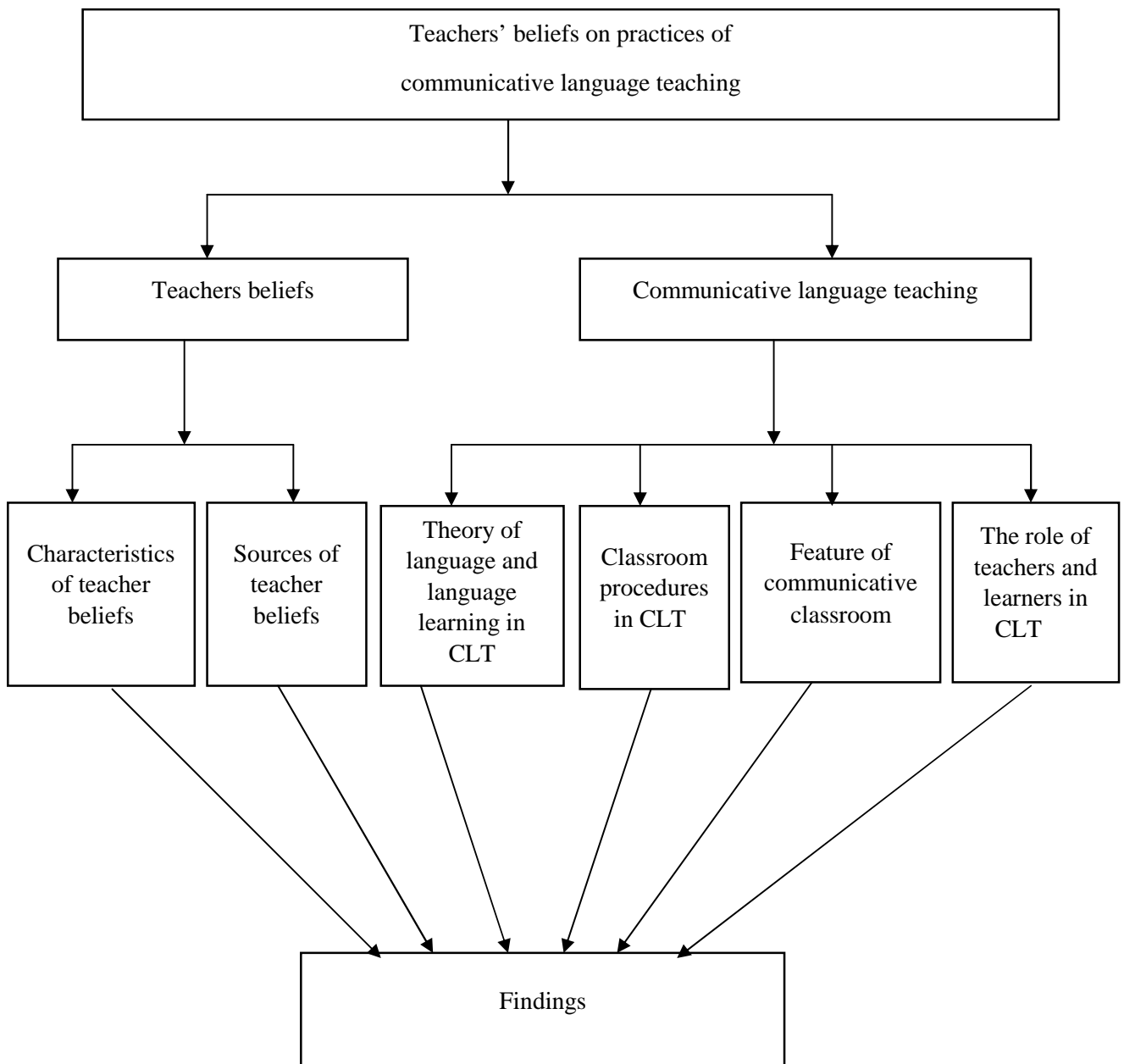
Fig no.: 1

CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

Methodology refers to the overall plan for conducting a research work. In this chapter the researcher had discussed the design of the study that was followed, studied population, the sampling procedures, data collection tool, process of data collection, and mode of analysis and interpretation.

3.1 Design and Method of the Study

The researcher had followed survey research design as the nature of the study demanded to find out the teachers' beliefs on using CLT in their ELT classes. Surveys are used mostly in large scale researches. This means, survey research is carried out in a large number of populations in order to find out the public opinions in certain issues and the behaviours of certain professionals and others. It studies large and small populations by selecting and studying sample chosen from the populations. In this regard, Cohen and Manion (1985, as cited in Nunan, 1993, p. 140), " Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale studies carried out by single researcher." Similarly, Cohen et al. (2010) write that survey research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation.

This study was survey research design because of the following reasons:

i. This study was conducted to reveal the beliefs of English teacher about CLT and also to identify problems that they faced while using CLT in classes.

ii. This study analyzed the situation of Sunsari district.

iii. Sample of the population was taken from the large number.

iv. Data was collected at a single time.

v. The findings were generalized to the whole population.

This study was an attempt to expose what was the beliefs or attitudes of the ELT teachers of Sunsari towards CLT and its implementations in language classes. Knowing whether the teachers use CLT or not while teaching English was one of the aim of this study. The researcher thought, the objectives of this study could be achieved through survey research. Therefore, the researcher followed the survey research design.

3.2 Population, Sample and Sampling Strategy

Survey research demands a large number of population. The number of the sample population of this study consisted of the ELT teachers who were teaching at secondary level in public schools of Sunsari. The researcher sampled thirty teachers from thirty different schools. The researcher selected ten schools from eastern part of Sunsari; ten schools from western part; five schools from northern part, and five from southern part of Sunsari in order to make sample population representative as far as possible. Thus, the findings could be generalized to the whole population. The required sample was selected according to the purpose of the study and feasibility of the researcher using purposive non-random sampling procedure.

3.3 Study Areas/Field

The study area of the study was the academic field of Sunsari district i.e., public schools. It was carried at secondary level. In addition to this, it was mainly concerned with ELT teachers of Sunsari.

3.4 Data Collection Tools and Techniques

Different types of tools can be used to collect required data such as questionnaire, interview, observation, and so on. The researcher used

questionnaire as the tool of data collection for the study. Both open-ended and close-ended questions were used. Mainly, open-ended questions were used to know ELT teachers' beliefs on the use of CLT in language classes and the problems they face in implementing it whereas close-ended questions were used to know the level of their agreement i.e., strongly agree, agree, disagree, and strongly disagree. The reason behind selecting questionnaire as a research tool was that it is appropriate to collect data within limited time from a large number of population and the information collected through questionnaire is easy to process and analyze later. Using questionnaire as a tool in research is economic in terms of cost and time compared to interview and observations. Therefore, the researcher selected questionnaire as the tool for collecting required data.

3.5 Data Collection Procedure

To collect the data for this study, the researcher followed the following procedures:

i. At first, the researcher selected the schools according to the purpose of the study and feasibility.
ii. Then, the researcher visited the selected schools and took the permission from the school authority and contacted the respondents.
iii. After this, the researcher built rapport with respondents.
iv. Questionnaire was distributed to the respondents.
v. The researcher tried to collect the questionnaire back after a week from the date of distribution.

3.6 Data Analysis and Interpretation Procedure

The collected raw data was analyzed qualitatively and quantitatively to come to the conclusions as the nature of survey study demanded. To be specific, the researcher analyzed the data descriptively and statistically using simple statistical tools such as measure of frequency and percentile.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with analysis and interpretation of the collected data. The raw data were analyzed and interpreted both qualitatively and quantitatively. On the basis of their nature, the qualitative data were analyzed and interpreted descriptively in narrative form. In contrary, the quantitative data were analyzed and interpreted using simple statistical tools such as measures of frequency and percentile.

4.1 Analysis of Data and Interpretations of the Results

In this section, the researcher has analyzed the obtained data and interpreted it. The data have been analyzed under the following sub-headings:

i.   Holistic Analysis of Data
ii. Item-wise Analysis of Data

4.1.1 Holistic Analysis of Data

The researcher has put the responses of close-ended questions of the English teachers in a single table that reveals their overall beliefs on the use of CLT. The number of close-ended questions was fifteen. Out of fifteen questions, twelve questions had the common alternatives i.e., strongly agree, agree, disagree, strongly disagree.

The following table shows it:

Table No. 1

English Teachers' Beliefs on the Use of CLT

Q.N.	Beliefs	Strongly agree		Agree		Disagree		Strongly disagree	
		NR	%	NR	%	NR	%	NR	%
2.	CLT is the best way to teach English	18	60	12	40	-	-	-	-
3.	CLT gives learners more opportunities to practise language	12	40	18	60	-	-	-	-
4.	CLT is useful to develop communicative competence	18	60	12	40	-	-	-	-
5.	CLT doesn't pay attention to the grammatical aspect of English language	4	13.33	10	33.33	12	40	4	13.33
7.	CLT is an effective method for dealing with mixed abilities of the students	6	20	22	73.33	2	6.66	-	-
9.	CLT is relatively difficult to practise in EFL classroom	6	20	12	40	4	13.33	8	26.66
10.	Practicing CLT makes learners disciplined as it is learner-centered method	6	20	16	53.33	8	26.66	-	-
11.	CLT develops procedures for the teaching of all skills of English language	8	26.66	18	60	4	13.33	-	-
12.	CLT focuses on fluency over accuracy of language used	16	53.33	12	40	2	6.66	-	-
13.	There are few opportunities for teachers to get training on CLT	6	20	18	60	6	20	-	-
14.	Teachers have little time to develop materials	4	13.33	16	53.33	8	26.66	2	6.66
15.	Classes are too large for the effective use of CLT	18	60	4	13.33	4	13.33	4	13.33

The table shows that majority of the teachers i.e., 18 teachers (60%) out of 30 teachers strongly agreed; 12 teachers (40%) agreed to the statement that CLT is the best way to teach English. No one responded to disagree and strongly disagree to this. Similarly, almost all the teachers opined that CLT gives learners more opportunities to practise language in the classroom and develops communicative competence in them. To be specific, 12 teachers (40%) strongly agreed; 18 teachers (60%) agreed that CLT gives learners more opportunities to practise language.

Regarding the statement CLT does not pay attention to the grammatical aspects of English language, 4 teachers (13.33%) responded strongly agree; 10 teachers (33.33%) responded to agree; 12 teachers (40%) responded to disagree and 4 teachers (13.33%) responded to strongly disagree. Similarly, the maximum number of teachers believed that CLT is an effective method for dealing with the mixed abilities of the students whereas only few teachers did not have such belief.

The above mentioned data shows that 6 teachers (20%) strongly agreed; 12 teachers (40%) agreed; 4 teachers (13.33%) disagreed; 8 teachers (26.66%) strongly disagreed to the statement that CLT is relatively difficult to use in EFL classroom. The table also shows that the maximum number of teachers i.e., 22 teachers (73.33%) responded that practicing CLT makes learners disciplined whereas 8 teachers (26.66%) expressed their disagreement.

Likewise, 26 teachers (86.66%) expressed their agreement to the statement that CLT develops procedures for teaching of all skills of English language without lessening the attention to listening and reading while only 4 teachers (13.33%) expressed their disagreement with this statement.

The maximum number of teachers i.e., 28 teachers (93.33%) believed that CLT focuses on fluency over accuracy while very few i.e., 2 teachers (6.66%) did not believe that. In addition, 24 teachers (80%) thought that there were few

opportunities to get training on CLT while only 6 teachers (20%) did not think such thing.

Regarding the time to develop materials for communicative classes, 20 teachers believed that they did not have enough time for preparing appropriate materials whereas 10 teachers expressed their disagreement to this. Majority of the teachers believed that large class size is one of the causes that prevent them to make effective use of CLT in their classes.

4.1.2 Item-wise Analysis of Data

Here, the researcher has made item-wise analysis of data.

4.1.2.1 Analysis of Frequency of Using CLT in Classroom

The following table shows the frequency of using CLT by the English teachers in ELT classroom:

Table No. 2

Use of CLT

Belief		Responses							
Q.N.		Always		Sometimes		Rarely		Never	
		NR	%	NR	%	NR	%	NR	%
1.	Frequency of using CLT	2	6.66	23	76.66	5	16.66	-	-

Like many other approaches, CLT entered the language field from the educational main stream. From the data it was found that among 30 respondent, 23 teachers (76.66%) sometimes use CLT and 2 teachers (6.66%) always use CLT in their classes. Similarly, 5 teachers (16.66%) were found to be using CLT rarely in their teaching. No one responded to never to the use of CLT. So, it can be generalized that English teachers in the public schools of Sunsari are familiar with CLT and use it at least sometimes.

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4.1.2.2 Analysis of CLT as the Best Way of Teaching English

The following table shows the ELT teachers' belief on CLT:

Table No. 3

Teachers' Belief on CLT

Q.N.	Belief	Strongly agree		Agree		Disagree		Strongly disagree	
		NR	%	NR	%	NR	%	NR	%
2.	CLT is the best way to teach English	18	60	12	40	-	-	-	-

The table shows that majority of the teachers i.e., 18 teachers (60%) strongly agreed; 12 teachers (40%) agreed to the statement that CLT is the best way to teach English. No one responded to disagree and strongly disagree. Thus, it can be generalized that the ELT teachers of Sunsari hold positive belief for CLT and appreciate it.

4.1.2.3 Analysis of Opportunity to Learners in Using Language

The following table shows the responses of ELT teachers:

Table No. 4

Opportunity to Learners in Using Language

Q.N.	Belief	Strongly agree		Agree		Disagree		Strongly disagree	
		NR	%	NR	%	NR	%	NR	%
3.	CLT gives learners more opportunities to practise language	12	40	18	60	-	-	-	-

This table shows that almost all the teachers opined that CLT gives learners more opportunities to use language in the classroom. To be specific, 12 teachers (40%) responded to strongly agree; 18 teachers (60%) agree that CLT provides learners with more opportunities to use language. Thus, it can be said that the ELT teachers of Sunsari believe CLT as a learner-centered method.

4.1.2.4 Analysis of Usefulness of Method for Developing Communicative Competence

The following table shows the responses made by the teachers:

Table No. 5

Usefulness of CLT

Belief		Responses							
Q.N.		Strongly agree		Agree		Disagree		Strongly disagree	
		NR	%	NR	%	NR	%	NR	%
4.	CLT is useful to develop communicative competence	18	60	12	40	-	-	-	-

Regarding the statement, CLT is useful to develop communicative competence in the students, 18 teachers (60%) responded to strongly agree and 12 teachers (40%) responded to agree. It clearly shows that the ELT teachers of Sunsari believe CLT as a useful teaching method that aims to develop communicative ability of the students and facilitate them to take part in speech community.

4.1.2.5 Analysis of Ignorance of Grammar of Language

The following table clearly shows the beliefs of teachers in relation to grammar of language:

Table No. 6

Ignorance of Grammar of Language

Q.N.	Belief	Strongly agree		Agree		Disagree		Strongly disagree	
		NR	%	NR	%	NR	%	NR	%
5.	CLT doesn't pay attention to the grammatical aspect of English language	4	13.33	10	33.33	12	40	4	13.33

The above mentioned table shows that 4 teachers (13.33%) responded strongly agree; 10 teachers (33.33%) responded to agree; 12 teachers (40%) responded to disagree and 4 teachers (13.33%) responded to strongly disagree to the statement that CLT does not pay attention to the grammatical aspects of English language. We came to know that nearly 50% teachers (14 teachers) have misconception on the use of CLT as they believe that CLT neglects grammar of language.

4.1.2.6 Analysis of Students' Feeling towards use of CLT

The following table gives the clear picture of the ELT teachers' beliefs on the use of CLT that students feel:

Table No. 7

Students' Feeling towards Use of CLT

Belief		Responses							
Q.N.		Very interesting		Interesting		Less interesting		Not interesting	
		NR	%	NR	%	NR	%	NR	%
6.	Students' feeling towards CLT	6	20	12	40	12	40	-	-

Through the data obtained, it has been found that majority number of teachers claimed that their students show interest in learning English while they use CLT. But some others felt that their students show less interest in CLT with comparison to other method. To be specific, 6 teachers (20%) observed that students feel the use of CLT very interesting; 12 teachers (40%) found it interesting and other 12 teachers (40%) observed that it is less interesting for the students. No one responded to not interesting. The data suggests that generally students find the use of CLT interesting. This shows that there is an acknowledgement in some accounts in CLT that learners enjoy and learn at the same time in the process of CLT implementations. However, CLT may be favourable to the students who learn interdependently and with great interest but unfavourable to some who have low proficiency in English language.

4.1.2.7 Analysis of CLT Dealing with Mixed Ability

The following table shows teachers' belief on mixed abilities of the students in relation to CLT:

Table No. 8

Deal of Mixed Ability Students

Belief		Responses							
Q.N.		Strongly agree		Agree		Disagree		Strongly disagree	
		NR	%	NR	%	NR	%	NR	%
7.	CLT is an effective method for dealing with mixed abilities of the students	6	20	22	73. 33	2	6.66	-	-

The maximum number of teachers believed that CLT is an effective method for dealing with mixed abilities of the students. Only 2 teachers (6.66%) responded to disagree to the statement that CLT is an effective method for dealing with mixed abilities of the students. Thus, it can be generalized that many teachers of Sunsari are in favour of CLT method.

4.1.2.8 Analysis of Teachers' Preference in Classroom Activities

The teacher can make the use of different types of activities in ELT classes. Here, the following table shows the ELT teachers' preference to the classroom activities in implementing CLT:

Table No. 9

Teachers' Preference in Classroom Activities

Belief		Responses							
Q.N.		Information gap		Discussion		Opinion gap		Role play	
		NR	%	NR	%	NR	%	NR	%
8.	Activities	4	13.33	8	26.66	6	20	12	40

It has been found that many teachers of English language prefer to use role play activity in language classroom as it offers an opportunity to students to use language in real context. The data shows, 4 teachers (13.33%) preferred to use information gap; 8 teachers (26.66%) preferred to use discussion; 6 teachers (20%) preferred to use opinion gap and 12 teachers (40%) gave preference to use role play in the ELT classroom. It can be generalized that all these activities are useful for teaching English although many teachers give priority to role play.

4.1.2.9 Analysis of Difficultness with CLT into Practice

The following table shows teachers' belief on the practice of CLT:

Table No. 10

Difficulty of CLT in Practice

Belief		Responses							
Q.N.		Strongly agree		Agree		Disagree		Strongly disagree	
		NR	%	NR	%	NR	%	NR	%
9.	CLT is relatively difficult to practise in EFL classroom	6	20	12	40	4	13.33	8	26.66

The data shows that 6 teachers (20%) responded to strongly agree; 12 teachers (40%) responded to agree; 4 teachers (13.33%) responded to disagree; 8 teachers (26.66%) responded to strongly disagree to the statement that CLT is relatively difficult to use in EFL classroom. Many teacher felt difficulties in implementing CLT while some other did not feel so. It can be generalized that majority number of ELT teachers of Sunsari feel difficulties in using CLT in their respective classes.

4.1.2.10 Analysis of Practice of CLT in Classroom

Here, the given table shows teachers' belief on practicing CLT in the classroom:

Table No. 11

Practice of CLT in Classroom

Belief		Responses							
Q.N.		Strongly agree		Agree		Disagree		Strongly disagree	
		NR	%	NR	%	NR	%	NR	%
10.	Practicing CLT makes learners disciplined as it is learner- centered method	6	20	16	53.33	8	26.66	-	-

The table shows that the maximum number of teachers i.e., 22 teachers (73.33%) responded that practicing CLT makes learners disciplined whereas 8 teachers (26.66%) expressed their disagreement. Thus, it can be said that most of the ELT teachers of Sunsari hold positive belief for CLT.

4.1.2.11 Analysis of Development of Skill of Language

The following table shows the ELT teachers' belief on CLT in relation to language skills:

Table No. 12

Development of Skill of Language

Belief		Responses							
Q.N.		Strongly agree		Agree		Disagree		Strongly disagree	
		NR	%	NR	%	NR	%	NR	%
11.	CLT develops procedures for the teaching of all skills of English language	8	26.66	18	60	4	13.33	-	-

Here, 26 teachers (86.66%) expressed their agreement to the statement that CLT develops procedures for teaching of all skills of English language without lessening attention to listening and reading while only 4 teachers (13.33%) expressed their disagreement with this statement. On the basis of this data, we can generalize that the maximum number of ELT teachers of Sunsari advocate for CLT and its usefulness in language classroom.

4.1.2.12 Analysis of Focus on Fluency over Accuracy

Here, the given table shows the teachers' belief on CLT with regard to fluency and accuracy of language used:

Table No. 13

Focus on Fluency over Accuracy

Belief		Responses						
Q.N.		Strongly agree		Agree		Disagree		Strongly disagree
		NR	%	NR	%	NR	%	NR	%
12.	CLT focuses on fluency over accuracy of language used	16	53.33	12	40	2	6.66	-	-

Regarding the statement CLT focuses on fluency over accuracy, the maximum number of teachers i.e., 28 teachers (93.33%) believed that CLT focuses on fluency while very few i.e., 2 teachers (6.66%) did not believe so. It can be said that many ELT teachers believe that CLT emphasizes on fluency while using language. Fluency of language means the speed of language use but not over speed.

4.1.2.13 Analysis of Opportunity of Training

The following table shows the ELT teachers' belief on teacher-training:

Table No. 14

Opportunity of Training

Belief		Responses							
Q.N.		Strongly agree		Agree		Disagree		Strongly disagree	
		NR	%	NR	%	NR	%	NR	%
13.	There are few opportunities for teachers to get training on CLT	6	20	18	60	6	20	-	-

Regarding teacher training, 6 teachers (20%) responded to strongly agree; 18 teachers (60%) agree; 6 teachers (20%) disagree that there are few opportunities for getting on CLT. No one responded to strongly disagree for this. It can be generalized that most of the teachers of Sunsari believe that they lack training on CLT implementation, as a result they fail to make effective teaching.

4.1.2.14 Analysis of Availability of Time in Material Development

The following table shows the ELT teachers' belief on time they have for developing materials:

Table No. 15

Availability of Time in Material Development

Belief		Responses							
Q.N.		Strongly agree		Agree		Disagree		Strongly disagree	
		NR	%	NR	%	NR	%	NR	%
14.	Teachers have little time to develop materials	4	13.33	16	53.33	8	26.66	2	6.66

Regarding time to develop materials for communicative classes, 20 teachers (66.66%) believed that they did not have enough time for preparing appropriate materials whereas 10 teachers (33.33%) expressed their disagreement to this. Thus, it can be generalized that most of the teachers of Sunsari think that due to the limited time they are being failed to make effective teaching while implementing CLT.

4.1.2.15 Analysis of Size of Classes

The following table clearly shows teachers' belief on CLT implementation in relation to the size of the classes:

Table No. 16

Size of Classes

Belief		Responses							
Q.N.		Strongly agree		Agree		Disagree		Strongly disagree	
		NR	%	NR	%	NR	%	NR	%
15.	Classes are too large for the effective use of CLT	18	60	4	13.33	4	13.33	4	13.33

Here, the data shows that majority of the teachers i.e., 22 teachers (73.33%) expressed their agreement to the statement that classes are too large for the effective use of CLT whereas 8 teachers (26.66%) expressed their disagreement to this. Thus, it can be generalized that large size of the class is one of the distractive factors in implementing CLT. Most of the teachers of Sunsari believe that large size of the class is the problem seen in the field of ELT.

4.1.2.16 Analysis of Teachers' Beliefs about EFL Learners (Nepalese Learners of English)

The respondent-teachers had various beliefs regarding Nepalese learners of English. Their beliefs about EFL learners have been summarized as below:

i.   EFL learners are individually unique and are different from others. They need proper guidance in learning language.

ii. EFL learners do not find learning English interesting as they have low proficiency in English and lack proper language skills.

iii. Today's EFL learners are not active, enthusiastic, motivated and engaging, thus they are not improving proficiency in English.

iv. Students are trying as far as they can do but environment is not favourable to develop proficiency in English. English is taught through translated version of English.

v.   Nepalese learners of English feel difficult in learning English because of mother tongue interference and they do not have enough exposure and practice of English.

4.1.2.17 Analysis of Problems in Implementing CLT Faced By English Teachers

The respondent-teachers were provided with an opportunity to put their views regarding problems they face while implementing CLT method. The majority of the teachers mentioned the following points:

i.   Inadequate sources of CLT-compatible materials.

ii. Students' inability or unwillingness to take an active role in their own learning; their low proficiency in English language.

iii. Time-consuming preparation of materials.

iv. Uncontrolled used of native language during classroom activities and noisy classes.

v.   Mixed abilities of the students.

vi. Lack of professionalism and accountability on the part of the teachers.

vii. Institutional policy on language instruction.

4.1.2.18 Analysis of Challenges in Implementing CLT that Teachers Have En-countered in the Context of Nepal

The respondents were given an opportunity to put their views addressing challenging factors in implementing CLT. To be specific, they were asked to put their views into three different categories like challenges related to teachers, challenges related to learners and challenges related to educational system. The responses made by them are summarized as below:

Challenges related to teachers

i. Teachers' professional training and skills in teaching.

ii. Teachers' misunderstanding of CLT.

iii. Teachers' preference of traditional method.

Challenges related to learners

i. Students' low English language proficiency.

ii. The nature of students (either extrovert or introvert).

iii. Uncontrolled use of native language.

Challenges related to educational system

i. Large class size.

ii. School environment and facilities.

iii. Examination system of the country.

4.2 Summary of Findings

This research was carried out to find out the English teachers' beliefs about using CLT and the problems they have noticed while using it. The researcher has elicited the different views of respondent- teachers of Sunsari towards CLT method of language teaching. The researcher collected data using structured questionnaire. The collected data were analyzed both descriptively and using statistical tools.

After analysis and interpretation of data, the researcher found that ELT teachers hold various types of beliefs of CLT. Each participating teachers agreed that there are merits with this method. They also believe that it is the best way to learn and teach an L2. Some of these teachers preferred using a variety of methods in addition to CLT. A few teachers admited that CLT is beneficial in students' L2 learning process, but it requires a great deal of preparation for teachers. They tended to have positive beliefs about CLT. To be specific, almost all the respondents believed that CLT is the best way to teach English in our context that gives more opportunities to learners to practice language and develop communicative ability in them. Among 30 teachers, 14 teachers agreed that CLT ignores grammar of English language whereas 16 teachers of them said that CLT pays a great deal of attention to grammatical aspect of language focusing on meaning as well. Similarly, 18 teachers believed that it is difficult to use CLT in Nepalese context. The maximum number of teachers believed that CLT focuses on developing all four language skills while few believed that it only focuses on speaking skill.

The findings revealed that large class size, use of native language by ELT practitioners, students' shyness, students' unwillingness to complete tasks, inadequate of resources, lack of accountability towards learning and teaching, lack of institutional or departmental policies on language teaching etc. are the affecting factors in teaching English communicatively.

CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher has presented the conclusions of the research and recommendations of the study on the basis of presentation, analysis and interpretation of the collected data. The following conclusions and recommendations have been drawn on the basis of analyzed data:

5.1 Conclusions

The major conclusions of the study are as below:

i. Teachers' beliefs on the use of CLT varies. The ELT teachers of Sunsari believe that CLT is the best way to teach English. They also believe that CLT provides learners with more opportunities to use language and aims to develop communicative ability in them.

ii. The ELT teachers of Sunsari sometimes use CLT in their classes.

iii. Some of the ELT teachers of Sunsari have misunderstanding about CLT like it only focuses on spoken neglecting all other skills of language; it ignores grammar of language focusing on meaning. It means they lack sufficient knowledge of CLT.

iv. Many teachers feel difficulties in using CLT in their classes to be specific, 18 teachers (60%) believe that implementing CLT is problematic and challenging job.

v. Many teachers of Sunsari think that they are not getting required training for the effective use of CLT and have no enough time to prepare for communicative classes. The problems identified by the respondents include inadequate sources of CLT- compatible materials, students' unwillingness to take an active role in their own learning, their low proficiency, mixed abilities of the students, large class size, excess use of native language etc.

vi. The ELT teachers believe that the lack of professional training, their preference of tradition methods, use of native language, large class size, school environment and facilities, examination system of the country etc. are the major issues in implementing CLT in the context of Nepal.

5.2 Recommendations

On the basis of the above mentioned conclusions, the following things have been recommended:

5.2.1 Policy related

i. Many teachers of Sunsari believe that they lack professional training. So, what they need is training regarding new pedagogical innovations, techniques, and methods developed in the field of ELT.

ii. The examination system we are following has been recognized as one of the causes of distraction for CLT implementation by the ELT teachers of Sunsari. Therefore, it is necessary to revise the examination system that we are following by the concerned authority.

iii. Teachers should be encouraged to use CLT by school authorities and government providing adequate resources.

iv. It is found that most of the teachers of Sunsari feel difficult and challenging to implement CLT. In this case, School Management Committee, District Education Office should make the provision for ELT teachers to be involved in different sorts of seminar, workshops as the part of teachers development programme where they get chance to discuss current issues in ELT and may find a concrete solution for the betterment.

5.2.2 Practice related

i. It is found that some teachers have misconceptions about CLT like it only focuses on spoken neglecting all other skills of language; it ignores grammar of the language focusing on meaning. But it is not true. Such misconceptions should be removed from the mind of teachers by providing sufficient knowledge about CLT. Then, only they can develop communicative competence of the learners using this approach.

ii. It is essential to make communicative approach socially accepted by school authority.

iii. Students should be encouraged to take active role in learning process and to use the target language.

iv. Language learning should be made as a fun, interesting by using different techniques by the teachers. It would be better to manage student-friendly classroom.

v. The teachers are required to teach English through English by making the proper use of instructional materials, new approaches, methods and techniques to uplift the performance of the students.

vi. Time spent in preparing for a lesson and number of teaching hours assigned to the teacher are also found to be one of the main causes that prevent teachers to make the effective use of CLT. So, there need to be the overall evaluation of the number of teaching hours the teacher can deliver in effective way and they need to be assigned the teaching hours accordingly.

vii. Basic teaching materials should be managed by schools. Physical facilities of the classroom should be managed properly.

viii. Many language teachers find that there is a large number of students in classroom. In this case students should be taught by dividing them into different sections.

5.2.3 Further research related

i.   This research will provide a valuable secondary source for other researchers.

ii.   It will provide new research areas which are left to be investigated.

iii. It will also be equally beneficial to include the respondents from other parts of the country to get more comprehensive picture of the existing situation of methodological aspect of CLT.

Appendix I
QUESTIONNAIRE

Dear Sir/Madam,

This questionnaire is a research tool with a view to gather information for my study research entitled "Teachers' Beliefs on Practices of Communicative Language Teaching" under the supervision of Professor, **Dr. Laxmi Bahadur Maharjan**, faculty of English Education, T.U., Kirtipur. Your co-operation in completion of this questionnaire will be a great value to me. I shall appreciate your personal opinions. Please feel free to put your responses required by the questionnaire. I assure you that the responses made by you will be exclusively used only for the research study.

Researcher

Sunita Shrestha

Questionnaire schedule to the English Teachers

Name of the teacher:

Institution:

Level:

Experience:

Set 'A'

A. Please tick that suits you:

1. How often do you use CLT in your classroom?

    a. Always   b. Sometimes

    c. Rarely   d. Never

2. CLT is the best way to teach English as a foreign language.

   a. Strongly agree   b. Agree

   c. Disagree   d. Strongly disagree

3. CLT method gives learners more opportunities to practise language in the classroom.

   a. Strongly agree   b. Agree

   c . Disagree   d. Strongly disagree

4. CLT is useful to develop communicative competence in the students.

   a. Strongly agree   b. Agree

   c. Disagree   d. Strongly disagree

5. CLT does not pay attention to the grammatical aspects of English language.

   a. Strongly agree   b. Agree

   c. Disagree   d. Strongly disagree

6. How do your students find the use of CLT in the classroom?
   a. Very interesting   b. Less interesting

   c. Interesting   d. Not interesting

7. CLT is an effective method for dealing with the mixed abilities of the students.
   a. Strongly agree   b. Agree

   c. Disagree   d. Strongly disagree

8. Which of the following activities do you prefer to use in the classroom? Specify number with your preference.
   a. Information-gap activities ( )   b. Discussion ( )

   c. Opinion-gap activities ( )   d. Role play ( )

9. CLT is relatively difficult method to practise in EFL classroom.
   a. Strongly agree   b. Agree

c. Disagree   d. Strongly disagree

10. Practicing CLT method in ELT classroom makes learners disciplined as it is learner-centered method.

a. Strongly agree   b. Agree

c. Disagree   d. Strongly disagree

11. CLT develops procedures for the teaching of all the skills of English language without lessening the attention to listening or reading.

a. Strongly agree   b. Agree

c. Disagree   c. Strongly disagree

12. CLT focuses on fluency over accuracy of language used.

a. Strongly agree   b. Agree

c. Disagree   c. Strongly disagree

13. There are few opportunities for teachers to get training on CLT.

a. Strongly agree   b. Agree

c. Disagree   c. Strongly disagree

14. Teachers have little time to develop materials for communicative classes.

a. Strongly agree   b. Agree

c. Disagree   c. Strongly disagree

15. Classes are too large for the effective use of CLT.

a. Strongly agree   b. Agree

c. Disagree   c. Strongly disagree

Set 'B'

1. In your opinion, what is communicative language teaching? Define it in a couple of sentences.

   …………………………………………………….…………………………
   …………………………..……………………………………………………
   …………………………………………………………………………………
   ………..

2. What methods do you use in ELT classroom? Specify with the number with your preference.

   a. _____   b. _____

   c. _____   d. _____

3. What role do you play while teaching English using CLT method? Specify with number with your preference.

   a. _____   b. _____

   c. _____   d. _____

4. What types of materials do you use while teaching English other than the text-book? Please specify with your preference.

   a. _____   b. _____

   c. _____   d. _____

5. What is your belief about EFL learners (Nepalese learners of English)? Describe them in a couple of sentences.

   …………………………………………………………………………………
   …………………………………………………………………………………
   …………………………………………………………………………………
   ……….

6. How do you evaluate your students' learning outcomes while teaching English using CLT method?

   …………………………………………………………………………………
   …………………………………………………………………………………
   …………………………………………………………………………………
   ……….

7. What problem do you face in the classroom while teaching English through CLT method? Please list them.

1. ………………………………………………………………………………
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2. ………………………………………………………………………………
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3. ………………………………………………………………………………
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4. ………………………………………………………………………………
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8. What are your opinions regarding the practice or use of CLT in ELT classroom in the context of Nepal?

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9. In your opinion, what are the major causes of not using CLT by all English teachers of Nepal to teach English text-book although they have involved in ELT learning?

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………………………………………………………………………………
………………………………………………………………………………
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10. Please list out some potential challenges you might have encountered while practicing CLT in the context of Nepal.

Challenges related to teachers:

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Challenges related to learners:

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<u>Challenges related to educational system:</u>

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Please make sure that you have addressed all the questions.

Thank You For Your Kind Cooperation!