Teachers' Strategies Used in Teaching Communicative Functions at Secondary Level 772 (S) Kedar Pandey 2023

Teachers' Strategies Used in Teaching Communicative Functions at Secondary Level

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

Submitted by
Kedar Pandey

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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Declaration

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

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Recommendation for Acceptance

This is to certify that **Mr. Kedar Pandey** has prepared the M.Ed. thesis entitled **Teachers' Strategies Used in Teaching Communicative Functions at Secondary Level** under my guidance and supervision.

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Dedicated

to

My Parents who sacrificed all their life for making me stand on own and believing me and my wife, Ms. Susmita Sapkota who supported me to chase my dreams.

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Abstract

The present study entitled “Teachers’ Strategies Used in Teaching Communicative Functions at Secondary Level” was carried out to find out the strategies used by English teachers for teaching communicative functions at secondary level along with its challenges and some pedagogical implications. The population of my study were all the secondary English teachers who are teaching community schools in Nepal. . I used survey research design in order to carry out this research. I collected the data from thirty-two classes of four secondary level English teachers of community school of Dhading District using purposive non-random (convenience) sampling strategy. The data were collected through classroom observation. The data were analyzed through statistically and descriptively tools. The findings showed that while teaching communicative functions at secondary school, teachers used role play, group work, pair work, discussion, demonstration, explanation, picture description, oral interview as the major strategies for teaching communicative functions. But, it was also found that lack of the trained teachers, lack of collaboration, teachers’ weak desire, insufficient resources, unmanaged classroom, work load are some hindrances in ELT classroom. It is recommended that teachers are required to get training, active involvement, motivation for teachers and students, parent’s education, applying communicative techniques and regular follow up activities are some effective ways of teaching communicative functions in the classroom.

This thesis has been divided into five chapters. The first chapter presents background of the study, statement of the problem, objectives of the study, research questions, and significance of the study and operational definitions of the key terms. Similarly, the second chapter is consists of the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Likewise, the third chapter deals with methods and procedures of the study under which design of the study, population, sample and sampling strategy, data collection tools, data collection procedures, analysis and interpretations of data and ethical considerations. The fourth chapter consists of analysis and interpretations of data. The fifth chapter presents findings, conclusion and implications of the study and finally references and appendices are included.

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Chapter One

Introduction

This is the study entitled "Teachers' Strategies Used in Teaching Communicative Functions at Secondary Level". This chapter consists of background of the study, statement of the problem, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Language is a means of communication through which human beings express their thoughts, emotions, feelings, and desires in their daily life. Language helps to expose the basic needs of human beings. It also helps to transfer knowledge from person to person. Wallace (2006, p.144) says, "Language teaching, especially of the great world languages which are such as international channels of communication, becomes more important. People speak several languages in the world. Among all the languages in the world today, English has been regarded as a world language". It has been the link language between the people at different situation.

Communication in general is a broader concept which may not involve human beings or words. Communication in the sense of human language may loosely be defined as the ability of one human being to get her thoughts across to another by verbal means. But in the field of English language teaching (ELT) over the last few decades a gradual but significant shift has taken place, resulting in the less emphasis on teachers and great stress on learners and leaning. Teaching is not as easy as it seems to be. Teaching is not the task of imposing one's ideas upon the students rather cultivating students' potentialities. Teachers should adopt effective strategies to create an appropriate environment for students to learn. Teachers should be a facilitator and mediator for students learning. Teaching is an art and teacher as an artist. A teacher should be able to mould his/her materials (students) according to his/her ideas (i.e objectives) in his/her studio (i.e classroom).Whether students are interested to learn or not is determined by the strategies that teachers have been adopting.

Thus, language is a functional means of communication. We cannot use language without any purposes. So, we use language to fulfill our task in a certain way. Only human beings use language verbally. Our main concern here is about communicative functions Communication is an important part of language. We use language to communicate with others for different purposes like requesting, advising, suggesting, apologizing people use language differently according to the different situation. Communicative functions in a social context refer to the role that language plays in communication. Thus, they are interconnected to each other.

Statement of the Problem

Since the emergence of Communicative Language Teaching the only group of people having difficulty using it are not the teachers. Students are also to be taken into account in this case. An important question to ask is 'do EFL students need to speak English and communicate in this language'. In a setting where English is a foreign language, students usually learn with low intrinsic motivation. Teachers face a number of challenges in teaching communicative language functions. The application of communicative language teaching to English as a foreign language (EFL) context has recently been debated extensively. Although the CLT approach attempts to involve learners in more authentic and interactive learning tasks that promote both comprehensible input and learners' output, teachers' still find it difficult and challenging to adopt the approach and maximize the learning; especially in EFL classrooms. As we know that teaching is a complex job, similarly, our secondary level curriculum has specified different units with different purposes. Communicative functions are also included there to make students able to communicate in English in their daily life and to talk with foreigner who can talk and write in English. Communicative functions are difficult for the students.

Present secondary level curriculum focuses on communicative functions and is developed on the basis of communicative approach at theoretical level; but it has not given much priority in practical field of teaching. Teachers need to be very carefully planned and prepared before entering the class to teach communicative functions using student centered techniques because it is not an easy task. He/she should know how to manage the class for teaching language functions communicatively. Teaching communicative functions requires student centered techniques according to their level

and interest. However, teaching and practicing communicative functions using student centered techniques is not given priority. Different teachers use different strategies in time of teaching. Communicative functions included different areas and complexity from the perspective of students and teacher as well. In this regard I will try to do this study, to find out what type of strategies the teachers faced mostly in the classroom and what kind of efforts are being made to teach communicative function in the EFL classroom. I also talked about to add some educational implications in the classroom while teaching communicative functions.

Objectives of the Study

The objectives of the present study were as follows;

- To find out the strategies used by English teachers for teaching communicative functions at secondary level.
- To find out the challenges faced by the teachers while teaching communicative function at secondary level.
- To suggest pedagogical implications of teaching communicative functions.

Research Questions

The following were the research questions of this study:

- How do teachers teach communicative function in English language classrooms?
- Which communicative strategies are mostly used in EFL classrooms
- What are the challenges of teaching communicative functions?

Significance of the Study

Teacher makes communicative teaching plan and apply it in classroom activities that make all the students interact in the classroom communicatively. The learners' role in CLT is the most important because they are the communicators of the teaching Process.

That this study will play significant role for teaching communicative language Functions in the secondary level. This study will be useful typically for the teachers since they can find out verities of strategies used in teaching communicative functions. It is also useful for students, ELT practitioners, and policy makers and so on to select the effective strategies in the classroom. This study will help the teachers to conduct the speaking test and listening test with an appropriate techniques. It will also reveal how secondary English Teachers apply the communicative function in teaching learning process. This study will also discuss, how Communicative Language Functions are presented in the new curriculum. Most importantly, it will help to find out the problems of teachers and students while applying communicative language functions in the classroom with some pedagogical implications and solutions.

Delimitations of the Study

This study had following delimitations:

- This study was limited to the secondary English teachers of Dhading District at community schools.
- Only 4 teachers were selected using purposive non-random sampling strategy.
- Only observation check list was used as the tool for data collection.
- The study was limited to the analysis of responses through the observation check list from selected sample.

Operational Definition of Key Terms

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

Communicative strategies. It is a plan that outlines how an organization or individual will communicate with its target audience. It includes a set of goals and objectives, key messages, communication channels, tactics, and metrics to measure the success of the communication efforts.

Communicative function. communicative function refer to the purpose of gestural, vocal, and verbal acts intended to convey information to others. Some communicative functions include communicative commenting, requesting, protesting, directing attention, showing and rejecting.

Exponent. an exponent is a phonological manifestation of a morph syntactic property. In non-technical language, it is the expression of one or more grammatical properties by sound. An exponent is an example of a function and shows the purpose of the speaker in communicative function.

Chapter Two

Review of Related Literature and Conceptual Framework

This chapter is about the discussion of review of theoretical literature, empirical literature, implications of the review for the study and conceptual framework of the study on **Teachers' Strategies used for teaching communicative functions at Secondary Level** Used by the English teachers of secondary level

Review of Related Theoretical Literature

Literature review includes the scholarly writing of different people in the related field. It also includes the review of books, articles, journals, and other sources relevant to a particular issue, areas, or research or theory and provides description, summary and critical evaluation of these works in relation to the research problem being investigated.

Communicative language teaching. Communicative language teaching is a real method of teaching to functional as well as structural aspects of teaching. It is based on the way of subject matter. It provides the most effective method of language teaching. It prepares the learner to use language properly in a given situation. It fulfills the needs of learners. They desire to have mastery over target language for real communication. Littlewood, (1918, p. 179) says, "One of the most characteristic features of communication language teaching is that it pays systematic attention to functional as well as structural aspects of language." Communicative method is commonly accepted as the most efficient method in the professional field and it is being practiced in different ways in the English language classes.

According to Freeman (2010, p.121), communicative language teaching aims broadly to apply in the communicative approach by making communicative competence of language teaching and interdependence of learner communication.

Similarly, Harmer (2008, p. 71) says, "A major strand of communicative language teaching centers around the essential beliefs that if students are involved in meaning focused, communicative tasks, then, language learning will take care of itself". So, the communicative activities in the classroom help the learner to perform

the language skills as well as communicative task. This communicative language teaching opposes the traditional type of teaching like, grammar translation method, direct method and audio-lingual method. Thus, in communicative language classroom, typically students are involved in realistic communication.

Communicative function. Communicative functions of a language refers to the communicative goal for which a language is used in a community. Richards et al. (1985, p.53) define communicative functions of a language as, "The purpose for which an utterance or unit of language is used. In language teaching, language Functions are often described as categories of behavior, e.g. requests, apologies, compliments". Likewise, according to Ur (1996), "A function is some kind of a purpose usually involving interaction between at least two people. Examples would be suggesting, promising, apologizing and greeting." In the same way, Blundell et al. say, "Language Functions are the purposes for which people speak or write".

Similarly, according to Sthapit (2004, p. 41), "A thing can be said to have at least three facets: substances, form and functions. For example, the three facets of a glass can be described as:

Substance: glass, steel, paper or plastic
Form: cylindrical with one end open.
Functions: serving liquid.
Similarly, a language can be said to have the following three facts:
Substance: Sounds/letters and punctuation marks.
Form: Patterns of sounds/letters, words and phrases.
Functions: Communicating message.
So, what is a functions? The functions of thing are the purpose it serves."

To conclude, a communicative functions of language refers to anything that we can do with language. For example, greeting, requesting, inviting, denying, promising and so on are the Functions of language. Language Functions can be realized through language items. In other words, the language functions refers to the purpose for which an utterance or a piece of a language is used and any possible utterance or piece of language that can be used for the functions is its exponent. Thus, what language does is its functions. In other words, what we can do through the use of

language is its functions. We can communicate through the use of language; therefore communication is the overall functions of language.

Communicative classrooms. Communicative classroom helps the students to learn the contextual meaning. While teaching English in the classroom, teacher should conduct the communicative activities like, role play, group discussion and pair work, strip story and information gap activity. So, many communicative tasks involve learners' face to face task in the classroom. These activities conducted in the classroom while teaching language process. In this activity, teachers maintain discipline and provide feedback. So, it should have interactive, collaborative and mostly participation of the students in activities. It is better to engage the students in various tasks in classroom. Students can get various achievements from the classroom task.

Hedge (2002, p.63) says, "Communicative classroom involves the teacher in a wider range of roles beyond that of providing and presenting new language". A good communicative classroom teacher spends time for managing classroom, setting up activities, organizing material researches, guiding students in group work, encouraging contribution, monitoring activities and diagnosing the further needs of students. The teacher's role can be demonstrated by analyzing the group work in different students' intention. Similarly, communicative classroom teacher and student try to consider how to develop high level of accuracy in the use of grammar, pronunciation and vocabulary. It depends on how to develop communicative language ability through practice to ensure an understanding of how language works systematically, correctly, appropriately and creatively.

Communicative functions included in present secondary English curriculum. According to Secondary Education Curriculum (2078), to achieve the short-term and long term goals of education of a nation, a curriculum is essential. The current secondary level curriculum includes a plan prepared for achieving the educational goals and outcomes intended to be achieved at grade 9-12. English has a dominant position in science, technology, and commerce is published in English. That is why learning English as a foreign language is assuming an increasing importance worldwide as well as in Nepal both within and outside the school system. Through, learning English, learners will develop the confidence to communicate effectively in

speaking, listening, reading and writing English that will enable them to participate actively in a global society. Due to the belief of the importance of learning foreign language and the importance of English language in particular, it is being taught at all levels of the school educational system (1-12). The learning of English opens up the world for our children and youth. It gives them their awareness of the multilingual and multicultural world they live in.

This curriculum primarily focuses on language skills. In the revision of curriculum, level wise competencies have been devised for this level. These competencies relate to listening to, and reading of fiction and non-fiction texts about own and other countries, to communicate orally and in writing in English about own and other cultures, and to compare and contrast Nepali values, beliefs and customs with those of people from other countries. The linguistic competencies of studying English also begin to emerge at this stage, as learners become increasingly able to identify, understand and analyze patterns in English grammar, vocabulary and phonology. To achieve these competencies specific learning outcomes are formulated under each language skill (listening, reading, speaking and writing) with some elaboration of indicators. Furthermore, some soft skills have been integrated into the curriculum. The curriculum anticipates child-friendly learning facilitation and assessment processes.

In secondary education curriculum (2078), language functions are carefully graded and sequenced. They are as follows.

i. Making Plans and Expressing Intentions
ii. Suggesting, Advising and Persuading
iii. Making Request and Responding to request
iv. Expressing Condolence and Sympathy
v. Apologizing and responding to an Apology
vi. Asking for permission
vii. Making, accepting and rejecting offers
viii. Describing people, places and objects
ix. Getting things done
x. Locating places
xi. Giving instructions

xii. Giving Directions
xiii. Describing purpose and function
xiv. Narrating past events
xv. Talking about past action with present significance
xvi. Expressing ability
xvii. Expressing degrees of certainty
xviii. Making comparison
xix. Criticizing and Expressing Degree of Probability
xx. Making Offers and Responding to them
xxi. Giving Instructions and Describing Purpose
xxii. Talking about past: Narrating Post Events
xxiii. Giving Directions
xxiv. Interpreting Graphs, Chart and Diagrams
xxv. Describing an Object or Place: Talking about Present
xxvi. Expressing In/Ability
xxvii. Expressing Congratulations
xxviii. Asking for Permission
xxix. Reporting statements
xxx. Reporting questions
xxxi. Reporting commands
xxxii. Giving, withholding and reporting permission
xxxiii. Expressing conditions
xxxiv. Asking for and giving reasons
xxxv. Criticising
xxxvi. Expressing preferences and likes and dislikes

Role of teacher in communicative classroom. Communicative approach is a learner centered approach. It is based on social and humanistic view of language teaching. It seeks and fosters learners' autonomy. So, the teacher's role is facilitator rather than an autocratic in communicative classroom. The major roles of the teacher are to facilitate the communication between learner's tasks either by creating situation or providing them impetus. As a result, the students face difficulty in communication situation. So, the teacher has to play vital role to fulfill the major role of facilitator. The communicative activities depend upon the teacher skill, quality and discipline as

well as behavior in teaching and learning English language. For better communicating activities, teachers play as actors role in the classroom. Breen and Candlin (1980, p.99) describe the role of teacher in the following way:

The teacher has two roles. The first role is to facilitate communication between all participants in the classroom and between these participants and the various activities and task. The second role is to act as an independent participant within teaching and learning process .The latter role is closely related to the objectives of first role and arises from it. These roles imply a set of secondary role of the teacher, first as an organizer of resources, as resources himself, second as a guide with in the classroom procedure and activities. A third role of the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities actual and observed experiences of nature of learning organizational capacity (as cited in Richards and Rodgers, 2010, p. 167)

As a whole, the teacher has to play different roles in the communicative classroom. They are:

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

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

***Organizer*.** This role involves the activities like giving the students information, telling them how they are going to do the activity, putting them into pairs or group, and finally closing things down when it is time to stop. The teacher should

organize the activities in which students are going to do in such a way that they can understand they are going to do and these activates genuinely engage students in an interaction. Without proper organization classroom becomes noisy and chaotic.

***Guide*.** The teacher as a guide shows the ways to do the activities. S/he must be a model. S/he should make students clear how they are going to the activities. S/he, first, with the help of students if necessary, acts himself/herself and students follow him/ her. S/he should not be a controller.

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

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

***Group process manager*.** In communicative language teaching a teacher has to be fewer teachers centered and more students-centered. For that s/he must have different classroom management skills like organizing group works, pair works and project works. S/he has to organize the classroom as a setting for communication and communicative activities.

Strategies of teaching communication functions. Strategies refer to the activities which are done differently to achieve objective of teaching. A speaker will choose a particular way to express his or her level of emotion, but also to whom he or she is addressing and what his or her relationship with that person is. Van dek (2006,

p.27) present the following strategies that are used for teaching communicative functions:

***Discussion*.** It is an effective activity for teaching communicative functions. Its goal focuses on conversation involving either groups of students or whole class and which usually involves interaction.

***Role play*.** It is a class activity which gives the students an opportunity to practice a language, the aspects of role behavior and actual roles they may need outside the classroom. It is highly flexible, initiative and imaginative. It helps students to bring outside classroom into classroom.

Pair works. It is one of the important activities for teaching communicative functions. It is a managing task for developing communicative ability. Pair work makes the students engage in interaction with each other in learning communicative functions.

***Games*.** Games are extensively used in learning both as a part of technique or activity and a resource. They are multi-purposive in teaching language. Through games, learners practice and internalize vocabulary, grammar and structures. They improve their pronunciation and speaking skills too by playing games. Motivation is enhanced by the play. An added benefit is that the learners' attention is on the message. Games help to acquire language unconsciously as their whole attention is engaged by their activity. That's why, games are more appropriate for communicative practice.

***Group work*.** It is useful for teaching students in an interactive way. It is one of the important techniques to develop communicative aspects of language to the students. It increases the amount of speaking skill of the students in the social mile.

***Case method*.** Providing an opportunity for students to apply what they learn in the classroom to real-life experience has proven to be an effective way of both disseminating and integrating knowledge. In the case method, if the students apply their knowledge in the time of communicating, it will be fruitful to the listener and

speaker as well. So in this sense, case method is an important strategy for teaching communicative functions.

***Project work*.** Project work is a technique which centers on the completion of tasks. It usually requires an extended amount of independent work either by an individual students or by a group of students. A project is a purposeful activity to ensure social interaction and task completion. Learning projects can include a list of real-life activities that promote critical thinking and communicative skills of the students.

***Strip story*.** It is a technique where a story is broken into different pieces in terms of pictures or texts and the students have to combine them to reform the whole story. A strip story is one of the student-centered techniques that stimulates the students to speak during the learning process. This technique could force the students to talk, even some of them might memorize some words that should be told. This technique also makes the classroom situation very fun. The students can explore their language ability.

Discussion. There are verities of ways to stimulate discussion. Obviously, a successful class discussion involves planning in a part of the instructor and preparation on the part of the students. While discussing in the classroom, they use language to exchange their ideas through communication. So discussion increases the ability of the students to communicate in English. So we can say that discussion is another important strategy for teaching communicative functions.

Active learning. Many studies show that learning is enhanced when students became actively involved in a learning process. If students are given some opportunities to do their task themselves, they learn better in the case of communicative functions we should ask our students to communicate properly by their active participation in the English language classroom.

***Co-operative learning*.** Co-operative learning is a systematic pedagogical strategy that encourage small group of students to work together for an achievement of a common goal.

Problems in teaching communicative functions. Teachers face a number of challenges in teaching communicative function. These include students' lack of motivation for developing communicative competence; low English proficiency, and resistance to class participation. In addition to these are teachers' misconceptions, lack of training in CLT combined with deficiencies in sociolinguistic competence, little time for developing materials for communicative classes, and large classes. Other difficulties include grammar based examinations; insufficient funding; and lack of support. They have faced problems while selecting teaching materials in teaching communicative functions. Similarly, they also have faced problems in dividing class into groups or in pairs because there is heterogeneous group of students in the classroom. So, I hope to solve those problems, this research will be beneficial to the teachers of secondary level who teach English in the classroom. This research also will be helpful to remove such problems while teaching communicative Functions in the classroom.

Review of Empirical Literature

Communicative functions play an important role in the field of English language teaching. There are number of studies carried out on communicative function. Some previous study which have been carried out regarding the communicative function in Department of English Education. T.U., Kirtipur is reviewed in brief as follows

Gautam (2011) carried out the research entitled "Effectiveness of communicative language teaching in teaching grammar". The main objective of this study was to find out the effectiveness of communicative language teaching in teaching grammar. It was a survey research, he selected 25 students from class eight by using quota Sampling. He used pretest and post-test as data collection tools. He analyzed and interpreted the data by using tabulation and percentile. The major finding of that study was that pair work was more effective than lecture technique to teach grammar and his findings showed the experimental group was able to make better progress than the controlled group.

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 the ways to get maximum result from CLT in teaching English language. He used observation, interview and questionnaire as a tool to collect data. The research was descriptive and qualitative in nature under the survey design. The study sample was made up students and teachers of 12 colleges, 120 students and 20 teachers were interviewed. The major finding of that study was showed that quality is the national concern, appropriate methods, equipment's, 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.

Similarly, Rai, (2011) carried out a research on "Teaching Communicative Functions through Participatory Approach". The purpose of his study was to find out the effectiveness of participatory approach to the students of teaching communicative functions. He conducted an action research in Shree Jana Jalpa Secondary School Basaha Udayapur district. He analyzed the data by building theme. He found that the participatory approach was effective in teaching communicative functions in English at secondary level.

Ahmad and Rao (2013) carried out research on "Applying communicative approach in teaching English as a foreign language: A case study of Pakistan." This study was based on survey and research design, semi-structured questionnaire was their major data collection procedures. The sample population were 150 English language teachers teaching at the higher secondary level from Pakistan for this study. The main objective of this study was to evaluate the feasibility of applying the CLT approach in Pakistan at intermediate level of education. This objectives were achieved through students' perspective by conducting an experience study with 12^{th} grade students for three months and next one is to evaluate the teachers' perception about the theory and practice of CLT approach to teaching English at the higher secondary level in Pakistan. This study showed that, if provided with suitable conditions, a better classroom environment with audio/visual aids like computer, multimedia, OHP etc. A well-trained 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.

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 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. He used survey research as methodology. He used questionnaire as a data collection tool to find out different types of attitudes of teachers towards communicative approach. After collecting required data, the collected data were interpreted and analyzed through scientific procedure. The main finding was that teachers feel difficult to teach English applying this approach, teachers have no proper idea to apply this approach for their easiness even today, teachers used grammar translation method to teach English language.

Subedi (2015) has carried out the research entitled "Effectiveness of Discussion Technique in Teaching Speaking Skill"'. The main objective of this study was to find out the effectiveness of discussion technique in developing speaking skill. It was a survey research. He selected 30 students of class ten by purposive non random Sampling. He used pre-test and post- test are the data collection tools. He found out that discussion technique is more effective in developing students' speaking skill than other traditional teacher centered techniques. Experimental group did more progress in speaking than the controlled one.

Similarly, Bashyal (2016) carried out a research on “Classroom activity used and challenges faced by grade X English teachers in teaching speaking skull”. The main objective of this study was to explain the grade X English teachers’ classroom activities used and the challenges they face in teaching speaking skill. The research design of this study was survey. The population of this study were all the English teachers of secondary level in Nepal. He selected twenty grade X English teachers from Palpa district as a sample population of this study. He used purposive non-random sampling procedure to select the sample. Under the tools of data collection, he used questionnaire and classroom observation checklist. The finding of the study showed that group discuss, debates, telling story or talking about famous people in English were the common classroom activities used by grade X English teacher while teaching speaking skill. Similarly, it was found that students’ poor grammar,

pronunciation, hesitation were the main challenges for grade X English teacher to address while teaching speaking.

Bhattarai (2016) studied on “Strategies used by class twelve’s learners for developing communicative competence”. The objective of his study was to find out strategies employed by class twelve learners for developing communicative competence. He selected thirty students from one higher secondary school of Sankhuwasabha district. He used simple random sampling procedure to select the students and adopted the fishbowl draw method to select the sample size. He used close-ended questions to draw the data from the students. He found that the learners’ preferred communicative strategies like taking part in a dialogue, speak in English with teachers, learn by playing.

Panta (2018) carried out the research entitled “Communicative language teaching in community and private school: A classroom ethnography 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 all secondary level English language teachers 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 were the major data collection techniques for his study. From this study, it was found that private schools’ teacher implemented CLT better than community schools’ teachers in classroom.

Similarly, Sunar (2018) carried out the research entitled “Use of communicative language teaching in EFL classroom: Teachers perceptions and practices”. The objective of his study was to explore the perception 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 six schools from kalikot distict. He used purposive non-random sampling procedure. The major data collection techniques for this study were classroom observation and unstructured interview. The major findings

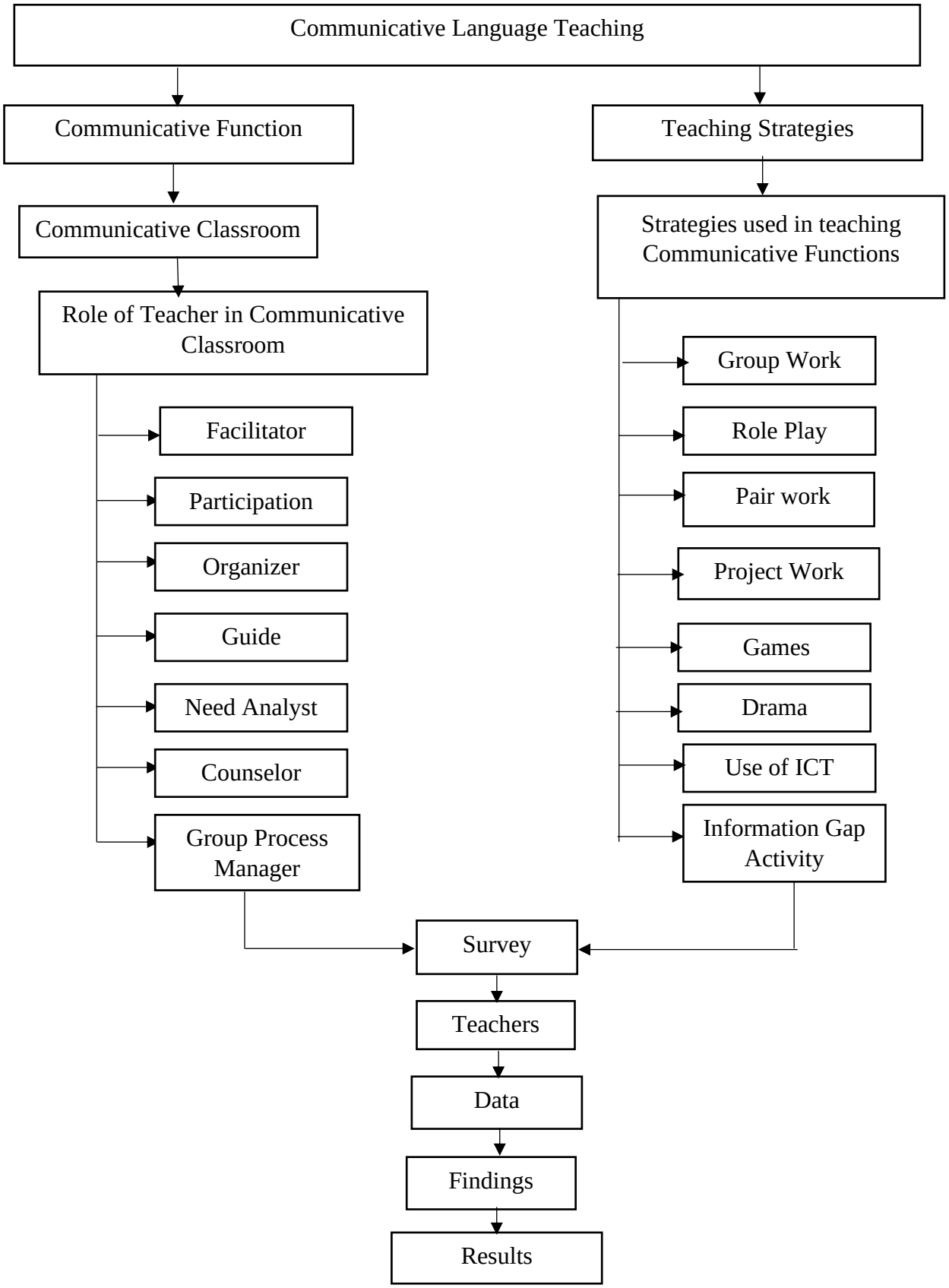
of his study was that the all teachers have clear and positive perceptions on CLT but they were not using communicative language teaching in secondary level to enhance linguistic competence because of large class size, over-crowed classroom, domination of GT method, lack of teaching aids, infrastructure, teacher training and low level of language proficiency of learners.

Implication of Review for the Study

The reviewed studies are to some extent similar to the proposed study. In literature review, the central focus is to examine and evaluate what has been before on a topic and establish the relevance of thesis information to our own research. This review of the study may obtain from variety of the sources including books, journals, article, etc. these entire sources help to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research. To summarize, the aforementioned studies have their own value and importance in their respective fields. The review of the previous researches will provide me with some valuable ideas regarding concepts, research tools, methodologies, etc. Here, being faced some problem while teaching communicative functions, I have selected this topic. There are very few limited research studies which have been carried out in previous in the field of communicative functions.

The study of Sunar (2018), Subedi (2015), Koirala (2013), Gautam (2011), Bashyal (2016), Rai, (2011), Panta (2018), Ferdous (2011) gave me many ideas regarding the process of research. Though I have utilized ideas of researches whose works I have reviewed. The studies mentioned analyzed "Teaching communicative functions inductively and deductively, teaching communicative functions through participatory approach and effectiveness of role playing technique for developing communicative functions but I analyzed strategies connecting it with teaching communicative functions. Therefore, my study is new in the field of English education and this work is a new attempt in an exploration of above mentioned untouched areas. So, this study has been a single study to find out strategies used by the different teachers and also will be beneficial to the teachers who teach English at the secondary level.

Conceptual Framework



Chapter Three

Methods and Procedures of the Study

This chapter includes design and method of the study, sources of data, population, sample and sampling strategy, data collection tools, data collection procedures, data analysis and interpretation procedures and ethical considerations.

Design and Method of the Study

Research design is the framework of research methods and techniques chosen by a researcher. It is the researcher's overall plan for obtaining answers to the research questions guiding the study. It is a blueprint, or outline, for conducting the study in such a way that maximum control will be exercised over factors that could interfere with the validity of the research results (Polit & Hungler, 1999, p. 155). It can even be considered as a scheme or plan of action for meeting the objectives. Thus, it is always acknowledged to be an important factor in a research study as it helps researchers to plan and implement the study in a way that will help them obtain the intended results.

There are a number of research designs used in conducting the studies. Among them, I followed the descriptive research design for carrying out this research. A descriptive research design is a research method that describes the situation or case under study. This methodology focuses more on the 'what' of the research subject than the 'why' of the research subject. It provides an accurate account of characteristics of a particular individual, event or group in real-life situations (Polit & Hungler, 1999, p. 189). A descriptive design is used for the purpose of developing theory, identifying problems with the current practices, justifying current practice, making judgments or determining what others in similar situations are doing (Waltz & Bausell, 1981, p. 7). The purpose of a descriptive design is to provide the perceptions and views of the respondents about the phenomenon studied (Burns & Grove, 2001, p. 293).

This research incorporated the fundamental methods of the descriptive research design as mentioned below:

Step 1: Identify a research topic
Step 2: Conduct a review of the literature

Step 3: Develop research questions

Step 4: Select the participants

Step 5: Administer the survey

Step 6: Analyze and interpret the survey results

Step 7: Final research result

Population, Sample and Sampling Strategy

The term 'population' in research refers to a complete set of elements (persons or objects) that possess some common characteristics defined by the sampling criteria established by the researcher. It is basically composed of two groups: the target population and the accessible population. Sample, on the other hand, refers to the elements (people or objects) chosen for participation in a study. It is a portion or a subset of the research population selected to participate in a study, representing the research population (LoBiondo-Wood & Haber, 1998, p. 250). The eligibility criteria specify the characteristics that people in the population must possess in order to be included in the study (Polit & Hungler, 1981, p. 278).

In this study, the population of my study were the English language teachers teaching at community schools in Nepal. The sample included 4 teachers from different community schools in Dhading. I used the purposive non-random (convenience) sampling strategy to determine the schools and the respondents for my study.

Sources of Data

As sources of data, I used both primary and secondary sources. To fulfill the objectives of the study, I used the following sources:

Primary sources of data. As a primary source, I collected data from observing 32 classes of four English teachers teaching at secondary level.

Secondary sources of data. For the secondary sources of data, I reviewed different research works, articles, books and national and international journals documents as secondary sources of data. Specially, I reviewed different formative assessment techniques enabled by the secondary English curriculum.

Research Tools

Data collection tools basically refer to the devices or instruments used in collecting data. Some examples of such tools are case studies, questionnaires, interview schedules (structured/semi-structured/unstructured), and checklists.

As the method or technique of data collection. I used observation checklist as a tool for data collection. I used this tool to find out the commonly used strategies by the English teachers of secondary level.

Data Collection Procedures

Every researcher has to follow the certain procedure to collect the data because without any plan and system, one cannot collect data randomly. To fulfill the objectives of the study, I had followed the stepwise procedures for data collection. To collect the required data, first of all, visited Education Development& Coordination Unit Office at Dhading and asked for the list of secondary level schools. Then, I selected the teachers from the list. After that, I requested English teachers to participate in the study. I informed the processes, procedures and objectives of the study to the teachers. After that I selected 4 teachers using the procedures mentioned above.

First of all, I prepared the classroom observation checklist with the help of different communicative activities.

- Similarly, I observed the 32 classes of four English teachers and selected the correct alternatives.
- Finally, I filled the classroom observation checklist by using communicative activities in the checklist and I thanked to the teachers for their support.

Data Analysis Procedures

The systematically collected data were analyzed by using appropriate tools and methods. Especially percentile and table are used to analyze and interpret the collected data.

Ethical Considerations

Before collecting the data, I got the permission from my supervisor for the betterment of my study. I followed the rules and norms of research. I was aware of the citation of the sources. I took only required data and information. I didn't go against of my supervisor and participants while analyzing and interpreting the data. I took an account of the source language text and the writer cultural expression and identity. To maintain the ethicality, I conducted my research by taking permission of sample populations that are secondary level English teachers by informing them about my research objective and purposes. Likewise, to avoid the risk of plagiarism, I gave the proper credit to the authors of books, journals, articles and research works.

Chapter Four

Analysis and Interpretations of Data

Based on the collected data from primary source, the data were analyzed and interpretation was done in the following sub-headings:

Analysis of Data and Interpretations of the Result

To find out the teachers' strategies used in teaching communicative functions at secondary level, the observation of 32classes of the four teachers who were from Dhading district were analyzed and interpreted. Here, I have analyzed the responses by using both statistical and descriptive tools. The opinions of the respondents are tabulated in the respective tables.

Communicative techniques for teaching communicative function.

Teaching techniques refer to the activities which are done differently to achieve objective of teaching. Teachers' use different technique in teaching different communicative function. From the classroom observation, I found the following types of communicative technique mostly preferred by the secondary English teachers. The findings are presented in the table 1:

Table 1: Communicative Techniques for Teaching Communicative Function

Communicative techniques used for Teaching Communicative Function	Frequently		Sometimes		Seldom	
	Frequency	%	Frequency	%	Frequency	%
Discussion	25	78.12	7	21.88	–	–
Role play	25	78.12	7	21.88	–	–
pair works	10	31.25	14	43.75	8	25
Group work	20	62.50	10	31.25	2	6.25
Reading aloud	27	84.37	5	15.63	-	-
Picture description	18	56.25	14	43.75	-	-
Oral interview	20	62.5	10	31.25	2	6.25
Questions and request for information	25	78.12	7	21.88	–	–
Describing situation	10	31.25	20	62.5	2	6.25
Interaction with students	27	84.37	5	15.63	–	–
Invitation to ask	10	31.25	14	43.75	8	25
Interaction among students	27	84.37	5	15.63	-	-
Strip story	5	15.63	10	31.25	17	53.12
Story telling	5	15.63	17	53.12	17	53.12
Request for information	13	40.62	13	40.62	6	18.76
Interpreting	10	31.25	17	53.12	5	15.63

From the above record of classroom observation, teachers did not focus on only one strategy while teaching communicative functions of the secondary level. The above table shows that teachers use different strategies in different situation.

The researcher found that discussion strategy was focused by most of the teachers (78.12 %) frequently whereas less number of teachers (21.88%) sometimes used it in the classroom. It shows that most of the teacher frequently used discussion strategy to teach communicative functions in the secondary level.

Likewise, the table indicates that most of the teachers, (i.e. 31.25%) frequently used role play technique in the classroom. Similarly, some of the teachers' (i.e. 21.88%) sometimes used role play technique in their classroom and none of the teacher did not use role play while teaching communicative function in the classroom. It shows that most of the teachers' used role play technique in their classroom.

Similarly, the table indicates that some of the teachers, (i.e.31.25 %) frequently used pair works technique in the classroom. Similarly, most of the teachers' (i.e. 43.75%) sometimes used pair works technique in their classroom and few of the teachers' (i.e. 25%) seldom used pair works technique while teaching communicative function in the classroom. It shows that majority of the teachers' sometimes used pair work technique in their classroom.

Likewise, the table shows that majority of the teachers, (i.e. 62.5%) frequently used group work technique in the classroom. Whereas, some of the teachers' (i.e. 31.25%) sometimes used group work technique while teaching communicative functions. Whereas, few of the teachers' (i.e. 6.25%) seldom used group work in EFL classroom. From the received data, what we can say is that most of the teachers' used group work in their classroom.

In the same way, it shows that most of the teachers, (i.e. 84.37%) frequently used reading aloud technique in the classroom. Likewise, few of the teachers' (i.e. 15.63%) sometimes used reading aloud technique in communicative classroom. From the received data, it is clear that majority of the teachers' used group work activity while teaching communicative classroom.

In the same way, it shows that most of the teachers, (i.e. 56.25%) frequently used picture description technique in the classroom. Likewise, some of the teachers (i.e. 43.75%) sometimes used picture description technique in communicative classroom. From the received data, it is clear that majority of the teachers used picture description technique while teaching communicative classroom.

Likewise, the table shows that majority of the teachers, (i.e. 62.5%) frequently used oral interview technique in the classroom. Whereas, some of the teachers (i.e. 31.25%) sometimes used oral interview technique while teaching communicative functions. Whereas, few of the teachers (i.e. 6.25%) seldom used oral interview in EFL classroom. From the received data, what we can say is that most of the teachers' used oral interview in their classroom.

Likewise, the table indicates that most of the teachers (i.e. 31.25%) frequently used question and request for information technique in the classroom. Similarly, some of the teachers' (i.e. 21.88%) sometimes used question and request for information technique in their classroom and none of the teacher did not use question and request for information while teaching communicative function in the classroom. It shows that most of the teachers' used question and request for information technique in their classroom.

Furthermore, many of the teachers, (62.5%) sometimes used describing strategy whereas less number of teachers (31.25%) frequently used describing strategy while teaching and only 6.25% of teachers did not focus on this strategy while teaching communicative functions in the secondary level. This shows that most of the teachers sometimes used describing strategy to teach communicative function in the secondary level.

In addition to, most of the teachers, (84.37%) frequently interacted with students and less number of teachers (15.63%) sometimes interacted with students while teaching communicative functions in the classroom. This shows that teachers frequently interact with students in the classroom to teach communicative functions.

Similarly, most of the teachers, (43.75%) sometimes used invitation to ask strategy whereas some of the teachers (31.25%) frequently used this strategy while

teaching communicative functions in the classroom and less number of teachers (25%) did not practiced this strategy in the classroom while teaching communicative functions. This shows that most of the teachers sometimes use invitation to ask strategy while teaching communicative function in the secondary level.

Moreover, most of the teachers, (53.12%) did not applied strip story strategy in the communicative classroom. Similarly, some of the teachers' (i.e. 31.25%) sometimes used applied strip story while teaching communicative functions. Whereas, few number of the teachers' (i.e. 15.63%) frequently used strip story in their classroom. It is clear that majority of the teachers' did not applied strip story in their classroom.

Similarly, most of the teachers, (53.12%) did not apply story telling strategy to teach communicative functions whereas less number of teachers (31.25%) sometimes applied this strategy to teach communicative functions and few number of teachers (15.63%) frequently applied this strategy. Thus, it shows that teachers do not apply story telling strategy to teach communicative functions.

Likewise, most of the teachers, (40.62%) frequently asked the student request for information strategy in the same way equal number of the teachers' (40.62%) sometimes used the request for information strategy in the classroom. Whereas less number of the teachers' (18.76%) did not use this type of strategy in the classroom while teaching communicative functions. This shows that most of the teachers' frequently used the request for information strategy in communicative classroom.

Furthermore, majority of the teachers, (53.12%) sometimes applied interpreting strategy while teaching communicative functions and some of the teachers (31.25%) frequently applied this strategy while teaching and only 18.76% teachers did not applied this strategy in the classroom. It shows that majority of the teachers frequently applied interpreting technique to teach communicative functions in the secondary level.

Most prioritize communicative functions. Communicative functions of a language refers to the communicative goal for which a language is used in a community. From the classroom observation, I find out the following type of

communicative functions mostly used by the secondary level English teachers. The findings are presented in the table 2:

Table 2: Most Prioritize Communicative Functions

Communicative Functions	**No. of Teachers**	**Percentage (%)**
Making Request and Responding to request	9	28.12%
Expressing Condolence and Sympathy	7	21.88%
Giving Directions	6	18.76%
Reporting Statement	4	12.50%
Expressing Congratulations	3	9.37%
Interpreting Graphs, Charts and Diagrams	3	9.37%
Total	32	100%

The table indicates that majority of the teachers (i.e. 28.12%) teach requesting function in the classroom. Similarly, a good number of the teachers (i.e. 21.88%) teach expressing condolence and sympathy functions in their classroom. Likewise, a some of the teachers' (i.e. 18.76%) apply direction function in the classroom. Furthermore, few of the teachers' (i.e. 12.5%) used reporting function in their classroom. But, a few of the teachers (i.e. 9.37%) used to teach expressing congratulation to their students. Meanwhile, a very few number of teachers (i.e. 9.37) teach interpreting para-orthographic function in the secondary level classroom. From the received data, what we can easily say is that most of the teachers used to teach requesting, reporting, interpreting, expressing functions in their classroom.

Situation creation by the teachers. A learning situation is a condition or environment in which all the elementary necessary for promoting learning are present. Teaching can only become effective by relating it to the process of learning. Teaching objective cannot be realized without being related to learning situation. Whether teachers' create the situation or not in the classroom while teaching communicative function are presented in the table 3:

Table 3: Situation Creation by the Teachers

S.N.	Item	Yes		No	
		Number	%	Number	%
1	Situation Creation	14	43.75	18	56.25

The table 3 shows that most of the teachers (i.e. 56.25%) did not create the situation while teaching communicative function in the classroom by applying different techniques. Whereas, some of the teachers' (i.e. 43.75%) created the situation before teaching communicative function at secondary level. It shows that, majority of the teachers' did not create the situation while teaching.

Teaching method mostly used by the teachers. The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. The teaching methods used by teachers in teaching communicative function are presented in the following table 4:

Table 4: Teaching Method Mostly Used by the Teachers

S.N.	Category	Student centered		Teacher Centered	
		Number of Teachers	%	Number of Teachers	%
1	Teaching Method	14	43.75	18	56.25

The table 4 shows that most of the teachers (i.e. 56.25%) used teacher centered method while teaching communicative function in the classroom. Whereas, some of the teachers' (i.e. 43.75%) used student centered method while teaching communicative function at secondary level. It shows that, majority of the teachers applied the traditional method in the classroom.

Mostly used teaching materials. Instructional material, also known as teaching/learning materials, are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situation to help achieve desired learning objectives. The teaching materials used by teachers in teaching communicative function are presented in the following table 5:

Table 5: Mostly Used Teaching Materials

Teaching Materials	**No. of Teachers**	**Percentage (%)**
Picture and Photographs	9	28.12
Video	8	25
Realia	7	21.88
Maps, Charts and Diagrams	5	15.63
Audio Tape	3	9.37
Total	**32**	**100%**

The table 5 indicates that majority of the teachers (i.e. 28.12%) used pictures and photographs in the classroom while teaching communicative function. Similarly, most of the teachers' (i.e.25%) used video in the communicative classroom. Likewise, some of the teachers' (i.e. 21.88%) used realia in the EFL classroom while teaching communicative function. Meanwhile, some of the teachers (i.e. 15.63%) used maps, charts and diagrams in the EFL classroom. Whereas, a very few teachers (i.e. 9.37%) used audio tape while teaching communicative function in the classroom. In this way, it can be concluded that most of the teachers used pictures, video and realia in their classroom at secondary level.

Most preferred communicative strategies used by the teachers.

Communicative strategies are plans, ways or means of sharing information which are adopted to achieve a particular social, political, psychological or linguistic purpose. Communication strategies are divided into mainly three categories: non-verbal, verbal and visual. Verbal communication can be done through oral communication or written communication. The non-verbal communication strategy consists of facial expressions, voice tone or body language. The communicative strategies used by the secondary level English teachers in teaching communicative function are presented in the following table 6:

Table 6: Most Preferred Communicative Strategies Used by the Teachers

Categories	**No. of Teachers**	**Percentage (%)**
Verbal	15	46.88
Non-verbal	10	31.25
Visual	7	21.87
Total	**32**	**100**

The table 6 indicates that majority of the teachers (i.e. 46.88%) used verbal communicative strategy in the classroom while teaching communicative function. Similarly, most of the teachers (i.e.31.25%) used non-verbal strategy in the communicative classroom. Likewise, some of the teachers (i.e. 21.87%) used visual strategy in the EFL classroom while teaching communicative function. It shows that, majority of the teachers' used verbal communicative strategy in the classroom.

Challenges of teaching communicative function. Communication is the process in which information is relayed between a sender and a receiver, and it can serve serval different functions. Communication can be used to share emotions, transmit information through different modes of communication channels, and efforts within an organization. Communication problems can be described as issues preventing clear and concise communication between parties. The main characteristics of communicating problems can be stem for misunderstanding what has said or misinterpreting the meaning of their overall message.

Most of the teachers faced the problems of motivation, low English proficiency and low participation from the side of the students in the classroom. From my observation, it is find out that teachers' used lecture based instructional practice in the classroom. Similarly, lack of exposure to communicate in different situation, primacy over reading, writing and grammar, lack of adequate materials and resources, students' hesitation to speak are some of the challenges of teaching communicative function in the classroom.

Some of the teachers faced the problem related to the evaluation system where only written examinations are highly prioritized. Most English teachers' faced environmental problems in teaching the English language. Furthermore, the factors

causing the speaking problems are lack of general knowledge, lack of speaking practice, fear of mistake, lack of words usage and grammar practice, low motivation, low participation, shyness, fear of criticism and unfamiliar words pronunciation are some of the major challenges of teaching communicative functions in the classroom.

Few of the teachers faced the culture crisis, society barriers, limited exposure, traditional way of teaching, differences between first language and the target language, medium of instruction, untrained teachers, very limited materials, lack of administrative support, time management are some of the problems of implementing communicative function in the classroom.

Chapter Five

Findings, Conclusion and Implications

In this chapter, I have presented the whole findings of the study, conclusions and provided some implications based on the findings analyzed and interpreted in chapter four. I have presented the findings, conclusion and implications under the separate headings so that it will be comprehensible for the concerned readers.

Findings

On the basis of analysis and interpretation of the data, the major findings of the study are as follows:

a) Majority of the teachers (i.e.78.20 %) frequently used discussion technique in the English classroom at secondary level.
b) Majority of the teachers (i.e. 78.20%) frequently used role play strategy while teaching communicative function in the English classroom at secondary level.
c) Good number of the teachers (i.e. 40%) sometimes used pair work technique and similarly some of the teachers (i.e. 31.25%) frequently used pair works technique in the EFL classroom
d) Most of the teachers (i.e.62.5%) frequently used group work strategy to the students in the EFL classroom.
e) Majority of the teachers (i.e.84.37 %) frequently applied reading aloud strategy in the communicative classroom.
f) Most of the teachers (i.e.56.25%) frequently applied picture description strategy while teaching communicative function in the classroom.
g) Most of the teachers (i.e. 62.5%) frequently used oral interview strategy while teaching communicative function in the English classroom at secondary level.
h) Majority of the teachers (i.e. 78.2%) frequently used question and request for information technique in the EFL classroom.
i) Majority of the teachers (i.e. 78.12%) sometimes used describing situation strategy while teaching communicative function in the English classroom at secondary level.

j) Majority of the teachers (i.e. 84.37%) frequently applied interaction with student's technique in the communicative classroom.
k) Some of the teachers (i.e. 43.75%) sometimes used invitation to ask technique in the EFL classroom.
l) Majority of the teachers (i.e. 84.37%) frequently applied interaction among student strategy while teaching communicative function in the English classroom at secondary level.
m) Some of the teachers (i.e.53.12 %) didn't apply strip story strategy in the communicative classroom.
n) Good number of the teachers (i.e.53.12%) didn't use story telling technique in the communicative classroom.
o) Good number of the teachers (i.e.40.62 %) frequently used request for information technique while teaching communicative function at secondary level.
p) Good number of the teachers (i.e. 40.62%) frequently applied interpreting strategy while teaching communicative function in the English classroom at secondary level.
q) Few of the teachers' (i.e. 28.12%) preferred to teach making request and responding to request function in the communicative classroom.
r) Most of the teachers' (i.e. 60%) did not create the situation while teaching communicative function in the classroom.
s) Most of the teachers (i.e. 56.25%) still adopted teacher centered method while teaching communicative function in the English classroom at secondary level.
t) Few of the teachers (i.e.28.12%) used pictures and photographs as a material while teaching communicative function in the communicative classroom.
u) Some of the teachers' (i.e. 46.88%) preferred to use verbal strategy in the communicative classroom.

Similarly, some of the teachers are (i.e. 40%) are facing the problems of motivation, low English proficiency and low participation from the side of the students in the classroom. Similarly, a few of the teachers' (i.e.25%) are facing the problems related to lack of exposure to communicate in different situation, primacy over reading, writing and grammar, lack of adequate materials and resources,

students' hesitation to speak are some of the challenges of teaching communicative function in the classroom.

Conclusion

This study was carried out to find out the strategies used in teaching communicative functions at secondary level and the challenge faced by English teachers while teaching communicative functions. I observed the 32 classes of four English teachers who have been teaching English at secondary level in Dhading district. So, the sample population of the study were four teachers. Despite the obvious limitations of the study, including the relatively small sample of respondents that reflects the strategies used in teaching communicative functions at secondary level.

After analyzing the data, it was found that teachers use different strategies in the EFL classroom while teaching communicative functions at secondary level. Out of the sample of this study, most of the teachers were found to use role play, discussion, asking for request and responding to request, oral interview strategies to teach communicative functions to their students sometimes and less numbers of teachers were found to use this strategy to teach once a week. Almost all the teachers were usually found to have been practicing dialogue to their students while teaching communicative functions. Similarly, most of the teachers were found to use group work or pair work strategy to teach communicative functions. Speaking test was practiced to the great extent to test the students' communicative ability. Likewise, they were found to practice student–center techniques to promote a feeling of co-operation in their teaching. Fostering communicative strategies are not easy task, it faces the challenges such as lack of exposure to communicate in different situation, primacy over reading, writing and grammar, lack of adequate materials and resources, students' hesitation to speak are some of the challenges of teaching communicative function in the classroom. The findings suggests that sufficient exposure of English language, support from the school organization, use of ICT, practice based education, emphasis on communicative role of students, time management, providing motivation to students, encouraging students to speak are some of the ways of teaching communication functions in the classroom.

In conclusion, different strategies play vital role to develop communicative ability of the students. Different strategies like role play, group work, pair work, oral interview, presentation, and creating real situation for conversation need to be focused while teaching communicative functions in the classroom. Speaking test and different student-centered techniques should be used to develop communicative ability of the students.

Implications

On the basis of the findings and conclusion discussed above, the major recommendations of this study are presented at different levels namely policy related, practice related and further research related below:

Policy related. The policy related implications of the study are presented below:

- This study suggests that the policy makers should emphasis different types of evaluation system to develop communicative ability of the students.
- Curriculum designers and textbook writers should determine the proper methods and techniques of teaching communicative functions at secondary level.
- Similarly, this study also suggests the policy makers should provide different communicative trainings to the teachers who teach English especially communicative functions.
- In the say way, this study suggests that the government should provide different types of materials to the teachers who teach in the secondary level.

Practice related. The practice related implications of the study are as follows:

- Untrained teachers are following the outdated teaching techniques and methodologies so they should be familiar with the latest teaching techniques, activities and strategies of teaching.
- This study makes a significant contribution to English language teachers for their professional development.

- Novice teachers involved in the field of English language teaching face problem in their day to day teaching therefore to overcome with such problems they would get idea applying teaching strategies used in teaching communicative functions.
- Student cantered techniques should be used to teach English in the secondary level and to enhance their effective teaching in the classroom.

Further research related. The present study is unable to occupy several areas related to the topic. The findings of the study might not be generalized to all the contexts as it has a lot of limitations. It has limitations in terms of study population, sample, and data collection tool and so on. So, further researches can be conducted concerning the limitations of this research. Here, some other related areas are recommended for further research:

- The research should carried out at primary level or lower secondary level.
- Experimental research, Action research, Survey research should also be carried out.
- ELT expert's beliefs on the use of communicative functions in ELT classroom.

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Appendices

Participant Information Statement

Dear respondents,

I kindly request you to allow me to observe your class for the research study entitled **Teachers' strategies Used in Teaching Communicative Functions at Secondary Level** This study is for the partial fulfillment of masters degree in English Education from Tribhuvan University under the supervision of **Dr. Renu Kumari Singh.** The study aims to find out the strategies used in teaching communicative functions at secondary level. Your cooperation will have a great value to accomplish my research. Please allow me to observe your class and ask any questions related to the research objectives. I appreciate your assistance and co-operation with this important study.

Thank you! **Kedar Pandey**

Classroom Observation Checklist

Teacher Name: Date:

Name of the School: No. of Students:

Gender:

Communicative Function	**Teaching Strategies**	**Situation Created**	**Teaching Method**	**Teaching Material**	**Teaching Techniques**	**Remark**

Appendix-1

Participant Information Statement

Dear respondents,

I kindly request you to allow me to observe your class for the research study entitled **Teachers' strategies Used in Teaching Communicative Functions at Secondary Level** This study is for the partial fulfillment of masters in English Education from Tribhuvan University under the supervision of **Dr. Renu Kumari Singh.** The study aims to find out the strategies used in teaching communicative functions at secondary level. Your cooperation will have a great value to accomplish my research. Please allow me to observe your class and ask any questions related to the research objectives. I appreciate your assistance and co-operation with this important study.

Thank you! **Kedar Pandey**

Appendix-2

Participant Information Statement

Dear respondents,

I kindly request you to allow me to observe your class for the research study entitled **Teachers' strategies Used in Teaching Communicative Functions at Secondary Level** This study is for the partial fulfillment of masters in English Education from Tribhuvan University under the supervision of **Dr. Renu Kumari Singh.** The study aims to find out the strategies used in teaching communicative functions at secondary level. Your cooperation will have a great value to accomplish my research. Please allow me to observe your class and ask any questions related to the research objectives. I appreciate your assistance and co-operation with this important study.

Thank you! **Kedar Pandey**