

CHAPTER ONE

INTRODUCTION

1.1 General Background

As we know language is a means of communication through which human being 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.

The fundamental medium of language is sound and it is sound for all languages, no matter how well developed is their writing systems. The primary purpose of writing is to lend some kind of performance to the spoken language and not to prescribe that spoken language in any way. Hall (1968, p. 158) defines language is "the institution where by humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols" (as cited in Lyons, 2008, p. 4).

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 of different nation. The world has entertained the taste of speaking English for many decades. Nepal is no exception. In Nepal, English has been used as a means of interaction and medium of writing by the people from educated and elite circles since the Rana regime.

It is not an easy task to teach a language. A teacher should use different methods in his/her teaching. Among many methods in English language teaching communicative method is very useful in the present context of English language teaching in Nepal. Most of the teachers prefer to use communicative method rather than other methods in their classroom teaching because this method develops communicative competence of learners and it also focuses on real life communication.

1.1.1 English Language Teaching in Nepal

The formal teaching and learning of English in Nepal started with the opening of Durbar High School at Dakhchowk, Thapathali after Janga Bahadur Rana returned from Britain in 1910 B. S. But at that time common people were not permitted to learn English. The chance to learn English was only for the children of the Rana families.

Later English was realized as the most appropriate international language for Nepal. Realizing the importance of the English language it was taught as a foreign language in all schools of Nepal starting from grade four up to the Bachelor level as a compulsory subject. But now it is taught from grade one up to the Bachelor level as a compulsory paper. Initially reading and writing were given high priority whereas other skills such as listening and speaking were ignored. English was taught through G.T. method. The teaching was done by translating the target language in to the mother tongue of the students. But later, this method was realized as merely traditional, unnatural and inappropriate, so that other methods were introduced in the field of language teaching such as direct method, audio-lingual method, communicative method, etc. But because of the lack of its professional development teaching of the English language in Nepal does not seem to go satisfactorily. We are still using grammar translation method which is outdated and has been severely criticized for its failure to develop communicative ability in students.

1.1.2 Background and Origin of ELT Methods

Language learning and teaching is a difficult work. Teaching language takes a lot of time and effort. A teacher teaches the students applying different approaches, methods and techniques. Teaching will be effective if the teacher apply different methods in the classroom. A teacher should select the most useful approaches, methods and techniques in language teaching. Specially grammar translation method, direct method, audio-lingual method, communicative method, communicative approach, oral structural situational

approach, developmental approach, natural approach, drill, simulation, pair work, dramatization, etc.

We cannot use only one method in all the situations. Due to the change of the time some of the methods are fixed now. Some methods have been history but some of them are still popular.

- i) **G. T. Method:** G.T. method is a traditional method, dating back to the late nineteenth and early twentieth century. In this method grammar is regarded as the central point of teaching. In this method thousands of vocabularies are learnt in isolation. Rules of grammar are more important and accuracy is emphasized. This method is still practiced most popularly and widely throughout the country.
- ii) **Direct Method:** When we see the history of English as a foreign language, direct method can be regarded as the second phase. This method was developed in the 19th century when teachers frustrated by the limits of the grammar translation method in terms of its inability to create communicative competence in students. Basically, teachers began attempting to teach foreign languages in a way that was more similar to first language acquisition. Translation is not allowed in direct method.
- iii) **Audiolingual Method:** We can take audio-lingual method as a third phase in the history of English language teaching. It was developed in the United States towards the end of 1950s as a rejection of direct method. This method gives emphasis on teaching of listening and speaking before reading and writing. It makes use of dialogues and drills. It discourages use of mother tongue in the classroom.
- iv) **Communicative Method:** Communicative method came into practice in the late 1960s in British language teaching tradition. This method advocates language as an instrument for conveying meaning in the social setting. This method is against the notion of linguistic competence proposed by Noam Chomsky. This method mainly

emphasizes that language is not only teaching of grammar or structure but it should also address adequately the functional and communicative aspect of language.

Several events, changes, and publications are responsible as the background of communicative method of language teaching. They can be listed in the chronological order as follows:

- a. Rejection of the linguistic theory underlying the audio-lingual method in the mid 1960s in America.
- b. The theory of situational approach which was dominant in the 1960s in Britain was called into question at the end of the decade and British applied linguists claim that the fundamental dimension of language (ie the functional and communicative potential of language) is adequately addressed in the situational approach.
- c. Advocation of the view that the focus should be given on communicative proficiency rather than on mere mastery of structure in language teaching by Candlin, Widdowson, Firth, Halliday, Hymes, Gumperz and Labov.
- d. Organization of international conferences on language teaching, publication of monographs and books about language teaching, and promotion of the formation of the international Association of Applied Linguistics in the active leadership of the Council of Europe, a regional organization for cultural and educational cooperation.
- e. Introduction of language courses on a unit-credit system, a system in which learning tasks are broken down into portions or units each of which corresponds to a component of a learner's needs and is systematically related to all the other portions, by a group of experts in 1971.
- f. A functional or communicative definition of language, proposed by Wilkins in 1972 that could serve as a basis for developing

communicative syllabuses for language teaching. (The definition gives emphasis to communicative use of language rather than usage.)

- g. Publication of Wilkins' National Syllabus in 1976, which had a significant impact on the development of communicative language teaching.
- h. To sum up, the work of Council of Europe, functional approach to language teaching, the rapid application of these ideas by text book writers, the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centers, and even governments were the background causes of the introduction and development of communicative approach or communicative language teaching.

(Retrieved on December 3rd, 2010 from En.wikipedia.org/wiki/communicative)

1.1.3 Theoretical Assumptions of Communicative Method

The communicative approach to language teaching starts from a theory of language as communication, particularly, the theory of communicative competence as proposed by an American linguist named Dell Hymes. Hymes (1971, p. 41) views of that communicative competence states that a person who acquires communicative competence acquires not only the knowledge and ability to see whether an utterance is formally possible, but also the knowledge and ability to see whether it is practically feasible, situational or contextually appropriate and ever actually produced. Thus, Hymes's theory of what constitutes the knowledge of language is much broader than Chomsky's views of linguistic competence, which consists of merely the abstract grammatical knowledge of the language concerned. Another linguistic theory underlying the communicative approach is Halliday's functional account of language use.

Halliday (1970) asserts, "Linguistics ... is concerned ... with the description of speech acts or texts, since only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into

focus." Thus, he emphasizes the importance of context to understand language functions and language use. In addition, Widowson (1978) presented a view of the relationship between linguistic system and their communicative values in text and discourse. Widdowson has made a number of terminological distinctions such as 'signification' and 'value', 'usage' and 'use', 'proposition' and 'illocution', 'cohesion' and 'coherence', etc. to refer to the formal and fictional aspects of language. Besides, Canale and Swain (1980) have identified four components of communicative competence grammatical competence, sociolinguistics competence, grammatical competence, sociolinguistics competence, discourse competence and strategic competence. These components refer to grammatical and lexical knowledge; an understanding of the social context in which the language is used, including role relationships, shared knowledge and the purpose of communication; interpretation of the meanings of individual sentences in the context of text and discourse, and coping strategies that communicators employ to initiate, terminate, maintain, repair and redirect communication respectively.

(Retrieved on 5th December, 2010 from www.nsba.org)

As regards learning theory, the communicative approach does not seem to have been based on any explicit learning theory although certain underlying theoretical principles can be discerned in CLT practices.

In particular, the following three principles can be inferred after Canale and Swain,

- i) Communication principle: Activities that involve real communication promote learning:
- ii) Task principle: Activities in which language is used for carrying out meaningful tasks promote learning.
- iii) Meaningfulness principle language that is meaningful to the learner supports the learning process. (as cited from Khaniya 2005, p. 26)

These principles state the conditions needed to promote second language learning rather than the process of learning. So, learning activities are selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns).

Proponents of the CA believe that language learning comes about through using language communicatively, rather than through mechanical practice of language structures or through formal explanation.

The word function is a key term in communicative language teaching (CLT), just as the 'structure' is the central concern in the structural approach. Functions denote what is done with the language. They refer to communicative properties of sentences to accomplish through language what language does or what we do through the use of language is its function. A language used to communicate something. So, communication is the overall global function of language. Some theoretical assumptions of communicative method are listed below:

1. Focuses on language as a medium of communication. Recognizes that all communication has a social purpose learner has something to say or find out.
2. Communication embraces a whole spectrum of function (e.g. seeking information/apologizing/ expressing likes and dislikes, etc) and notions (e.g. apologizing for being late/asking where the nearest post office is).
3. New Syllabuses based on communicative method offered some communicative ability from early stage.
4. Classroom activities maximize opportunities for learners to use target language in a communicative way for meaningful activities. Emphasis on meaning (messages they are creating or task they are completing) rather than form (correctness of language and language structure) – as in first language.
5. Use of target language as normal medium for classroom management and instruction – reflects naturalistic language acquisition.

6. Communicative approach is much more pupil –orientated, because dictated by pupils' need and interests.
7. Accent is on functional/usable language. Learners should be able to go to foreign country, prepared for reality they encounter there. Need to be able to cope/survive in a variety of everyday situations.
8. Classroom should provide opportunities for rehearsal of real-life situations and provide opportunity for real communication. Emphasis on creative real-plays/simulations /surveys/projects/ playlets – all produce spontaneity and improvisation – not just repetition and drills.
9. More emphasis on active modes of learning, including pairwork and group work – often not exploited enough by teachers fearful of noisy class.
10. Primacy of oral work. Emphasis on oral and listening skills in the classroom. Contact time with language is all important paves way for more fluid command of the language/facility and ease of expression. Not just hearing teacher, but having personal contact themselves with language, practicing sounds themselves, permutation sentence patterns and getting chance to make mistakes and learn from doing so.
11. Errors are a natural part of learning language. Learners trying their best to use the language creatively and spontaneously are bound to make errors. Constant correction is unnecessary and even counterproductive. Correction should be discreet/noted by teacher –let them talk and express themselves – form of language becomes secondary.
12. Communicative approach is not just limited to oral skills. Reading and writing skills need to be developed to promote pupils' confidence in all four skill areas. By using elements encountered in variety of ways (reading/ summarizing/ translating/ discussion/ debates) – makes language more fluid and pupils' manipulation of language more fluent.
13. Grammar can still be taught, but less systematically, in traditional ways alongside more innovative approaches. Recognized that

communication depends on grammar. Disregard of grammatical form will virtually guarantee breakdown in communication.

14. Language analysis and grammar explanation may help some learners, but extensive experience of target language helps everyone. Pupils need to hear plenty said about the topic in the foreign language at regular and recurrent intervals, so they are exposed to the topic and can assimilate it. (Not mere passive acquisition of certain lexical items).
15. Communicative approach seeks to personalize and localize language and adopt it to interests of pupils. Meaningful language is always more easily retained by learners.
16. Use of idiomatic/everyday language (even slang words 'bof bof/ 'T'sais pas'). This kind of language used in communication between people – not a medium'/ grammatical / exam-oriented / formal language.
17. Makes use of topical items with which pupils are already familiar in their own language. Motivates pupils arouses their interest and leads to more active participation.
18. Avoid age-old texts – materials must relate to pupils own lives/must be fresh and real) cf. Whitmarsh texts developing language but not communicative language!) Changing texts and materials regularly keeps teacher on toes and pupils interested.
19. Language need not be laboriously monotonous and 'medium' oriented. Can be structured but also spontaneous and incidental. Language is never static. Life isn't like that- we are caught unawares, unprepared, 'Pounced upon!' Pupils need to practice improving /ad-libbing/ talking off the cuff, in an unrehearsed but natural manner./
20. Spontaneous and improvised practice helps to make mind flexible and inspire confidence in coping with unforeseen, unanticipated situations. Need to 'go off at tangents'/ use different registers / develop alternative ways of saying things.

21. Communicative approach seeks to use authentic resources. More interesting and motivating. In foreign language classroom authentic texts serve as partial substitute for community of native speaker. Newspaper and magazine articles, poems, manuals, receipts, telephone directories, videos, news bulletins, discussion programmes – all can be exploited in variety of ways.
22. Important not to be restricted to textbook, Never feel that text-0book must be used from cover to cover. Only a tool / starting point. With a little inspiration and imagination, text book can be manipulated and rendered more communicative. Teacher must free himself from it, rely more on his own command of language and his professional expertise as to what linguistic items, idioms, phrases, words, need to be drilled/exploited/extended.
23. Use of visual stimuli – OHP/flash cards, etc – important to provoke practical communicative language. (3 stages presentation/ assimilation/ reproducing language in creative and spontaneous way).
24. Visual resources can be exploited at whatever level on wishes – help to motivate and focus pupils' attention.

(Retrieved on 13th December, 2010 from oldweb.medison)

1.1.4 Communicative Method to Language Teaching

Communicative method to language teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. Communicative language teaching makes use of real-life situations that necessitate communication.

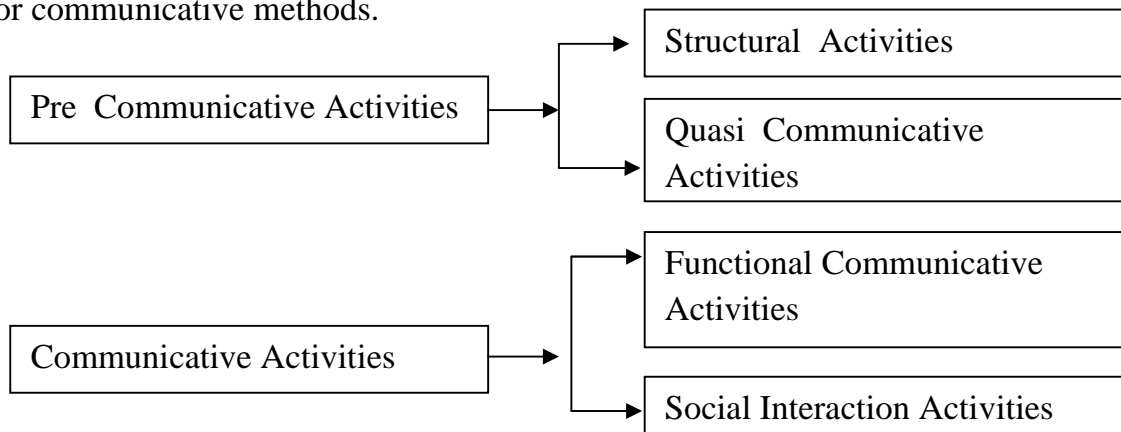
The teacher sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in

suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaning topics.

Berns, (1984) an expert in the field of communicative language teaching, writes in explaining Firth's (1974) view that language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak) (p. 5 as cited from iteslg.org). The characteristics of communicative language as stated in Richards and Rodgers (2001) are as follows:

-) It pays systematic attention to functional as well as structural aspect of language.
-) Language learning is learning to communicate.
-) Authentic and meaningful communication should be the goal of class room activities.
-) Meaning is paramount.
-) Students errors are tolerated.

Littlewood (1981, p. 86) gives the following diagram for classroom procedures for communicative methods.



Through pre-communicative activities, the teacher isolates specific elements of knowledge or skill which compose communicative ability, and provides the learners with opportunities to practice them separately.

In communicative activities, the learner has to activate and integrate his/her pre-communicative knowledge and skill, in order to use them for the communication of meanings. She/he is therefore, engaged in practicing the total skill communication.

Nunan (1991) has given five basic characteristics of CLT.

1. An emphasis on learning to communicate free interaction in the TL.
2. The introduction of authentic text in to the learning situation.
3. The provision of opportunities for learners to focus not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom learning with activities outside the classroom.

(Retrieved on 14th Dec, 2010 from www.twurdy.com-index)

Larsen-Freeman (2000, pp. 132-135) gives the following types of classroom techniques:

) **Authentic materials**

Adherents of CLT advocate the use of language materials authentic to native speakers of the target language to overcome the typical problem that students cannot transfer what they learn in the classroom to the outside world and to expose students to natural language in a variety of situations.

) **Scrambled sentences**

The students are given a passage (a text) in which the sentences are in a scrambled order. This may be a passage they have worked with or one they

have not seen before. They are told to unscramble the sentences so that the sentences are restored to their original order.

) **Language games**

Games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice.

) **Picture strip story**

Many activities can be done with picture strip stories. Problem-solving tasks work well in CLT because they usually include the three features of communication. They give students practice in negotiating meaning.

) **Role play**

Role plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles.

In communicative method students are expected to interact with other people through pair and group work or in their writing. Teachers will help learners in any way that motivates them to work with the language. When students communicate they use language to accomplish same functions. Such as arguing, persuading or promising. Moreover, we carry out these functions within a social context. A speaker will choose a particular way to express his/her argument not only based upon his or her intent and his/her level of emotion, but also on whom he or she is addressing and what his/her relationship with that person is.

The goal of this method is to enable students to communicate using the target language structures and vocabularies are important in this approach. Littlewood (1981) states "one of the most characteristics features of communicative

language teaching are that it pays systematic attention to functional as well as structural aspect of language."

Thus, we can say that communicative method is very important in language teaching to develop feeling of confidence in use of real language.

1.1.5 Importance of Communicative Method in Language Teaching

Communicative method places great emphasis on learning language functions. The main importance of this method in language teaching is to develop communicative competence in student i.e. to use language according to context which includes linguistics, sociolinguistic, strategic and discourse competence.

This method is very much interesting and motivating on the part of the students. It is because they will not take language learning as a burden. Montaigne writes, "Without methods, without a book, without grammar or rules, without a whip and without tears, I had learned Latin as proper as that of my schoolmaster" (as recited in Richards and Rodgers 2001, p.157).

Some importance of communicative method in language teaching are listed below:

1. The communicative method is a learner-centered method of language teaching. In this method, students are allowed to engage in different kinds of activities and each students is allowed to progress through prescribed material at his or her own rate.
2. Instruction is based on the areas of the students' interest or aim. For example, if the students give interest in tourism or say if their aim is to be a tourist guide, then we can develop a unit around it (tourism).
3. In this method teachers can know whether the students understand and the students can get feedback. There is a great deal of teacher-student and student-student interaction.
4. This method gives emphasis to function and meaning without neglecting the structure or grammar. In other words, this method is an integration of grammatical and functional teaching. That is to say, this method pays

systematic attention to functional as well as structural aspects of language.

5. It is humanistic approach to language teaching. It takes account of human feeling and emotions. Students get several opportunities for cooperative interactions with their fellow students and the teacher and thus student security is enhanced. Students do not think their teacher as their boss but a facilitator in learning.
6. Students have opportunity to discover or create but do not repeat what is to be learned.
7. Communication, on which this method gives primary emphasis, is the overall, global function of language.
8. Students do not think that they are learning but they will feel that they are learning to do something useful with the language they study.
9. This method is liberal to allow any methods, devices and techniques to promote language learning.
10. It is not the structure but meaning, which is paramount in this method that we convey and grasp through language.
11. Error is corrected indirectly by the teacher or the teacher makes the students correct their errors themselves indirectly so that there is humiliation on the part of the students. Error is considered as a natural outcome of the development of communication skills.
12. Students have choice to use any sort of language for appropriate communication.
13. Students are not only learning but also using language. This is what we call learning by doing.
14. This method is suitable even for mixed class.
15. Students are not taught directly but they are encouraged to be involved in learning.

(Retrieved on 10th Dec, 2010 from [usteacher.biz/.../the communicative approach-to-language-teaching/-cached](http://usteacher.biz/.../the-communicative-approach-to-language-teaching/-cached))

1.1.6 Role of Students in Communicative Method

Breen and Candlin (1981, as cited in Richards and Rodgers, 2001) said:

The role of learner as negotiator between the self, the learning process, and the object of learning emerges form and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains and thereby learn in an interdependent way (p. 166).

Some other roles of students in communicative method are listed below:

-) Learners are often more motivated with this method as they have an interesting 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 on 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 10th Dec, 2010 from www.nsba.org)

Thus, we can say that in communicative method students are actively engaged in negotiating meaning in trying to make themselves understood even when

their knowledge of the target language is incomplete. They learn to communicate by communicating. Also, since the teachers' role is less dominant than in a teacher centered method, students are seen as more responsible managers of their own learning.

1.1.7 Role of Teachers in Communicative Method

Breen and Candlin, (1981), (as cited in Richards and Rodgers, 2001) said:

The teacher has two main roles the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first as an organizer of resources and as a resource himself. Second as a guide within the classroom procedures and activities... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities (p. 167) .

In the above description, Breen and Candlin (ibid) point out two major roles of the teacher: primary roles facilitator and participant and secondary roles-organizer, guide and researcher/learner. These roles are elaborated below:

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.

Participant: The teacher in the communicative classroom is not an authority. S/he sometimes becomes a student and interacts with students as a friend. It evokes the sense of real communication. The traditional picture of teachers during student discussions, 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 groups, and finally closing things down when it is time to stop. The teacher should organize the activities which students are going to do in such a way that they can understand what 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 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.

Researcher/Learner: The teacher must be a researcher. It shows that s/he must have thrust on learning. S/he must bring innovations in teaching. If s/he follow same techniques/activities every day, students will lose the sense of interaction because of monotony.

Richards and Rodgers (2001, pp. 167-168) provide three other roles of the teacher in communicative language teaching. The roles given by them are:

Needs analyst: The teacher has to conduct the activities according to the need of students. Although it seems difficult and impracticable, the CLT (Communicative Language Teaching) 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 assets 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, interview, etc.

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 student-centered. For that s/he must have different classroom management skills like organizing group works, pair works, project works, etc. S/he has to organize the classroom as a setting for communication and communicative activities.

Summarizing the role of teachers we can say that the teacher is a facilitator of his or her students' learning. As such she/he has many responsibilities to fulfill and many roles to play. She/he is a manager of classroom activities. In this role, one of his/her major responsibility is to establish situations likely to promote communication. During the activities she/he acts as an advisor, answering students' questions and monitoring their performances. At other time she/he might be a co-communicator engaging in the communicative activity along with the students.

1.2 Review of Related Literature

Many researches have been carried out in the field of the English language in the foreign countries and Nepal. Likewise, a number of teachers and research scholars have carried out several studies at comparing methods in terms of their effectiveness. But quite a few research studies related to communicative method in English language teaching can be found. In Nepal, among many

research studies, some of them have been conducted to find out the effectiveness of communicative method in teaching English using experimental research. The related studies are reviewed as follows:

Ghimire (2001) has carried out his thesis on the topic of "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 main objective was to find out effectiveness of GT Method and communicative method in English Language Teaching. He taught for a month in a school by using the two methods and found that teaching through communicative approach is more effective than that of teaching through translation method. Likewise, Prasai (2001) has carried out a research entitled 'A study on formal and communicative competence acquired by the ninth grade students of Makwanpur. Her main objective was to find out communicative competence of grade nine students. She selected forty students reading in nine class from Makwanpur district and collected the data by using questionnaire. She concluded that the students were weaker at using the particular language forms and functions in appropriate situations. Moreover, Chamlagain (2004) has carried out research on the topic of 'Problem in applying communicative approach in Secondary level.' His main objective was to find out problems in the use of communicative method in secondary level. He selected eighty teachers from Jhapa district and collected data from questionnaire. He found out that the most serious problems of applying communicative method were lack of physical facilities and large size of the classes. He also found that lack of sound knowledge on communicative approach was also the serious problem of applying communicative approach.

Adhikari (2007) did a study on the topic of "Effectiveness of communicative method in teaching reading comprehension". His main objective was to find out effectiveness of communicative method in teaching reading comprehension. This research was an experimental research. He taught for a month in a school by using communicative method in teaching reading

comprehension. He found that communicative method is highly important but the teachers in government-aided schools and even in private schools as well applying G.T. method. A similar study was carried out by Khanal (2007) who carried out her thesis on the topic of "The effectiveness of communicative method in teaching vocabulary." Her main objective was to find out the effectiveness of communicative method in teaching vocabulary. This research was an experimental research. She taught for a month in a school by using communicative method for teaching vocabulary. She found that communicative method is more useful for teaching vocabulary than other methods. Likewise, Chapagain (2008) carried out a study on the topic of "Effectiveness of communicative approach in teaching writing". Her main objective was to find out effectiveness of communicative approach in teaching writing. This research was an experimental research. She taught for a month in a school by using communicative approach for teaching writing. She also found that communicative method is more effective than other methods for teaching writing skills.

Dahal (2008) carried out a study on the topic of "Communicative strategies used by the secondary level teachers and students." Her main objective was to find out communicative strategies used by the secondary level teachers and students. She has found the following strategies used by the students and teachers: Simplification, formulaic expression, Repetition, paraphrase, language shift, code switch, mime, synonym, antonym, mother tongue, approximation word coinage, substitution, Generalization, description, explanation, restructuring, exemplification, Guessing, asking, etc.

Pant (2009) has carried out research on "Perception of communicative language teaching by secondary level English teachers". His main objective was to find out perception of communicative language teaching by secondary level English teachers. In his research study he found that different teacher perceive the 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. In his research he also found that the secondary level English teacher perceived that the text book had positively influenced them to implement CLT in CLT class whereas the examination system being adopted was a cause of interference.

Shrestha (2009) has carried out his research study on the topic "Teaching English through communicative method A Case Study". His main objective was to find out problems in using communicative method. He found that majority of the teachers were found playing the role of the facilitator through 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 also found that most of the teachers agreed hesitation as one of the difficulties in using communicative approach.

Despite the multiplicity of the researches, the present study was confined to view the challenges faced by the English language teachers in the use of communicative language teaching in Nepalese context.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i) To find out challenges faced by the English language teachers in the use of communicative language teaching.
- ii) To suggest some pedagogical implications of this study.

1.4 Significance of the Study

Language is a means of communication, language cannot be learnt until and unless it is used in day-to- day life. Communicative language teaching is the only one way to teach language to the students. So, that this research tried to find out the use of communicative language teaching in Nepalese context.

Whoever is interested to see the condition of English language teaching, this thesis will be very much fruitful for him/her.

In particular, this study will be significant to those who are interested in language teaching and learning (especially to English language teachers) and will be equally significant for syllabus designers, trainers, students, textbook writers, researchers, methodologist, and all the persons directly and indirectly involved in ELT.

CHAPTER TWO

METHODOLOGY

I have adopted the following methodology.

2.1 Sources of Data Collection

I used both primary and secondary sources for data collection.

2.1.1 Primary sources

The primary sources of data for this study were English language teachers of Morang district.

2.1.2 Secondary Sources

For the successful completion of the study, I also consulted different books, journals, articles, website and previous research studies. More specifically the following were the sources of the study:

Hymes, (1971), Littlewood (1981), Lyons, (1981), Larsen-Freeman (2000), Harmer, (2001) and Richard and Rodgers (2001).

2.2 Population of the Study

The sample population of the study was the secondary level teachers teaching in different government-aided and private schools of Morang district.

2.3 Sampling Procedure

Forty secondary level teachers in different ten government-aided and ten private schools of Morang district were selected by using simple random sampling.

2.4 Tools for Data Collection

I used a questionnaire containing objective and subjective questions to collect data (see appendix I and II). Similarly, I observed concerned classes to collect more reliable data. To observe the classes, I used class observation form (see Appendix III).

2.5 Process of Data Collection

I followed the following stepwise procedures to collect the required information:

- i. First of all, I selected forty teachers from the sample schools in Morang district.
- ii. Then, I visited the selected schools and described purpose and processes to the authority and took permission to carry out the research work.
- iii. I fixed the time for data collection.
- iv. After this, I distributed a questionnaire containing both objective and subjective questions to the selected teachers.
- v. Then, I again visited the same schools to collect the given questionnaire.
- vi. Then, I observed one class each of the respondents.

2.6 Limitations of the Study

The study had the following limitations:

- i) The study was limited to only the challenges faced by the English language teachers in the use of communicative language teaching.
- ii) The population of the study was limited to forty teachers teaching in different government-aided and private schools of Morang district.
- iii) The research was limited to the challenges in the use of communicative language teaching, not the other aspects of communicative language teaching.

CHAPTER III

ANALYSIS AND INTERPRETATION

This section deals with the analysis and interpretation of the data collected from primary sources. For the analysis, at first, I classified all the data on the basis of the objective/subjective questions and class observation form. As regards to objective questions I have tabulated the data as well.

3.1 Analysis of the Data Obtained from Objective Questions

Under this title, item wise analysis of all the responses of fifteen objective questions taken from twenty government-aided school teachers and twenty private school teachers have been analyzed.

Q. No. 1: Which one of the following activities do you mean communicative language teaching?

- a) Teaching and learning grammar rules
- b) Translation activities
- c) Teaching language by creating real life situation
- d) Dictation activities

As regards Q. No. 1 the responses provided by the informants have been analyzed below:

Table No. 1

Opinions Towards Communicative Language Teaching

Types of School	Options							
	Teaching and learning grammar rules		Translation Activities		Teaching Language by Creating Real Life Situation		Dictation Activities	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Private	2	10			18	90		
Government					20	100		
Total	2	5			38	95		

The above table shows that only 2 (10%) teachers from private school viewed communicative language teaching as teaching and learning grammar rule. All the other 90 percent teachers viewed communicative language teaching as teaching language by creating real life situation. All the teachers from government-aided schools viewed communicative language teaching as teaching language by creating real life situation. It shows that still now some of the teachers from private schools are unknown about communicative language teaching.

Q. No. 2: Which one of the following is the best objective of language teaching?

- a. To teach target language grammar
- b. To make students able to analyze target language.
- c. To make students able to translate from TL to MT and vice versa.
- d. To make students communicate in the TL.

Analysis of Q. No. 2, according to the responses provided by the informants has been given below:

Table No. 2
The Objective of Language Teaching

Types of School	Options							
	To teach target language grammar		To make students able to analyze target language		To make students able to translate from TL to MT and vice versa		To make students communicate in the TL.	
	No.	%	No.	%	No.	%	No.	%
Private	1	5	2	10			17	85
Government			3	15			17	85
Total	1	2.5	5	12.5			34	85

This table shows that the majority of private and government-aided school teachers consider the option to make students communicate in the TL as the best objective of language teaching and their percent is eighty-five. Only 15% respondents considered other options as the objective of language teaching.

Q. No. 3: Which one of the following factors mainly prevents you from applying communicative method in your class?

- a. Large size of the class
- b. Lack of physical facilities
- c. Lack of sound knowledge on communicative approach.
- d. Lack of sufficient training on ELT

As regards Q. No. 3 the responses provided by the informants have been analyzed below:

Table No. 3

Preventing Factor of Applying Communicative Method in Class

Types of School	Options							
	Large size of the class		lack of physical facilities		Lack of sound knowledge on communicative approach.		Lack of sufficient training on ELT	
	No.	%	No.	%	No.	%	No.	%
Private	4	20	5	25	4	20	7	35
Government	5	25	4	20	4	20	7	35
Total	9	22.5	9	22.5	8	20	14	35

This table shows that the majority of government-aided and private school teachers considered lack of sufficient training on ELT as the most disturbing factor for the application of communicative method inside the classroom. Again 25 percent respondents from the government-aided school said that large size of the class is also the problem of application of communicative method in

class. Similarly, 25 percent respondents from private schools said that lack of physical facilities is also main problem of applying communicative method. Other respondents considered the other options as the problem of application of communicative method in their class.

Q. No. 4: The role of the student in your class should be

- a. A follower of the teacher
- b. An active participant in teaching learning process
- c. A passive listener
- d. A disciplined learners

Analysis of Q. No. 4, is given below:

Table No. 4
Role of Students Inside the Class

Types of School	Options							
	A follower of the Teacher		An active participant in teaching learning process		A passive listener		A disciplined learner	
	No.	%	No.	%	No.	%	No.	%
Private	1	5	19	95				
Government	1	5	17	85			2	10
Total	2	5	36	90			2	5

This table shows that 95 percent respondents from private school and 85 percent respondents from government-aided school prefer the active role of the students in teaching learning process. No one prefers the role of student as passive listener and only few respondents prefer as a follower to the teacher and as a disciplined learner.

Q. No. 5: Which of the following method do you use in your teaching?

- a. GT method
- b. Direct method
- c. Audio-lingual method
- d. Communicative method.

As regards Q. No. 5 the responses provided by the informants have been analyzed below:

Table No. 5
Method Used in Classroom

Types of School	Options							
	GT Method		Direct Method		Audio-lingual Method		Communicative Method	
	No.	%	No.	%	No.	%	No.	%
Private	1	5	1	5			18	90
Government	2	10					18	90
Total	3	7.5	1	2.5			36	90

This table shows that 36 (90%) teachers from both private and government-aided school prefer to use communicative method in their language teaching. Similarly, 5 percent from private school and 10 percent from government-aided school teachers prefer direct method and government-aided school's teachers do not use direct method and teachers from both types of schools do not use audio lingual method in their class.

Q. No. 6: Do you think communicative method is being used in Nepal?

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

As regards Q. No. 6, the responses provided by the informants have been analyzed below:

Table No. 6
Communicative Method is being Used in Nepal

Types of School	Options							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Private			11	55	8	40	1	5
Government	2	10	8	40	3	15	7	35
Total	2	5	19	47.5	11	27.5	8	20

The above table shows that 10 percent teachers from government-aided schools strongly agree that communicative method is being used in Nepal. But teachers from private schools do not strongly agree for the same statement. Similarly, 55 percent teachers from government-aided schools agree with the statement i.e., communicative method is being used in Nepal. Similarly 40 percent teachers from private and 15 percent teachers from government-aided school disagree with the statement, communicative method is being used in Nepal. Again 5 percent teachers from private and 35 percent teachers from government-aided school strongly disagree with the same statement. In total 19 (47.5%) teachers agree that communicative method is being used in Nepal.

Q. No. 7: Which of the following activities do you regard as a communicative approach?

- | | |
|----------------|----------------------|
| a. Drilling | c. Rule presentation |
| b. Translation | d. Interaction |

As regards Q. No. 7, the responses provided by the informants have been analyzed below:

Table No. 7
Activities Under Communicative Approach

Types of School	Options							
	Drilling		Translation		Rule Presentation		Interaction	
	No.	%	No.	%	No.	%	No.	%
Private	1	5			1	5	18	90
Government			2	10			18	90
Total	1	2.5	2	5	1	2.5	36	90

This table shows that most of the private school teachers and government-aided school teachers or 90 percent teachers consider the option 'interaction' as the communicative activity. But 5 percent teachers from private school consider drilling as communicative activity and again five percent private school teacher consider rule presentation as communicative activity whereas, 10 percent teachers from government-aided school consider translation as communicative activity.

Q.No. 8: "Language is basically learnt through using language for communication"

- | | |
|-------------------|----------------------|
| a. Strongly agree | c. Disagree |
| b. Agree | d. Strongly disagree |

The analysis of Q. No. 8 has been given below:

Table No. 8

Language is Learnt Through Using Language for Communication

Types of School	Options							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Private	15	75	5	25				
Government	13	65	7	35				
Total	28	70	12	30				

This table shows that most of the teachers from both private and government-aided schools showed their agreement towards the statement 'language is learnt through using language in communication'. To say in percent 15 (75%) teachers from private school and 13 (65%) teachers from government-aided schools strongly agree with the statement and 25 percent teachers from private and 35 percent teachers from government-aided school agree that language is learnt through using language for communication.

Q. No. 9: Which of the following two skills are most important in language teaching?

- a. Listening and speaking
- b. Listening and writing
- c. Listening and reading
- d. Reading and writing

As regards Q. No. 9, the responses provided by the informants have been analyzed below:

Table No. 9
Most Important Skills in Language Teaching

Types of School	Options							
	Listening and Speaking		Listening and Writing		Listening and Reading		Reading and Writing	
	No.	%	No.	%	No.	%	No.	%
Private	14	70	2	10			4	20
Government	17	85			1	5	2	10
Total	31	77.5	2	5	1	2.5	6	15

This table shows that 14 (70%) teachers from private school and 17 (85%) teachers from government-aided school consider the option 'listening and speaking' as the most emphasized skills in teaching. Similarly, 10 percent teachers from private schools consider 'listening and writing' as the most emphasized skills in teaching. On the other hand, 5 percent teachers from government-aided school consider 'listening and reading' as the most emphasized skills in language teaching and 20 percent teachers from private school and 10 percent teachers from government-aided school consider 'reading and writing' as the most emphasized skills in teaching language.

Q. No. 10: "The teacher should always correct the mistake of a learner."

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

The analysis of Q. No. 10, on the basis the responses provided by the informants have been analyzed below:

Table No. 10
Teachers Should Correct the Mistakes

Types of School	Options							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Private	1	5	12	60	5	25	21	10
Government	6	30	2	10	5	25	7	35
Total	7	17.5	14	35	10	25	9	22.5

This table shows that most of the teachers from private school agree with that teacher should always correct the mistake of learners. Five percent of them strongly agree, 60 percent agree and 25 percent disagree and 10 percent strongly disagree. On the other hand, most of the teachers from government-aided school disagree with that teacher should correct the mistake of learners. Thirty-five percent of them strongly disagree, 25 percent disagree and 10 percent agree and 30 percent strongly agree.

Q. No. 11: Which of the following statement is true?

- a. Writing is just secondary representation of language.
- b. Literary language is superior than colloquial language.
- c. Writing has greater importance than speaking
- d. Writing should be emphasized much in ELT.

As regards Q. No. 11, the responses provided by the informants have been analyzed below:

Table No. 11
Views Towards Literary Language and Writing Skill

Types of School	Options							
	Writing is just Secondary Representation of Language		Literary Language is Superior than Colloquial Language		Writing has greater importance than speaking		Writing should be emphasized much in ELT	
	No.	%	No.	%	No.	%	No.	%
Private	11	55	4	20	1	5	4	20
Government	15	75	3	15	2	10		
Total	26	65	7	17.5	3	7.5	4	10

This table shows that 11 (55%) private school teachers and 15 (75%) government-aided school teachers consider the option 'writing is just secondary representation of language' as the true statement. Similarly, 20 percent teachers from private school and 15 percent teachers from private school and 15 percent teachers from government-aided schools consider literary language is superior to colloquial language.

For the third option 'writing has greater importance than speaking' 5 percent teachers from private school and 10 percent teachers from government-aided schools show their agreement. Similarly, 20 percent teachers from private school only consider writing should be emphasized much in ELT.

Thus, it is clear that most of the teachers viewed writing as secondary representation of language.

Q.No. 12: Which of the following should be taught to make the learners communicatively competent

- a. Writing practice
- b. Grammatical rules
- c. Translation activity
- d. Communicative functions

The analysis of Q. No. 12 has been given below:

Table No. 12

Emphasized Area to Make the Learners Communicatively Competent in TL

Types of School	Options							
	Writing Practice		Grammatical Rules		Translation Activity		Communicative Function	
	No.	%	No.	%	No.	%	No.	%
Private	2	10	1	5			17	85
Government							20	100
Total	2	5	1	2.5			37	92.5

This table shows that all the teachers i.e. 20 (100 %) from government-aided schools and 17 (85%) teachers from private schools consider the option 'communicative functions' as the most emphasized area to make the learners communicatively competent in it.

Only 10 percent and 5 percent teachers from private school consider the option 'writing practice' and grammatical rules' as the most emphasized areas to make the learners communicatively competent in TL respectively.

Q. No. 13: "Grammar should be taught deductively."

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

As regards Q. No. 13, the responses provided by the informants have been analyzed below:

Table No. 13
Views on Deductive Method for Grammar Teaching

Types of School	Options							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Private	4	20	4	20	7	35	5	25
Government			6	30	8	40	6	30
Total	4	10	10	25	15	37.5	11	27.5

This table shows that most of the teachers from both private and government-aided schools disagree with deductive method for grammar teaching.

Among them, 35 percent from private school and 40 percent from government-aided school teachers disagree with deductive method for grammar teaching and again 25 percent private school teachers and 30 percent government-aided school teachers strongly disagree with the same view.

But only 20 percent teachers from private school strongly agree with deductive method for grammar teaching and 20 percent from private and 30 percent from government-aided school teachers agree with deductive method for grammar teaching.

Q. No. 14: Which of the following activity is the most in language teaching?

- a. Picture description
- b. Using grammatical rules to make sentence
- c. Pronunciation training
- d. Teachers' lecture

As regards Q. No. 14, the responses provided by the informants have been analyzed below:

Table No. 14.
Most Effective Activity in Language Teaching

Types of School	Options							
	Picture Description		Using Grammatical Rules to make Sentences		Pronunciation Training		Teachers' Lecture	
	No.	%	No.	%	No.	%	No.	%
Private	11	55	7	35	2	10		
Government	17	85			2	10	1	5
Total	28	70	7	17.5	4	10	1	2.5

This table shows that 55 percent teachers from private school and 85 percent teachers from government-aided schools consider the option 'picture description' as the most effective activity in the language teaching. Similarly, only 35 percent teachers from private school consider the option 'using grammatical rules to make sentence' as the most effective activity in the language teaching. Again 10 percent teachers from both government-aided and private schools consider pronunciation training as the most effective activity in the language teaching. In case of teacher's lecture only 5 percent teachers from government-aided schools consider as the most effective activity in the language teaching.

Thus, both the private and government-aided school teachers view that 'picture description' as the most effective communicative activity.

Q. No. 15: "Teacher centered teaching approach will be more effective than students centered teaching approach."

- | | |
|-------------------|----------------------|
| a. Strongly agree | c. Disagree |
| b. Agree | d. Strongly disagree |

As regards Q. No. 15, the responses provided by the informants have been analyzed below:

Table No. 15

Effectiveness of Teacher Centered Teaching Approach Over Students Centered Teaching Approach

Types of School	Options							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Private		10	2	10	6	30	10	50
Government					6	30	14	70
Total	2	5	2	5	12	30	24	60

The table above shows that 10 (50%) teachers from private school and 14 (70%) teachers from government-aided schools strongly disagree with effectiveness of teacher centered teaching approach over students centered teaching approach. Again, 30 percent teachers from both government-aided and private school teachers disagree with the same statement.

But only 10 percent teachers from private school show their strong agreement and again 10 percent private school teachers show their agreement to the effectiveness of teacher centered teaching approach over student centered teaching approach.

Thus, it shows that most of the government-aided school teachers and private school teachers view their strong disagreement to the effectiveness of teacher centered teaching approach over students centered teaching approach.

3.2 Analysis of Data Obtained from Subjective Type Questions

All the responses taken from ten subjective questions have been analyzed on the basis of individual items.

Q. No. 1: What according to you is communicative method in language teaching?

Regarding the question no. 1, almost all the teachers, irrespective of which type of school they belong to define communicative method satisfactorily. All the teachers viewed that communicative method is a method which enables learners to use the target language appropriately in social context. They also viewed that it is based on the theory which assumes that language is a means of communication and all four language skills are equally important for proper communication.

Q. No. 2: Do you want to use communicative method in your class? If yes why? If no, why?

Regarding the question no. 2, almost all the teachers want to use communicative method in their class. Because according to them communicative method helps the learner to use language in social context which is the main aim of language teaching. Again they viewed that students can unknowingly learn the target language while taking part in games, and role-play activities or in pair or group works.

Q. No. 3: Mention some of the challenges or difficulties you have faced in the use of communicative method in your classroom. How do you think they can be overcome?

Regarding the question no. 3, most of the teachers from both government-aided and private schools mentioned the following challenges or difficulties they have faced in the use of communicative method in their classroom.

- Z Large size of class
- Z Weak implementation of academic policies
- Z Lack of teaching materials
- Z Lack of sound knowledge of communicative approach
- Z Lack of audio visual materials
- Z Overload of periods
- Z Weak background of students in English.

To overcome these problems the teachers from government-aided school teachers have given the following suggestions:

- Z The government should raise teachers' quotas to maintain 1:40 teacher-students ratio.
- Z The government should declare English as only medium of instruction for all the subjects.
- Z The government should provide teacher trainings for teachers' professional development.
- Z We can prepare low cost teaching materials by using second hand materials.

Similarly, teachers from private schools mainly focused for the management of physical facilities and teacher's trainings to overcome this problem.

Q. No. 4: How do you teach grammar inductively or deductively? Why?

Regarding the question no. 4, the majority of the teachers (75%) from private and government-aided schools want to use inductive method in their grammar teaching. Because they said that when they provide more examples the students generalize the rules of grammar easily.

Q, No. 5: Do you use GT method in your classroom? Why?

Regarding the question no. 5, most of the teachers from the government-aided schools said that they sometime use GT method especially in teaching literature

based texts. And they also use GT method when the definition to a word is longer and more difficult and contextualization also does not make the meaning clear. According to them, the main reason of using GT method is weak foundation of the target language. But most of the private teachers said that they do not use GT method in their language teaching.

Q. No. 6: Mention some of the advantages that you have achieved while applying communicative method.

Regarding the question no. 6, the majority of the teachers from private and government sector have mentioned the following advantages

- Z Language learning becomes fun instead of burden for the students.
- Z Confidence develops in students.
- Z It enables the learners to be fluent speaker in the target language
- Z It follows the natural process of language learning.
- Z At least students can get something for communication.
- Z Students are well motivated and interested in classroom activities.
- Z It is appropriate to teach four skills of language.

Q. No. 7: How far do you integrate all the four skills of language teaching? What difficulties do you face in doing so?

Regarding the question no. 7, most of the teachers from private and government-aided schools want to integrate all the four skills of language while teaching. To integrate all the four skills of language they are following difficulties:

- Z It is difficult to manage time.
- Z Lack of physical facilities (i.e. electricity, cassette player, etc)
- Z It needs the active and enthusiastic students but many students in the classroom are introvert as well as passive.
- Z Listening and speaking skills are neglected in our present examination system, only reading and writing skills are focused in exam.
- Z Lack of audio visual materials.

Q. No. 8: For what purpose communicative method is important? (to teach grammar, to teach communicative functions, reading comprehension, etc)

Regarding the questions no. 8, most of the teachers teaching in private and government-aided schools wrote that communicative method is important to teach communicative functions. They viewed this method helps to develop communicative competence in the learners.

Q. No. 9: What do you think communicative method is focused in language teaching?

Regarding the question no 9, most of the teachers irrespective of which school, they belong to said that communicative method should be focused in language teaching because this method teaches the language rather than about the language.

Q. No. 10: What is /are the objectives of foreign language teaching?

Regarding the question no 10, most of the private and government-aided school teachers opined the objectives of foreign language teaching in the same way. They listed the objectives of foreign language teaching as follows:

- Z To enable the students to communicate their feelings, thought, opinions and emotions in target language.
- Z Familiarize the learners to target language culture.
- Z To bring closeness among the people of the world.
- Z To facilitate and know the literature of target language.
- Z To get knowledge about the modern science and technology.

3.3 Analysis of the Data Obtained from Class Observation Form

Most of the teachers, irrespective of the type of school they belonged to, tried their best to implement communicative approach in their class. Because of the large class size and lack of facilities, they could not implement communicative

approach successfully. Government-aided school teachers, did not use listening cassettes for listening texts because of lack of cassette players, electricity and batteries. Same was the case with private school teachers as well.

Most of the teachers from both government-aided and private schools showed their authoritative role in the learning activities, private school teachers managed time for students to take part in class, students participated in interaction whereas students of government-aided schools were found shy, hesitated and nervous while doing so. The classroom was found teacher centered rather than student centered.

Regarding teaching of grammar, most of the teachers were found teaching explicitly. Most of the government aided school teachers did not correct students' errors and they also did not provide immediate feedback while teaching. But the private school teachers seemed a bit different regarding correction and feedback. They corrected students' errors and provided feedback immediately at the time of teaching.

Almost all the teachers of both sectors tried to integrate all the skills. But especially, the government-aided school teachers became unsuccessful. Most of the students from private schools are found interacting in the English language but the students from government-aided schools are found interacting in the Nepali language. Similarly, most of the teachers from government-aided schools are not found using the target language as the medium of instruction. But the teachers from private schools are found using the target language as the medium of instruction.

Most of the teachers wanted the role of a student as an active participant in teaching learning process but they did not give chance to students to speak sufficiently. Some students actively participated in teaching learning activities but some shy natured students did not take part both in private and government-aided schools.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation of the data, The following findings have been derived

- i) Majority of the teachers (90%) from both private and government-aided schools wanted to use communicative method in their language teaching. But lack of sufficient training on ELT was found more serious problem amongst all the problems. Similarly, large size classroom was also found to be the problematic areas in using communicative approach. Besides these two, through observation it was also found that lack of sound knowledge on communicative approach was also the serious problem for applying communicative method.
- ii) Most of the teachers (77.5%), in both sectors, viewed that listening and speaking are the most emphasized skills. However, in actual observation they are found to use reading and writing with much attention.
- iii) Most of the students (85%) are found passive listener in their classroom. On the other hand majority of the teachers preferred the role of students as an active participants and follower of the teachers.
- iv) Most of the teachers (65%) from private schools agree that the teacher should always correct the mistake of a learner. But most of the teachers (60%) from government-aided school are not agreed with the same statement.
- v) More than 90 percent teachers regarded interaction as a best activity in language learning.
- vi) Most of the teachers opinioned, the main aim of language teaching is to make the learners able to communicate in target language community or in social context.

4.2 Recommendations

On the basis of the findings from the analysis and interpretation of data, some recommendations have been made. They are as follows:

- i) Many teachers are found to use traditional way of teaching, so what they need is training regarding new pedagogical techniques and methods developed in the field of ELT.
- ii) Although the primary skills of language are listening and speaking teachers did not seem to be giving due attention to these skills. To improve this situation, the weightage of these skills in exam should be increased.
- iii) The English books should be made more communicative than they are today. Moreover the teachers should be given orientation training for "How to use the text book effectively".
- iv) Basic teaching materials should be managed by schools.
- v) Government should declare English as the only medium of instruction for all the subjects.
- vi) Physical facilities should be managed properly.
- vii) For the government-aided schools, teachers' quotas should be raised according to the number of students.
- viii) Strict supervision in both private and government-aided schools should be applied by the concerned sector. The supervision should provide feed back to the teachers regarding their teaching learning strategies.
- ix) ELT classroom is in many ways different from the other classes in which the primary focus is given on the context. Therefore, the school management needs to be made familiar with the peculiarities and problems in the language classroom. So that, they can help to deal with some of the environmental constraints such as classroom management, complain about the noise in English classes.

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