

CHAPTER - ONE

INTRODUCTION

This is the study entitled “Communicative Activities Used by Secondary Level English Teachers.” It consists of general background, teaching approaches, methods and technique, communicative language teaching, role of teachers and students in communicative classroom, use of communicative activities and materials, objectives of the study and significance of the study.

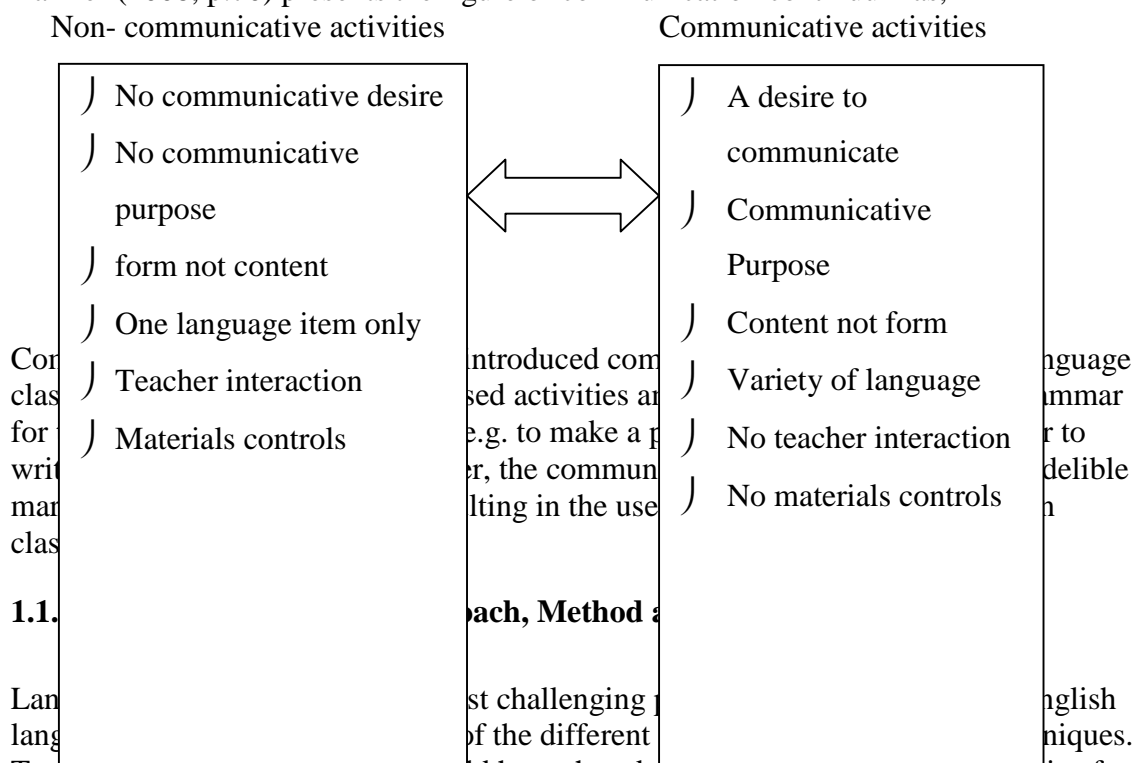
1.1 General Background

As we know 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 (2010, p.2) says, "Language teaching, especially of the great world languages which are such as international channels of communication, becomes ever 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. Ferguson (2006, p.144) says, "English is the gatekeeper to educational opportunity and high status employment" (p.144). Richards and Rodgers (2010, p.155) found two goals of communicative language which are (i) to develop communicative competence the goal of language teaching, and (ii) to develop procedure for teaching of the four language skills and aspects.

In the communicative classroom the goals of English language is more competence in language skills and aspects. So, the communicative purposes may be of many different kinds, what is essential in all of them is that at least two interlocutors are involved in an interaction or transaction of some kind of where one interlocutor has in intention and the other interlocutor expands or reacts to the intention.

Harmer (2008, p.70) presents the figure of communication continuum as,



knowledge from these subjects, we begin methods of teaching and approaches of different activities in the classroom. In language teaching we also bring the knowledge from linguistics, psychology and educational pedagogy. Then, we propose the communicative approach. Language teaching approach means how theoretical knowledge is used in the real context. The method and techniques for teaching and learning are changeable according to situations. On the other hand, the fundamental assumption of language and language teaching is changing time to time. Richards and Rodgers (2010, p.1) say the change in language teaching as follows:

Language teaching comes into its own on a profession in the twentieth century. The whole foundation contemporary language teaching was developed during the early part of twentieth century, an applied linguistics and other sought to develop principles and procedure for the design of teaching methods and materials drawing on the developing field of linguistic and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies. Language teaching includes teaching of language aspects and skills. Thus, more or less classical formulation suggests that methodology links to theory and practice. Moreover, approach, method and technique are most important terms used in the field of language teaching and learning in different situations.

Anthony (1963) as cited in Richards and Rodgers (2001, p. 19) defines these three terms approach, method and technique as follows:

An approach is a set of co-relative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught... Method is an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon the selected approach. So approach is axiomatic and method is procedural. Within one approach there can be many methods... A technique is implementation that which actually taken place in the classroom. It is a particular trick, stratagem, or contrivance must be in consistent with a method and therefore in harmony with an approach as well.

Certain techniques are associated with particular method and derived from particular principles. Most of the techniques can be adopted to teach the subject matter in the classroom. The teacher can use more than one technique in single class. The subject matter depends upon the classroom situation. Technique is mostly related with the classroom activities and exercises language classroom.

To be specific, the communicative approaches, methods, techniques follow the activities in the classroom. It helps the teachers as well as students to interact with the meaningful sense in teaching and learning context. While teaching English language skill like listening skill, speaking skill and reading skill as well as writing skill. Similarly, the other language aspects are grammar, pronunciation and vocabulary.

1.1.2 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, (1981, p.1) says, "One of the most characteristic features of communicative 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. Widdoson 1978 and Littlewood 1984(as cited in Yi 2003, p. 179) say,

Communicative approaches are established on such as psycho linguistic

assumption that effective language teaching and efficient language learning

only occur in a positive class climate, which involves three essential - easy

atmosphere, motivating environment and active participation.

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

Likewise, Van EK (1977) describes such learners in the following ways:

People who want to prepare themselves, in general way to be able to

communicative socially on straight forward everyday matters with people from

other countries who come their way, and to be able to get round and lead a

reasonably normal life when they visit another country (cited in Littlewood,

1981, p. ix).

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 learners 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."

1.1.3 Communicative Classroom

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 support the language acquisition. It also gives chance to the students to practice by communicating maintaining a conversation.

The communicative classroom is related to the systematic, well managed and planned 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 contributions, 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 classroom practice to ensure an understanding of how language works systematically, correctly, appropriately and creatively.

The effectiveness of teaching learning process depends upon how teachers apply the communicative rules, activities and strategies in communicative classroom. So, without sound atmosphere inside the classroom communicative activities in the classroom may not succeed. It means neither the learners learn effectively nor the teacher can teach well in the classroom.

1.1.4 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, 2001, 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 activities 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 do 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.

1.1.5 Role of Learners in the Communicative Classroom.

Learners are the receivers of the message. Teacher gives new ideas for learning new language through communicative teaching activities. So, students can learn effectively. There is more focus on learning process in rather communicative classroom than the mastery of language forms. The learners are themselves autonomous who are involved in the activities. They are motivated towards the language learning rather than spoon-fed. The role of learners in communicative classroom remains an active rather than of passive participation. So, students are communicators. They are actively engaged in negotiation of meaning to make them understood. So, they seem more responsible to manage their own learning. Some other related roles of learners in this activity are as negotiator, active participant, co-operative interlocutor and responsible member of learning group.

Breen and Candlin (1980) (as cited in Richards and Rodgers 2001) state the learners' role as:

The role of learners as negotiator between the self, learning process and the object of learning emerges from and interacts with the role of joint negotiator, within the group and within the classroom procedures and activities which the groups undertakes. The implication for the learners is that he should contribute as much as he gains and thereby learns in an interdependent way.

Some roles of learners in the communicative classroom are:

-) Learners are often more motivated with this communicative language as they have an interest what is being communicated, as the lesson is topic or theme based.
-) Learners are encouraged to speak and communicate from day one, rather than just barking out repetitive phrases.
-) Learners practice the target language a number of times, slowly building accuracy
-) Language is created by the individual, often through trial and error

-) Learners interact with each other in pairs or groups, to encourage a flow of language and maximize the percentage of talking time, rather than just teacher to student and vice versa.
-) Unless the focus is on the accuracy stage of the lesson, learners are corrected at the end of an activity so as not to interrupt their thought process.

(Retrieved on 5th February 2012 from www.nsba.org)

1.1.6 Activities used in Communicative Classroom

While teaching English language the teacher should follow different procedures, activities and approaches in the communicative classroom. The teacher must apply different types of classroom activities. Otherwise, teaching never becomes effective and creative. It means the communicative activities in the classroom show the teacher' and students competence in language. Mainly, the learner should involve in the exercise, communication process, information sharing, negotiation of meaning and interaction in classroom activities. They often design to focus on completing task. In teaching English language teacher can teach in various such as making groups, giving them communicative task and students work with listen different materials for related activities.

Littlewood (1981, p.86) has classified communicative activities into two types. They are:

i) Functional Communication Activities

Functional communication activities include such task as learners comparing set of picture, noticing similarities and differences, working out a likely sequence of events in a set of picture and discovering missing features in a map or pictures. In this case, the learners may instruct on how to draw a picture or shape, or how to complete there will be the some clues to problem solving. In functional activities teacher activate the situation that helps the learner to learn the new things in interactive way.

ii) Social Interaction Activities

Social interaction activities include conversation and discussion sessions, dialogues, role plays, simulation, skits improvisations and debates.

There are number of classroom activities which teacher adopts while teaching English language communicatively. In the communicative classroom, teachers work as facilitator as well as friends. The communicative language teaching approach was not followed the previous time due to the power of grammar translation method or traditional method.

Some communicative activities are presented below which are related to classroom activities with students and teachers how the teacher apply these activities in real classroom. They are elaborated as follows:

) Pair Work

Pair work is one of the most important learner centered technique which is used in a communicative classroom. It makes students engage in interaction to each other.

During this task, teacher has two roles as a monitor and a resources person. In pair work a lot of opportunity is given for interaction to learners in particular topic.

) **Group Work**

In communicative classroom, the role of group is important because it helps learners self-confidence and to develop the speaking habits. In group work, there may be single task or on different parts of a larger task. Ur (1996 P.228) says group work, "students work in small groups on tasks that entail interaction: conveying information, for example, or group decision-making. The teacher walks around listening intervenes little if at all." Learners perform a learning task through small group interaction in group work. It is a form of learner activities that is particular value in the practice or oral fluency. In group work the size may be 3 to 6 students in each group that is considered better. It can be used in teaching all language skills as listening skill, speaking skill, reading skill and writing skill.

) **Role Play**

Role play is an activity used in the classroom. This makes the students use language and thereby develop spoken skills. It offers pleasure to the students' well performing role in the classroom. In this activity participants are given situations or problems or task along with individual roles which may be written in such as cards. Then, communicating instruction is given to the learners. The learners play the role of shopkeepers, police and criminals.

) **Information Gap Activity**

It is another communicative classroom activity that follows the system of learning activities in the classroom. An information gap exists, when one person is exchanging the information at the same time, the other interlocutor may not understand. If both interlocutors know the answers, the exchange information may not really communicative. So, an information gap for doing practice the meaning should not inform before presenting the situation to the students.

) **Asking Question**

Asking question is one of another communicative classroom activity. In this teaching activity, the teacher asks question to the learners, under the related topics. If the learners give the answers, the teachers make learners free and they answer without hesitation. In the communicative classroom, teacher should manage lots of things that create a good environment of teaching and learning.

) **Problem Solving Activities**

In communicative classroom there are different levels of students. They come from different background, culture and level of proficiency. Teacher gives the problem to solve speaking, writing, listening and reading skill. Problem solving activities focus on practicing in the classroom. Teacher provides situation to the students in group and the

learners try to solve the problems in the classroom. Especially, learners are engaged in solving the problems given by the teacher.

) Group Discussion

Group discussion is a type of activity which is suited in the communicative classroom, in which the students are asked to discuss on a given topic. The teacher performs short presentation about the topic. In group discussion the seat arrangement plays crucial role, time should be fixed for discussion but the teacher notes the weakness and strengths of students. Group discussion develops the students' communication habit in their real life situation. All these classroom activities show collaborative relationship between teacher and students in teaching and learning activities. So, other classroom procedures are given as:

-) It emphasizes on fluency rather than accuracy
-) The teacher is a facilitator in the learning
-) Students are encouraged to interact with other people
-) The target language is a vehicle for communicative classroom
-) Primary function of language is interaction and communication.
-) Communicative competence is the goal of language teaching.
-) Errors are tolerated and seen as a natural outcome of the development of communication skills.

1.1.8 Materials Used in Communicative Activities in Classroom

Materials used in classroom helps the teacher to teach easily the subject matter with little effort to the learners. While teaching English language in the classroom if teacher uses materials, the class will be effective and interesting. The teacher can use different kinds of materials according to the context. In the communicative classroom teacher presents his/ her teaching item that depends on the teachers' personal conceptual philosophy and topic. The practitioners of the communicative approach they interact in the classroom.

Richards and Rodgers (2001, p.169) propose three kinds of materials currently used in communicative language classroom, they are:

i. Text Based Materials

They are found in the text books such as picture cue, visual cue, comprehension question and sign-post questions.

ii. Tasks Based Materials

They are prepared to support communicative language in teaching classes such as a variety of games and role play simulation. They typically used in the form of exercise handbooks, cue- cards activities cards, pair communication practice materials and students interaction practice booklet.

iii. Realia

As an 'authentic' materials e.g. realia such as signs, magazines, advertisements and newspaper or visual sources around which communicative activities symbols graphs, and charts are advocated in the communicative classroom which is implemented in the language classroom.

Moreover, there are other classroom materials too, while teaching English in the classroom communicatively, like worksheets and other supplementary materials than prescribed materials. Thus, teaching materials are the most important for teaching communicative classroom. It helps the teacher to teach English language very easily and effectively. Teaching by materials means effectiveness of classroom activities.

Larsen-Freeman (2000, p.p. 132-135) has given the following communicative classroom materials or techniques.

-) Authentic materials
-) Scrambled sentences
-) Language games
-) Picture strip story.

1.2 Review of the Related Literature

Different research works were carried out under the Department of English Education to find out the problems and challenges of existing approaches. Many students were carried out in the field of English language teaching and proficiency in English language. Some of them which are related with theoretical part, approaches, methods as well as function are used in teaching field. No one has carried out on this topic till now. Therefore, I attempted to carry out this research in particular field. The related studies are reviewed as follows:

Pokharel (2000) carried out a research entitled "Teaching Communicative Functions Inductively and Deductively: A Practical Study". The result showed that the inductive method was relatively more effective than the deductive method for the teaching of communicative functions. In his experimental research, he used test as the tool for data collection. He concluded that different methods are used in teaching English functions.

Ghimire (2001) carried out a research entitled "A Comparative Study on the Effectiveness of the Grammar Translation Method and Communicative Approach in a Lower Secondary School." This research was an experimental research. His objective was to find out effectiveness of communicative approach over grammar translation method. He used questionnaire as the main tool for the data collection. He concluded that communicative approach is better than GTM.

Champagian (2004) carried out research on "Problems in Applying Communicative Approach in Secondary Level" to find the most serious problems of applying communicative method due to the lack of physical facilities and large size of the classes. He used questionnaire as the main tool for the data collection. He also found that lack of sound knowledge on communicative approach was also the serious problem in applying communicative approach.

Shrestha (2009) carried out his research study on the topic 'Teaching English through Communicative Method: A Case Study'. He found that majority of the teachers were found playing the role of the facilitator though they faced difficulties in applying communicative approach. He also found that lack of sufficient training on ELT was more serious problem among all the problems. He concluded that most of the teachers agreed hesitation as one of the difficulties in using communicative approach.

Pant (2009) carried out research on 'Perception of Communicative Language Teaching by Secondary Level English Teachers' to find out different teachers perception in communicative language teaching differently. Some of the teachers were found to have better perception of CLT and some of them were found to have relatively higher experience in CLT some of them showed the matured awareness of the environmental constraints in CLT. Similarly, he also found that the secondary level English teachers perceived the textbook had positively influenced them to implement in CLT classes.

Bhatta, (2011) carried out the research work entitled "Practice of Communicative Approach in ELT Classroom" is an attempt to find out the current practice of communicative approach to language teaching in ELT classroom of public schools in Doti district. It was a survey research conducted in ten selected public schools using random sampling procedures, the objectives was to find out the practice of communicative approach in English language teaching

Though, there are several researches on the communicative approach and method, but no research on the communicative activities has been conducted in the department of English education, T.U., Kirtipur. Hence, the present research is the different research work from others study.

1.3 Objectives of the Study

The objectives of my study were as follows:

-) To find out the communicative activities used in English language classroom.
-) To analyze the communicative activities.
-) To suggest some pedagogical implications.

1.4 Significance of the Study

This study will be significant to those who are interested in teaching and learning English language .It will be useful to the teachers, students, researchers and educationists as well as curriculum designers. It will be a useful reference to the other researchers to collect information about communicative activities in the classroom and their uses in language classes. It will also be guideline for language teachers. The students will take advantage of selecting classroom activities for the study. It will be significant to curriculum designers to select and include classroom activities while designing English language curriculum. The findings and recommendations of this study will be helpful to teachers who are teaching and selecting their profession as teaching.

CHAPTER- TWO

METHODOLOGY

I used following methodology to fulfill the objectives of the study.

2.1 Sources of Data

I used both primary and secondary sources of data. The primary sources were used to collect the data, whereas sources that helped in forming the theoretical part of the research were the secondary sources.

2.1.1 Primary Sources of Data

This research was based on the primary sources. The primary sources were the teachers of English teaching at secondary level in Dang district.

2.1.2 Secondary Sources of Data

The secondary sources of data were different books, previous theses as well as related books, Little Wood (1981), Hedge (2002), Ferguson (2006), Harmer (2008), Larsen Freeman (2010), Richards and Rodgers (2010), Ur (1996), Wallace (2010) and related research works to my study. I also used articles, journals as well as other related researches to the present topic.

2.2 Sampling Procedure

The sample population of this study was the fifteen secondary level English teachers. The number of school was fifteen from community secondary level English schools in Dang district. While sampling the schools, I used the purposive sampling procedures, but I selected the teachers randomly.

2.3 Tools and Data Collection

I used the classroom observation checklist as the main tool for the data collection in this study.

2.4 Process of Data Collection

-) First of all, I prepared the classroom observation checklist with the help of different communicative activities.
-) Then, I selected the schools in Dang District purposively.
-) I visited the selected schools and described purpose and process of my study.
-) I requested the school administration for permission to conduct research and assure the confidentiality.
-) I selected the fifteen English teachers of Secondary Level of selected schools.
-) I fixed the time for data collection.
-) I observed two classes of 10th grade of each English teacher.
-) I filled the classroom observation checklist by using the communicative activities in the checklist. .

2.5 Limitations of the Study

For this study the limitations were follows:

-) This research work was limited to communicative activities in the classroom used by secondary level English teacher.
-) The study was limited to only fifteen secondary schools located in Dang district.
-) The study was limited to the teachers teaching English language at secondary level.
-) The study was limited to the selected fifteen English teachers teaching at secondary
-) Observed classes were limited only two classes in each of secondary level English teachers.
-) The study was limited to observation checklist to elicit the data.
-) The observation checklist was limited to the communicative activities and materials used by secondary level English teachers.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION OF DATA

The data collected from the sources have been analyzed and interpreted descriptively with the help of the tables. I collected the data using observation checklist from fifteen public secondary schools in Dang district. For that purpose, I visited and observed two classes in each school. I observed the classes of teachers' role on teaching of communicative activities, teaching listening skill, teaching reading skill and use of materials in the classroom. The observed data are analyzed and interpreted under the four main headings.

3.1 Class Observation of the Secondary Level of English Teachers

This part specially consists of the data observed in thirty secondary English classes. An observation check list was used to observe the classes of those English teachers. I observed the communicative activities that were used in the classroom. The observed data are analyzed and interpreted as follows.

3.1.1 Motivation to the Students

Motivation makes teaching and learning immeasurably easier, more pleasant and productive. It is more important in the field of teaching and learning activities. It helps to succeed in language learning. Here, I attempted to find out whether the teachers motivated their students or not. I found that most of the teachers motivated their students by showing pictures which were related to text books or context.

Table No. 1
Motivation to the Students

Activities	No. of Classes	%
Showing pictures	5	16.67
Revising the previous lesson	20	66.67
Singing a song Without motivation	2	6.67
4. Showing pictures	3	10.00

From the above observed classes, I found that 16.67% classes were found to be showing pictures related to the context or text books. 66.67 % classes were found to be revising previous lessons, 6.67 % classes were found to be singing a song to motivate the students. 10 % classes were found to be starting the classes without motivating the students. The result of the observed classes was found satisfactory.

3.1.2 Classroom Activities

Different activities were used in the language classroom to promote communication. Here, I tried to observe some common activities in the classroom in terms of the list of the communicative activities, techniques and the result of the observation was as the following

Table No. 2
Classroom Activities

S.N.	Activities	No. of Classes	%
	Discussion in group	4	13.33
	Group work	2	6.66
	Problem solving activities	4	13.33
	Question answer activities	6	20
	Dialogues	3	10
	Role play	-	-
	Dramatization	-	-
	Drill activities	3	10
	Throw games	-	-
	Information gap activity	-	-
	Pair work	-	-
	Describing picture/map	-	-

From the above table, I found that 13.33% classes were found to be discussion in group, 6.66% classes were found to be in group work, 13.33% classes were found to be in problem solving activities in ELT classes, 10% classes were found to be dialogue activities, 20% classes were found to be in questions answer activities and 10% classes were found to be in drill activities in communicative classroom . The other remained 24.66% classes did not find any classroom activities.

3.1.3 Students - Teachers Interaction in the Classroom

Interaction is at the core of communicative language teaching. It is very useful to the teaching of communicative activities. Here, I wanted to find out whether the teacher interacted with the students or not in communicative language teaching. I found that student-teacher interaction was in all the classes in the form of question by the teachers and answer by the students either in a phrase or a word. It was one directional i.e. the teachers were asking questions and the students were trying to answer. I did not find any students asking the questions to the teachers. Students were found to be hesitating to talk to the teachers in all the classes. Most of the teachers and students were talking in Nepali. The teachers asked questions and students tried to response in a phrase or a word.

3.2 Language Skills

Language skills are listening, speaking, reading and writing, which are important in a language class. In this section, I observed the listening and Reading on the basis of classroom observation.

3.2.1 Communicative Activities in Teaching Listening Skill

Listening skill is one of the most important and fundamental of the four language skills under communicative approaches to language teaching and learning. It is inevitable part of one's life. The communicative approach based on ELT course has given importance to the skill. Each unit of the secondary level course is prepared and sequenced with the exercises in the curriculum and textbook. But most of the teachers did not focus on listening activities in the classroom.

Table No. 3
Communicative Activities in Teaching Skill

SN	Listening Activities	No. of Class	%
1	Students guessing about picture	6	20
2	Guessing answer before listening the text	6	20
3	Making student active through the discussion in group	5	16.66

From the above table, I found that 20% classes were found to be students guessing about picture, 20% classes were found to be guessing answers before listening text, and 16.66% classes were found to be making students active through the discussion in group.

3.2.1.1 Procedure in Teaching Listening Skill

There are three stages of listening comprehension to make students exploit the listening text such as pre-, while- and post-listening stage. Here, I observed the classes in terms of the stages and activities which are in the following stages.

Pre-Listening Stage

This is the first stage of listening comprehension. In this stage, different preparatory activities are conducted at the beginning of the classes. I observed the different pre-listening activities in communicative classroom. The table showed that, 10% classes were found to be in oral questions answers, 10% classes were found to be in discussion on related topic, 30% classes were found to be guessing meaning listening text and other 56% classes were not found any activities in communicative classes.

While- Listening Stage

In this stage, students listen to actual text and did the task. First, teacher provided the activities to the students how much they understood the subject matter. Here ,I found that 16.66% classes were found to be sentence completion by listening text, 10% classes were found to be drawing picture through listening text,20% classes were found to be asking question without giving instruction, 13.33% classes were found to be textbook based activities through listening text and other remained classes I did not find any activities.

Post-Listening Stage

This is the third stage of teaching listening activities in which teachers checked their students mind. Here, from the observed classes under study, I found that 13.33% classes were found to be summarizing the text after completing the task, 16.66%

classes were found to be problem solving activities and 10% classes were found to be discussion in debt questions. The other classes were not found any activities. The above described three listening activities data has presented the following table:

Table No.4
Communicative activities in pre-, while and post-Listening skill

Stages	S.N	Activities	No. of Class	%
Pre-listening stage	1	Oral question answers session	4	10
	2	Discussion on related topic	3	10
	3	Guessing meaning listening text	6	30
	4	Other preparatory activities	-	-
While-listening stage	1	Sentence corrected by listening text	5	16.66
	2	Drawing picture listening text	3	0.33
	3	Asking question without text	6	20
	4	Text book based activities	4	3.33
Post-listening stage	1	Summarizing the text after completing the task	4	3.33
	2	Problem solving activities	5	6.66
	3	Discussion in debt question	3	10
	4	Other post listening activities	-	-

3.3 Communicative activities in teaching reading skill

Reading is one of the skills that were found to be focused in almost all the ELT classes. Almost all the teachers and students in those classes used the reading text given in the textbook but most of the classes were found to have used reading text in English classes. Here, I observed the pre-, while- and post-reading skills which are involved in different communicative activities in English language classroom. They are analyzed in following ways.

Pre – Reading stage

It takes place before the student go through the actual reading materials .Here, those reading class were observed in terms of list of pre- reading activities supported to be used in the classroom. Here, I found that 20% classes were found to be brainstorming about the text, 16.66% classes were found to be presenting new word related on the

topic, 10% classes were found to be giving brief introduction to the text and other activities were not found in any classes.

While – reading stage

It is the actual reading text activities. Here I observed the classes either the teacher practiced or not to the students in classroom while reading activities. Here, I found that 23.33% classes were found to be completing the incomplete sentences, 20 % classes were found to be asking question to each other, 6.66% classes were found to be involving the students in reading practice and 10% classes were found to be solving the problem based on the text. But other remained classes were not found in any activities in the teaching while reading classes.

Post – reading stage

This is the final stage of reading stage. This stage is evaluated by the teacher. All sample classes were observed in terms of the list of communicative activities supposed to be done under CLT. Here, I found that 13.33% classes were found to be discussing new subject matter, 13.33% classes were found to be asking question after completing the task and remained classes did not find any activities in ELT classes.

The above analyzed result of reading skill activities has given in following table:

Table No.5

Communicative activities in pre-, while- and post- reading skill

Stage	S.N	Activities	No. of Class	%
Pre-reading Stage	1	Brainstorming on the text	6	20
	2	Presented new words related on topic	5	16.66
	3	Giving brief introduction in topic	3	10
	4	Textbook based activities	4	13.33
While-reading stage	1	Completing the incomplete sentences	7	23.33
	2	Asking question to each other	6	20
	3	Involving the student in reading text	2	6.66
	4	Solving the problem in the text	3	10
Post-reading stage	1	Discussing the new subject matter in text	4	13.33
	2	Giving suitable title to the text	-	-
	3	Asking question after completing the task	4	13.33

	4	Summarizing the text	-	-
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3.4 The Roles of Teacher in Communicative Classroom

This part mainly relates to the secondary level English teachers' role in the teaching communicative activities. Here, the teachers' roles have been interpreted and analyzed in detail with the help different activities to extract the roles of them under different headings. Thus, they are analyzed in following ways.

3.4.1 Facilitator

Facilitator is the main role of the teacher in communicative language teaching classroom. Here, I tried to find out whether teacher facilitated the students or not while teaching in communicative classroom. I found that 2 teachers were always facilitated the students, 10 teachers were sometimes found to be following the role of a facilitator and 5 teachers they never followed it.

3.4.2 Guide

Teacher acts as guide. He must be a model. Here, I wanted to find out whether the teacher guided the students or not. Out of 15 teachers, 8 were sometime guided, 5 teachers always guided and remained 2 teachers never guided to the student in the classroom.

3.4.3 Ultimate Sources of Authority

Teaching learning activities in the classroom should be communicative based activities. Here, I found that 8 teachers were used ultimate sources of authority, 5 teacher sometime used this activities and 2 teachers never used it in the classroom while teaching English languages.

3.4.4 Lecture

Lecture is a teacher centered activity. Here, I found that out of 15 teachers, 9 teachers always played the role of lecture method, 3 teachers were sometime played the role of lecture, and 2 teachers they never used lecture method in the classroom.

3.4.5 Translator and Reader

Teachers' role in the language classroom is translator and reader. Here, I wanted to find out how many teachers played the role of translator and reader. Out of 15 teachers, 7 teachers were always followed the translator and reader activity in the classroom. 5 teachers sometimes followed it and 3 teachers they never followed it in the communicative classroom.

3.4.6 Manager and Participant

Teachers acts as manager and participate in the CLT .The teachers properly managed and participated the student in the classroom activities which played a vital role for successful teaching and learning. Here, I tried to observe the classes to find out how often the teachers were able to manage the classes and make the students participate for the successful teaching of communicative activities. Only 3 teachers were always managed the classroom, 5 teachers sometimes managed and 7 teachers they never managed the classroom while teaching in the classes.

3.4.7 Need Analyst

Teacher acts as need analyst in the classroom. He conducts the activities according to the need of the students. Here, I wanted to find out whether the teachers conducted the classes according to the need, desire and interest of the students. I found that only 3 teachers followed the need analyst activities, 2 teachers were sometime followed it and 10 teachers they did not follow the need analyst activities in the classroom.

The above all the teachers role in communicative classes is clearly shown in the following table:

Table No. 6

Teachers Role in the Classroom

S.N.	Activities	Number of Teachers		
		Always	Sometimes	Never
a.	Facilitator	2	4	9
B	Guide	5	8	2
	Ultimate source and Authority	5	8	2
C	Lecture	9	3	2
D	Translator and Reader	7	5	3
E	Manager and Participant	3	5	7
F	Need analyst	3	2	10

3.5 Use of Materials in Communicative Classroom

This section mainly concerns with the use of materials in communicative classroom at the secondary level. I analyzed and interpreted teaching materials to be used in the classroom or not on the basis of the teacher's perception towards the teaching materials in the communicative classroom which are analyzed in the following sub-headings.

3.5.1 Realia

Realia refers to the real objects brought into the classroom and used as vital aids for teaching learning purpose. Here, I wanted to observe the classes whether the teachers used realia as real objects while teaching and learning process. I found that only 3 teachers were always followed the realia, 4 teachers sometime used it and 8 teachers never used it in the teaching English classes.

3.5.2 Visual Materials

The materials which can be used and seen inside the classroom are visual materials. They are very helpful and powerful for the teachers as well as students. Here, I tried to observe how often the teacher used visual materials. Out of 15 teachers, 4 teachers were always used visual materials, 4 teachers sometimes used it and 7 teachers they never used it in teaching English classes.

3.5.3 Authentic Materials

Using authentic materials from real world triggers and elicits responses and helps the students understand the practicality of the materials. Here, I found that 1 teacher was always found to be used authentic materials, 4 teachers were sometimes found to use it and 10 teachers were never found to use it.

3.5.4 Supplementary Materials

Supplementary materials such as songs, rhymes, games and puzzles are effective in a language class. They are interesting and entertaining for school students. In this part, I tried to observe to what extent they were used and how appropriately they were used by the teachers while teaching communicative activities. I found that 3 teachers

always used supplementary material, 5 teachers sometime used it and 7 teachers never followed it.

3.5.5 Textbook

Textbook is a course book which involves the materials in an order. It is one of the most important teaching materials. Here, I tried to observe the classes to find out whether the teachers used textbook appropriately and effectively or not. 10 teachers always used it, 5 teachers sometimes used it and other remained 5 teachers they did not use textbook.

The whole above observed classes' use of materials in communicative classroom is clearly shown in the following table:

Table No. 7
Materials used by the Teachers in Classroom

S.N.	Materials used in classroom	Teachers in Classroom		
		Always	Sometimes	Never
a.	Realia	3	4	8
B	Visual materials	4	4	7
	Authentic Materials	1	4	10
C	Supplementary Materials	3	5	7
D	Textbook	10	5	5

3.5.6 Conclusion

I observed 30 classes of 15 teachers from the public secondary level English teachers in Dang district with the help checklist to find out the activities conducted and problems faced while teaching in the classroom. Only few numbers of teachers were trying to use communicative activities for teaching English. But, the majority of teachers were not used the communicative activities in their classes. The teachers who used communicative activities in their classes encourage their students for group work, pair work and drills activities in their classes. The result was found satisfactory in some activities and in some activities it was not.

Regarding teaching listening, most of the teacher did not teach teaching listening activities. The teachers who teach teaching listening played the cassette twice but they did not encourage their students to listen well. Reading is also another core area to teach language. The teacher tried to teach reading activities in the classroom. In case of role of teacher, most of the time teacher used lecture and translation method in teaching English. The materials used in the classes play how and what method the teachers used textbook but only few teachers used authentic materials. However, teachers did not use realia, visual materials and supplementary materials. Hence, most of the teachers used textbook on the crucial materials to teach English in the classroom.

The major problems faced by the teachers while teaching communicative activities were hesitation of the students to speak. Teachers were found as an authority in the

classroom. Most of the teachers and all students were found to be using mother tongue in the classroom.

It was found that a majority of teachers motivated their students by showing picture, revising the lesson and related singing a song while teaching communicative activities. I found that student-teacher interaction was one directional i.e. teachers were asking questions and students were trying to response it.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings and recommendation of the research. It also deals with some recommendations for the pedagogical implications, which are made on the basis of the findings of the data.

4.1 Findings

On the basis of analysis and interpretation of data, the following findings have been listed.

1. Among the 15 teachers from the 30 classes I found that only the 60% classes were used communicative activities in teaching ELT classes .But the listening and reading skills activities were not found satisfactory.
2. Reading skill was found comparatively more focused than listening skill while teaching communicative activities.
3. It was found that most of the teachers acted as ultimate source and authority in the classroom.
4. Teachers were found using different activities for the teaching of communicative activities.
 - i. Discussion in group, problem solving activities, dialogues, question answers activities, drill activities were found more practice in communicative classroom whereas other remained activities like, role play, through game, picture description, information gap activities, dramatization, were not practiced in any classes.
 - ii. The activities were basically based on Reading skill.
5. A majority of teachers were not found to use teaching materials properly and daily in the class.
6. Teachers never treated the students according to their need, desire and interest.

7. It was found that there was one way interaction between teachers and students in the form of questions and answers in the classroom.
8. It was found that teachers-students communication was only limited to textbook.
9. It was found that only a few teachers paid attention to the exercise based on the listening text given in the textbook and majority of the teachers overlooked and skipped the listening exercise given in the textbook.
10. It was found that, pre-, while and post-listening activities were found in only few classes. The teacher did not present the text for listening but supplied the answer to the question given in the exercise in other classes.
11. It can be said that communicative approach is being practiced in teaching reading skill. The reading activities were found to be used by the teachers and students.
12. A few teachers and all the students were found to be reading texts individually.

4.2 Recommendations

The findings of the study are useful for everyone involved in English language teaching and learning in the context of Nepal. On the basis of the findings after the analysis and interpretation of communicative activities used by secondary level English teachers, the following recommendations have been made for the pedagogical implication:

1. Teacher should give emphasis on students-students' interaction while teaching communicative activities. They should also give emphasis on discussion of role-relationship of participants related to the communicative activities in questions.
2. Teachers and students should not use the first language in the teaching and learning process.
3. Teacher should use teaching materials which are related to the communicative activities for effective teaching of them.
4. To activate the students, teachers should encourage them in the classroom.

5. Teacher-student's communication should not be limited only to the textbooks.
6. Teachers should ask the questions individually to participate the students in the teaching learning process.
7. Teachers should equally pay attention to all language skills while teaching in the classroom.
8. Students should be motivated in the language class and encouraged to use target language.
9. Each students should be provided chance to be involved in practice language activities in the classroom.

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