CHAPTER ONE
INTRODUCTION

Possessing at least one language is a must and a primitive divine gift on the part of human beings. However, the privilege of access to more than one language is one of the consequences brought by human socialization, civilization, globalization and spirit of inquiry and development. Consequently, the tradition of learning, teaching and acquiring languages other than one's ancestral, primitive divine heritage, came to exist in the present form of teaching and learning language. The present research work entitled "Practice of Communicative Approach in ELT classrooms", is directed toward one of the issues provoked by human thrust of enriching linguistic heritage for their adjustment, struggle, development and survival in the changing era of "global village", for language is one of the most common but unique means of social interaction, exchange and development of human ideas that distinguishes human beings from rest of creatures in the universe. Except the so-called deep structure similarities of Chomsky among languages, no languages of the world spoken by different speakers displaced by time and space is same in practice. This diversity in the common human communication mode is one of the great stumbling block, without overcoming it, approaching to the state of present civilization of globalization, miracle of science and technology and worldly body of knowledge could not be imagined. The only way to overcome this problem for different language speakers was either to learn each others' language or share any common linguistic system between them so that it would bridge the gap. In this connection, attempt to learn each other's language or a common language between different language speakers, was made from the very beginning, which later established as the tradition of learning and teaching other language. This tradition has

recently been established as the profession of teaching and learning language, passing through different stages and being characterized by frequent modifications and innovations.

1.1 General Background

It is natural for a normal human to be at least monolingual creature by birth, since a language is a must for his/her survival when s/he grows up in a society. As a social creature, human beings cannot survive alone, which leads him/her to keep contact with other person. With the growing civilization from a primitive man of antiquity to modern man of the 21st century, speakers of one language could not help coming into contact of the speakers of another language. That inspired, motivated, encouraged and compelled him/her to find a solution to the problem of language gap between different language speakers, i.e. either to learn each other's code (languages) or find a middle path by learning a common code as their link language, which is called lingua-franca in linguistic term. In this way, tradition of language learning and teaching must have been emerged and finally reached the profession of teaching and learning language. This is the speculation made by all who take interest and think about the mysterious nature of language and language related phenomenon.

Although there is no exact documented history about when and how language learning and teaching started, prevailed and widened, we can say that attempt and tradition of learning other languages than one's mother tongue started with the socialization of human beings. So, it is as old as human civilization and socialization.

With the growing need of human beings, learning a common, but essential language from all perspectives of human social life e.g. politics, economics, education, diplomacy etc. was started to be learnt. This need

of language could not be satisfied by the informal learning of language in a particular community and other informal situations. So, as in the case of education, language teaching and learning started to take place into organized and formal settings which took the form of profession on its own right in the 20th century. Richards and Rodgers (2001, p. 3) mention that 'Latin' was the language which was learnt and taught in the western world 500 years ago since it was the language of commerce, politics, religion etc. With the change in political system in Europe, Latin was displaced by other languages such as French, Italian and English because it was the demand of that day.

With the rise of English speaking countries, mainly Britain in politics, power and imperialism, the language of these countries no longer remained weaker. As a result, the English language started gaining status in different colony where it was not the native language but the language of politics, commerce diplomacy and education. So, learning English for the people under British colony became necessary that helped the rise of the English language in the non-English country. English traveled all over the world (Harmer, 2007, p. 14).

1.1.1 English as an International Lingua Franca

English is no longer only the mother tongue of British, Australian and American people but it is the most widely used medium of international communication between the group of people who do not know each other's language but have English as a common language. In most of the countries, it is not only subject of study but used as the medium of education, language of mass media, legislative practices etc. in the non-native land of English. It is because of the dominance of English all over the world that uplifted it in the position of international lingua-franca.

Harmer (2001, p. 14-15) has presented the following factors which contributed to the present status of English:

a.   Colonial history of Britain with English.

b.   Economic dominance of America with English in the business.

c.   Information Exchange in a great deal of academic discourse around world in English

d.   Travel and tourism carried on, around the world in English

e.   Popular culture like pop music in English.

Thus, English will no longer be the native language of English speaking countries only but the language of the world if it continues to prevail all over the world at the current rate. There will be no single English but world Englishes. English will be a global language rather than a native language (Harmer, 2001, p. 19). It shows that such contributing factors are leading the English language toward a global language, which had already been established itself into a genuine lingua franca among people of different languages and countries. So, it is gaining more and more attention to be taught and learnt in different countries as a foreign language.

1.1.2 Methodological Approaches in ELT

The field of English language teaching has been experimented with different methods and approaches as an attempt to make the field effective by different teachers, linguists as well as by the proponents of different methodology which led language teaching to establish as a profession in its own right in the 20th century.

Richards and Rodgers (2001, p.1) present that:

> The whole foundation of contemporary language teaching was
> developed during the early part of the twentieth century as applied
> linguists and others sought to develop principle and procedures for
> the design of teaching methods and materials, drawing on the
> developing field of linguistics 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.

Before the World Ward II, language was taught using the method which was used in teaching classical languages such as Latin in Western World and Sanskrit in east. The procedures and the techniques for the method was translation of target language into learners' mother tongue and vice-versa and focusing on grammar rules and grammar practice, known as Grammar Translation Method.

The resentments among the teacher about the use of classical GT method in teaching language like English, French etc. led the emergence of a reform method viz. 'Direct Method' also known as natural method which became popular in Germany, England, France and other parts of Europe and got popularity mainly among private schools. This reform movement

laid foundations for the development of new ways of teaching languages as well as raised controversies that have continued up to the present day.

By 1930s the use of the 'Direct Method' in non-commercial schools in Europe, started to decline, because of the emergence of 'structuralism' in linguistics and some of the shortcomings and challenges in applying 'direct method', in foreign language classroom.

In the meantime American need for an effective but quick method of teaching English and other local languages to its military, the contribution of structural linguists about the nature of language and behavioural psychology about nature of learning led the development of an alternative approach to language teaching in America, which is known by several names such as, 'Army method', 'Audio-lingual' method or Audio-lingual approach to language teaching.

But Chomsky's reaction to the behavioural psychology and structural linguistics shook the base of Audio-lingual methods in language teaching during the 1960s. Chomsky's treatment of language as mental representation and in terms of deep structure reality, creativity and uniqueness could not answer the social and interactive aspect of human language. So, British applied linguists sought to formulate the linguistic theories that could reflect the real nature of human language.

British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in approaches to language teaching at that time-the functional communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structure. The scholars who advocated this view of language such as Christopher Candlin and Henry Widdowson drew on the work of British functional linguists (e.g. John

Firth, M.A.K. Halliday) American work in sociolinguistics (e.g. Dell Hymes, John Gumperz and Wiliam Labov) as well as work in philosophy (e.g. John Austin and John Searle) (Richards and Rodgers, 2001, p. 153).

In the same connection, Council of Europe sponsored the international conference on language teaching and published a book about language teaching, which led a new approach come to exist i.e. 'communicative approach' in language teaching and wanned the popularity of Audio-lingual method and Oral Situational and Structural Approach after 1960s and 1970s.

Since then, communicative approach became prevalent in most of the countries in case of foreign or second language teaching situation in the world. Despite various issues of the approach, it is current, widely accepted and popular approach in the global scenario of ELT in the world.

1.1.3 Teaching English in Nepal

In case of Nepal, history shows that, at the time of British colony in neighbouring country India, it was a compulsion for Rana government to keep relation with British and when first Rana Prime Minister Janga Bahadur Rana visited Britain in 1906 B.S., he was impressed by the development that had taken place in Europe and concluded that English was the cause of the development in Europe. Being motivated by his visit, he, for the first time, opened an English school in his Thapathali Palace in the name of Darbar School only for Rana Kinship but not for common people. This was the first attempt to establish formal schooling system in Nepal and of teaching English in Nepal.

With the establishment of democracy in 2007 B.S., democratic government of Nepal also gave continuity to teaching English as a compulsory subject at the different level of education. Even after the restoration of democracy, except some change in policy, educational system, government of Nepal (HMG of contemporary time) gave much importance to teaching of the English language in Nepal. As a result, English has been introduced as a compulsory subject from Grade one to Bachelor Level in Nepal. Except change in approach and methodology to teach English, the tradition of teaching English introduced by Rana Prime minister is being continued up to now in case of ELT in Nepal. As it is the case in the global scenario of ELT history, in Nepal also, it is characterized by waxing and waning of various approaches methods and techniques of teaching foreign language. In early days of the English language teaching in Nepal, it was classical approach and method viz. Grammar Translation methods used in teaching English. Later, even after the restoration of Democracy, structural approach to language teaching came in ELT classroom, realized through Audio-lingual methods. But with the change of government policy on education, school curriculum, syllabuses, textbooks of English were changed according to the communicative approach. The first communicative English curriculum at secondary level was proposed and introduced in 2056 B.S. in grade 9 and in 2057 B.S. in grade 10 throughout the country by CDC. Since then, except some slight modifications and improvements in the ELT textbooks and curricula after the establishment of 'Loktantra' in Nepal, the same approach based curriculums are being prescribed and followed in every schools and classrooms throughout the country at school level.

But there needs a lot of changes that have to be done to translate this approach into the classroom situation and on the part of teachers, his/her

skill, knowledge, perception, role etc. Similarly, such changes are must on the part of students, their role, concept, perception and attitude toward learning English and teacher and their own role. Besides these changes, change in infrastructure and easy access of each and every teacher and students from either part of the country to materials, is another essential pre-requisite for effective implementation of the curriculum and the approach. Along this, a continuous supervision, skill empowerment training to ELT teacher, sufficient materials' availability and awareness among students about the goal of learning English and so on are necessary to achieve the desired goal of national curriculum. But all these things seem more myth than reality in most of the public schools except in some private schools, in the remote parts of the country. The effect of these things can be easily noticed by observing and comparing same grader from private schools and public schools in term of English using ability. Moreover, the condition of English among the students of public schools from remote part of country is worse. Proficiency in listening, speaking and reading skills in the students from Doti was poorer than the students from Kathmandu but no significant difference in writing skills (Giri, 1981). Equal Proficiency in writing skill leaves the room for suspicion that writing skill is focused over other skills in ELT class, which is the basic premises of GT method rather than of communicative approach. The present researcher himself is the product of that communicative approach based course but taught in totally different way from communicative language teaching in the public schools of Doti district. His teaching experience of English at secondary level of public school reveals that communicative approach is facing difficulties in implementation. So, there is doubt whether the classroom activities, teacher's role and students' role in the ELT classroom of public schools in Doti reflect the principles, theories, assumed communicative activities,

teacher's and learners' role under the communicative approach or not. To answer this doubt, the researcher will survey the secondary levels ELT classroom in Doti with the basic premise : How communicative approach is being practiced in the secondary level ELT classroom of public schools in Doti.

1.1.4 Communicative Approach

Communicative approach is one of the latest approaches in the field of language teaching, which views language as the vehicle of communication and interaction and teaching and learning language means developing communicative competence on the part of learner rather than scholarly learning of language and literature. This approach focuses on teaching and learning to 'use' language rather than on 'usage'. Content over form, and function over grammar in second/foreign language teaching context is focused. It is an axiomatic theory about nature of language, language teaching and learning that prescribes certain procedure and design according to its theoretical belief and proposition.

The development of this approach was contributed much by many scholars, linguists and sociolinguists such as Wilkins (1972-76), vanEk (1980) and the so on. Since it emerged from the shortcomings of early well known approaches up to now, it has been regarded the best approach and methods in the present time although this is the age of post-method era (Richards and Rodgers, 2001).This approach has been adopted in most of the foreign language teaching situation and so did our country in context of teaching English as foreign language at school level.

1.1.4.1 Theory of Language

Communicative approach views language as the medium of communication and the goal of teaching a language is to develop what Hymes (1972) referred to as "communicative competence in the learner. He coined the term as a reaction to Chomsky's theory of competence referring to the language ability as the product of underlying grammar" (Richards and Rodgers, 2001, p. 159).

With the discussion of 'communicative competence', Hymes provided a theory, in which all aspects that the learner needs to know to be communicatively competent in a speech community are discussed. According to Hymes (1972, p. 28 as cited in Richards and Rodgers 2001, p. 159), a person who acquires communicative competence acquires both knowledge and ability for language use with respect to.

i.   Whether (and to what degree) something is formally possible.

ii.   Whether (and to what degree) something is feasible in virtue of the means of implementation available.

iii.   Whether (and do what degree) something is appropriate

iv.   Whether (and to what degree) something is infact done.

In the same connection, Canale and Swain (1980, 1983) identified four dimension of communicative competence viz. Grammatical competence, sociolinguistic competence, discourse competence and strategic competence, all comprising the single whole communicative competence (as cited in Richards and Rodgers, 2001, p. 160).

Bachman (1990, p. 84 as cited in Khaniya, 2005, p. 29) provides the elaborated version of communicative competence. According to him, there are three component viz. language competence, strategic competence, and psycho-physiological mechanism. He further elaborates the language competence into organizational and pragmatic competence, where organizational competence includes grammar and textual competence and pragmatic competence includes illocutionary and socio-linguistic competence. Similarly, Sthapit (2000, p. 7, as cited in Khaniya, 2005, p. 30) provides fourth model of communicative competence, which involves extended linguistic competence, extra-linguistic competence and pragmatic competence.

All these models of communicative competence are the theory about nature of language in communicative approach, which emphasize the fact that to make a learner communicatively competent, s/he should be competent in all these aspects. To make a learner acquire such aspects, certainly demand different classroom procedures and teacher's and learners' roles become different from traditional teacher-fronted class.

Thus, communicative theory of language has the following features:

    a)   Language is the system for the expression of meaning

    b)   The primary function of language is to allow interaction and communication.

    c)   The structure of language reflects its functional and communicative uses.

    d)   Primary units of language are not merely its grammatical and structural features but categories of functional and

communicative meaning as exemplified in discourse
(Richards and Rodgers, 2001, p. 161).

1.1.4.2 Theory of Learning

In contrast to the amount that has been written in communicative language teaching literature about communicative dimension of language, little has been written about learning theory. Littlewood (1981) and Johnson (1982) presents the following principles underlying learning language in communicative classroom:

I.   Communication principle: Activities that involves real communication promotes learning.

II.   Tasks principle: Activities in which language is used to carry out a meaning full tasks promote learning.

III.   Meaningfulness principle: Language that is meaningful to the learner promote learning.

<div align="right">(as cited in Richards and Rodgers, 2001, p. 161)</div>

Following these principles, learning activities are accordingly selected on the basis of how well they engage learner in meaningful and authentic language use.

Johnson (1984) and Littlewood (1984) consider an alternative language learning theory that they also see as compatible with CLT - a skill learning model of learning. According to this theory acquisition of communicative competence in a language is an example of skill development that involves both cognitive and behavioural aspects.

This theory, thus, encourages on practice as a way of developing communicative skill (as cited in Richards and Rodgers 2001, p. 162).

The main theory behind communicative language learning is that a learner learns language by using it to communicate and through negotiation with other participants.

Richards and Rodgers (2001, p. 172) concludes that communicative approach to language and language learning and teaching reflect the following diverse set of principles.

I.   Learners learns language through using it to communicate.

II.   Authentic and meaningful communication should be the goal of classroom activities.

III.   Fluency is an important dimension of communication.

IV.   Communication involves the integration of different language skill.

IV.   Learning is a process of creative construction and involves trial and errors.

1.1.4.3 Teacher's Role in the Classroom

Since communicative approach is a democratic, learner-centered approach, based on social view of language and seeking and fostering learners' autonomy, teacher's role is that of facilitator rather than an authority. The major duty of teacher is to facilitate communication between learners either by creating situation or providing them impetus, wherever students face difficulty. So, a teacher has to play different role to fulfill the major role of facilitator. Commenting on teacher role in

classroom, Breen and Candlin (1980, p. 99) describe 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 texts. The second role is to act as an independent participant with in teaching learning groups. The latter role is closely related to the objective of first role and arises from it. These roles imply a set of secondary role for the teacher, first as an organizer of resources and as a resource himself. Second as a guide with in the classroom procedures and activities . . . A third role for the teacher is that of researcher and learner, with much to contribute in term of appropriate knowledge and abilities, actual and observed experiences of nature of learning and organizational capacity (as cited in Richards and Rodgers, 2001, p. 167).

Richards and Rodgers (2001, p. 167) provide three additional roles to be played by a teacher under this approach viz. need analyst, counselor and group process manager. On the whole, a teacher has to play two types of role in the classroom as the following:

I.   Primary role
        A. Facilitator / prompter
        B. Participant / co-communicator
II.   Secondary Role

A. Organizer of resources and resource himself.

B. Guide

C. Researcher and learner.

D. Need analyst

E. Counselor.

F. Group Process Manager

1.1.4.4 Learners Role

Learner is in the centre in the communicative approach to language teaching since such classes are learner-centered. The emphasis in communicative classroom is on the learning communication process rather than on the mastery of language forms. The learner is an autonomous person who does himself and is motivated toward learning language rather than being spoon-fed. The learner has to interact with himself, other participants and learning materials in a social context. So student's role is that of a negotiator rather than of passive participant waiting the teachers' command and to be spoon-fed.

Breen and Candlin (1980, p. 110) describe learner role under communicative approach as the followings:

> The role of learner as negotiator–between the self, the learning
>
> process and the object of learning – emerges from and interact with
>
> the role of joint negotiator, with in groups and with in 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 there by learn in an interdependent way (as cited in
>
> Richards and Rodgers, 2001, p. 166).

In conclusion role of learner in communicative classroom can be listed down as follows:

A. Negotiator
B. Risk taker
C. Active participant
D. Interactor
E. Co-operative interlocuter
F. Responsible member of learning group

1.1.4.5 Activities and Materials in the Communicative Classroom

Activities or tasks that involve real communication, interaction and promote communication among learners are the activities in this approach. According to Morrow (in Morrow and Johnson, 1980) there are three characteristics in the activities used in classroom under this approach. They are information gap, choice and feedback (as cited in Larsen-Freeman, 2009, p. 129).

Some classroom activities for communicative language teaching are: Pair works, group works, role play, games, project work, debate, problem solving activities, information gap activities, rank order, interviews, opinion polls, telling short stories and experiences, prepared talks, strip stories, filling in grid, ordering parts to make whole, describing picture, manipulative / communicative drills etc.

Littlewood (1981 in Richards and Rodgers, 2001, p. 166) distinguishes two types of communicative activities. One is the functional communication activities in which language is used to complete a certain tasks. e.g. comparing picture and finding similarities, following command

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etc. Second one is social interaction activities which include use of language such as in discussion, debate, conversation etc.

A wide variety of materials have been used to support communicative approach to language teaching. The practitioners of this approach view materials as a way of influencing the quality of classroom interaction and language use. Materials, thus, have primary role to promote communicative language use. According to Richards and Rodgers (2001, p. 169), there are three kinds of materials currently used in communicative language classroom these are:

I.   Text based material: Which are found in the textbooks such as picture cue, visual cue, comprehension question, sign-post questions etc.

II.   Tasks based materials : Which are prepared to support communicative language teaching classes such as a variety of game, role plays, simulation etc. They typically take place in the form of exercise handbooks, cue cards, activities cards, pair communication practice materials and students interaction practice booklet.

III.   Realia as an 'authentic', 'lifeform materials' e.g. language based realia such as signs, magazines, advertisements, newspaper etc. or visual source around which communicative activities can be built such as maps, pictures, symbols, graphs and charts are advocated by the proponents of communicative approach for its implementation in the language classroom.

1.1.4.6 Nature of Student-Teacher Interaction

Teacher creates communicative environment in the classroom and occasionally initiates the activities. Sometimes teacher interacts with his students as an independent participants but most of time teacher acts as facilitator, guide, group manager.

On the other hands, students interact a lot with their participants with a particular communicative intent and to bridge their gap that exists between them in term of information. They act as active participants, and negotiator in the group work, pair work or in the whole class group.

1.1.4.7 Area of Language and Language Skills Focused

Language functions are focused over forms. The varieties of language forms for a functions and vice-versa is given priority in the classroom. Students work at discourse level of language.

Four language skills are worked on from the beginning. In case of listening and speaking, students are encouraged to negotiate the meaning figuring out the communicative intent of the speaker. Likewise, the intention of the writer is tried to figure out by the reader. So, all four language skills are worked on from the beginning.

1.1.4.8 Role of Students' Native Language and Students' Error

Target language is viewed not only as an object of study but also a vehicle of classroom communication. In this context, learners' native language and translation has no particular role in the classroom except some judicious use of it.

Students' errors are seen as an inevitable outcome of language learning. They are tolerated by the language teacher. In case of the errors that lead toward communication break down, teacher can use students' self-correction technique or peer correction technique in such a way that does not impair the learner's fluency and communication, since students' success is determined as much by their fluency as by their accuracy.

1.1.4.9 Teaching Grammar

Explicit grammar teaching is not carried out. Rather learners are encouraged to discover and internalize the generalization by using and practicing it in meaningful context. The grammar and vocabularies that learners learn follow from the functions, situational context and the role of interlocutors. So, inductive rather than deductive approach to teaching grammar is applied.

1.1.4.10 Classroom Procedure in Communicative Approach

A typical communicative class is carried out in three successive stages. On the basis of lesson outline proposed by the supporter of communicative approach, the classroom procedure in communicative language classroom seems to be evolutionary rather than revolutionary (Richards and Rodgers 2001, p. 179).

Typical communicative language classroom is carried out in the following three successive stages.

a)   Pre-communicative activities: Ice-breaking activities preparatory for presenting new language item and to motivate learners toward learning, are first stage activities. Such activities includes:

    – Contextualization

- Highlighting the social setting of the language use
- Motivation and preparation.
- Identification of the participants
- Personification.
- Settings.
- Action/emotion/opinion.
- Function and purpose etc.

b) Presentation: The second stage activities that present language materials to be learnt include:
  - Drills; communicative / manipulative drills.
  - Strip stories.
  - Prepared talks.
  - Role play.
  - Telling stories and experiences.
  - Oral games.
  - Guided interviews.
  - Filling in grids.
  - Ordering parts to make whole, etc.

c) Communicative activities : The practice and production phase activities in which students use language freely are the third phase activities which includes activities like:
  - Guessing games.
  - Interviews.
  - Rank order.
  - Opinion polls etc.

The aforementioned aspects discussed under 1.1.4 are the fundamental indicators and principles of communicative approach that are

axiomatically supposed to be reflected in any language classes that are claimed to be based on communicative approach to language teaching. Being based on these indicators, the present study has been carried out.

1.2 Review of the Related Literature

Different research works carried out under the Department of English Education, T.U. have tried to trace out the issues, problems, challenges in existing ELT scenario in Nepal. Among various researches carried out in the field of English language teaching and proficiency in English some of the them related theoretically but different in term of research problems, procedure, aim and research area, provide theoretical back up and supports rationale for this research are briefly reviewed here.

Giri (1981) has tried to compare the proficiency in all four language skills viz. listening, speaking, reading, and writing between the students of Kathmandu and Doti and concluded that students of Kathmandu are better in listening speaking and reading skills in English than the students from Doti. But there was no significant difference between them in writing skill. His findings make one think and raise question that if the curriculum is same throughout the country and all teachers and students are supposed to have the same roles and involve in the similar classroom activities throughout the country, why were not all students able to have near equal proficiency in the all aspects and skills of the target language ? Are there any defects in application of the guiding approach on which the curriculum is based as per the place and school ? Such issues have been left to be answered.

To achieve the goal of learning English for communication, there is no doubt that communicative approach will be far better than any other approaches that have ever been developed. In the same connection,

Pokharel (2000) has carried out an experimental research entitled "Teaching communicative functions inductively and deductively" to find out which method was relatively effective in teaching language functions. His findings supported that communicative methods (inductive) is better one over deductive method to teaching language functions. But, the burning issue and challenges of today's ELT scenario of Nepal like, whether the same approach is being applied in public schools of remote part of Nepal is not answered yet.

Prasain (2001) has carried out a correlational study on "Formal and communicative competence acquired by the ninth grade student" to find out correlation between both the competence in Makwanpur, which shows that students were weaker in using the particular forms and functions in appropriate situations. Her findings go against the expectation of the communicative curriculum prepared, prescribed and taught in the classrooms throughout the country. This inspires us to think whether the curriculum is being implemented as it is supposed to be ? Such issue will not be answered until we observe and survey the ELT classroom in the grass root level.

Likewise, Ghimire (2001) has carried out a comparative study on "Effectiveness of the grammar translation method and communicative approach at lower secondary level" to determine relative effectiveness of the two methods in the form of experimental research in Lamjung. His study shows that communicative approach is far more better than GT method from the perspective of teaching English for communication at lower secondary level.

Even in the graduate level, Kafle (2001) found that the students were eager to write rather than to speak in his co-relational research on

"Relationship between acquired formal and functional competence of graduate level English student", which was carried out to find out the relation between both the competence in all the language skills. Such product can not be the outcome of communicative teaching of English, which leaves room for doubt about the use communicative approach in ELT classes.

Chamlagian (2004) has carried out a survey research on "Problems in applying communicative approach in secondary level" to find out the problems in applying communicative approach in English classrooms and concluded that language classroom are dominated by teachers and grammar is taught deductively and teachers do not seem to know the basic premises of communicative approach.

In the survey research entitled "Perception of communicative language teaching by secondary level English teacher", which was carried out to find out the teachers' perception of CLT, Panta (2009) shows that different teachers perceive and interpret CLT differently depending upon their context. They perceive examination as a facilitator and textbook as a cause of interference in the implementation of CLT.

Shrestha (2009) has found that teachers are facing problems in applying communicative method in the classroom due to lack of training and sufficient materials, large class size, and lack of understanding basic premises of communicative approach etc in his research carried out in Nuwakot district to find out the aplicability of communicative approach in the classroom, entitled "Teaching English through communicative approach: a case study."

Besides these research works carried out under the Department of English Education on ELT and proficiency in English and its four skills, Sapkota

(2064) provides some guide lines to teach English communicatively at school level but the question is, whether those guidelines have been followed by the teachers teaching English at school level.

In the same connection, Rautela (2067) claims that improvement in SLC result percentage in Doti district is the result of students' improvement and growing proficiency in English, which was in earlier time regarded as the main obstacle for students in passing SLC. But the reality behind this will be traced out by eye-witnessing the examination environment in which SLC exam is conducted. Rautela has tried to indicate the communicative course and its true implementation. But because of the gap between the intended outcome on communicative proficiency and actual outcome shown by various research work as reviewed above and our common daily life experience, there is doubt whether there is true communicative approach to language teaching exist in the classroom in public schools of Doti. This doubt has been sharpened by researcher's realization of gap between private and public school students' communicative proficiency in English. Moreover, as the researcher himself was the public school's student of that communicative approach based English curriculum but the classroom activities and procedures were far from the realm of communicative approach, there is still doubt, whether communicative curriculum is communicatively implemented or not ? Whether the slogan "Guru Brahma, Guru Bishnu, Gurudev, Maheshwara" is still existing or some new slogan like teacher as facilitator, independent participant learner, researcher etc. replaced the old one in practice ? Whether the classroom which would be lacking essential daily materials like textbooks, teachers' guide, practice book etc. till nearly half of the academic year passed because of scarcity and remoteness, are enjoying the luxury of sufficient materials that are

supportive to develop students communicative ability in English ? Whether the students who were once supposed to remain quiet and only listen to and obey their Guru (teacher) take part in negotiating meaning actively or not ? Whether Doteli and Nepali still dominate in the ELT class or not ? Whether the teacher's habit of taking a lot of burden by speaking much more and giving students luxury by letting them be silent and spoon–fed, is still with them or have gone away ? Whether the classroom are still teacher fronted or student-centered in public schools of Doti district ? and so many such issues influencing the application of communicative approach are tried to answer in the present research carried out in the form of survey and findings are generalized. On the basis of theoretical framework discussed in the existing literature on communicative approach and indicators prepared being based on them, the researcher has carried out the research to find out existing application of communicative approach in secondary level ELT class of public schools. In this respect, the research is new and different from the previous research to answer some of the questions left unanswered by them.

1.3   Objectives of the Study

The main objective of the study is to find out the current practices of communicative approach in ELT classes at secondary level in public schools. The item wise objectives of the study were as follows:

i)   To find out the current practices of communicative approach at secondary level in Doti.

ii)   To suggest the way of strengthening the application of the approach in the classrooms.

iii)   To suggest some pedagogical implications.

1.4   Significance of the Study

The study is significant because it will throw light on the aspect of ELT methodology in public schools in Doti. Moreover, it makes vivid the existing ways of implementing communicative approach based secondary level English curriculum in public schools in Doti district where the same national curriculum prescribed by CDC is being taught. Likewise, most of the researches have been carried out in the Department of English Education, Faculty of Education, T.U., on the effectiveness of the communicative approach, problems in implementing communicative approach and so on, but none of the researcher as well as concerned body has studied, how their recommended approach is being practiced. So, in this perspectives it is a new and its findings are significant for all teachers involved in teaching English at school level in Nepal. Similarly, it provides a kind of review on the current status of prevailing approach recommended in a top-down way to the grass root level by the Curriculum Development Center, syllabus designers, policy makers, textbook writers, educational administrators, teacher trainers and school supervisors. It will attract, direct and divert the attention of the educational policy makers, syllabus designers and supervisors toward the grass-root level of curriculum implementation from the tendency of considering only city and city inhabitants as Nepal and Nepali. It will also provide a base for future researchers in the field.

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CHAPTER TWO
METHODOLOGY

Since the purpose is to find out and give the current snapshot of secondary level ELT classrooms of public schools in Doti, at a single point of time and generalize the fact, the researcher has used survey design for the purpose of his study. The methodology that the researcher used, has been elaborated under the following sub-sections.

2.1 Sources of Data

Sources from where data were collected as evidences for drawing conclusion regarding the research problem, are sources of data. The following two types of data sources were used for the purpose of the study.

2.1.1 Primary Sources of Data

All 10th grade ELT classes along with their teachers and students in public schools were the total primary sources of the study. However, the sample primary source of the study consisted 20% of the total primary source. According to DEO Doti (2067) there were 50 public secondary schools with grade 10 throughout the district. The research was conducted in 10 public schools' 10th grade ELT classes. Therefore, the primary source of the study consists of 10 public schools' 10th grade ELT classes along with their teachers and students.

2.1.2 Secondary Sources of Data

Some of the second hand but supportive information were collected and consulted for the theoretical backup to the study. All the materials, available in print or electronic media, which are related to communicative

approach, its adoption and condition of ELT under the approach in public schools in Doti district, were secondary sources of the study. Some of them used are Giri (1981), Stern (1983), Carter and Nunan (2001) Ghimire (2001), Richards and Rodgers (2001), Chamlagain (2004), Harmer (2007), Neupane (2008), Larsen-Freeman (2009), Panta (2009), Shrestha (2009), Sapkota (2064), Rautela (2067), etc.

2.2   Sampling Procedure

According to DEO Doti (2067) there were 50 public secondary schools (including higher secondary school) with grade 10, in the district. Among them ten (20%) of the public schools were selected randomly using fish-bowl draw technique. The 10th grade ELT class in each selected school was observed three times for teaching reading, grammar and language functions and listening skill.

2.3   Tools for Data Collection

Observation was the main tool for data collection in the study. Both structured and unstructured observation was used. The structured observation was used through checklist showing the indicators of communicative approach in terms of classroom procedures, teacher's role, students' role, nature of classroom interaction, materials and activities used in the classroom to confirm whether or not they are reflected in the classroom. Along with structured observation, the researcher used unstructured observation through narrative recording of the classroom activities that were different from the indicators given in the checklist to find out existing classroom implementation of the ELT course. For that purpose, a checklist followed by observer's remarks and comments for each indicator were used. Only five ELT lessons were video-recorded using digital camera because of lack of materials and resources.

The researcher consulted Larsen-Freeman (2009), Underwood (1989), Doff (1988) and Nuttall (1996) (as cited in Sharma and Phyak (2007), Secondary Education Curriculum CDC (2055), Teacher's guide English grade 10 CDC (2056), Richards and Rodgers (2001) and others to determine the indicators of CLT in the classroom and to prepare his own tool being based on them. The tools for observing the classes for reading, grammar and language functions, and listening skill are given in appendices I, II and III respectively.

2.4   Process of Data Collection

The researcher followed the following step-wise procedure for the systematic data collection.

i)   Field visit

ii)   Collecting total number of public secondary schools in the district from District Education Office, Doti.

iii)   Sampling 10 public secondary schools randomly.

iv)   Contacting selected schools to establish rapport.

v)   Requesting school administration for permission to conduct research and assure the confidentiality.

vi)   Fixing the time for data collection.

vii)   Eliciting the required data, by observing the three 10th grade classes in the selected schools.

2.5   Limitations of the Study

The limitations of the study were as the following:

a.   The survey was conducted only in 10 public secondary schools of Doti district and only the 10th grade class of each school was selected and observed 3 times.

b. The focus of the study was limited to find out how the communicative approach in terms of classroom procedures, teacher's role, learners' role, activities and materials for teaching reading, listening, grammar and language functions was being practiced in the ELT classroom of the public schools in Doti district.

c. The generalization of the findings was limited only to the public secondary schools of Doti district.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

Data were collected using observation checklist from ten sample public secondary schools in Doti. For that purpose the researcher visited and observed three lessons of the 10th grade ELT class in each school for teaching reading, listening and grammar and language functions. The observed data are analyzed and interpreted under the following sub-headings:

3.1   Teaching Reading

Reading is one of the skill that was found to be focused in almost all the ELT classes observed. Almost all the teachers and students in those classes used the reading text given in the textbook. But none of the classes was found to have used reading text in English out of the textbook, which is shown in the following table:

Table No. 1

Number of classes using Different Reading Texts

S.N.	Reading text	Number of classes	Percent (%)
1	From textbook	10	100
2	Out of the textbook	-	-

3.1.1 Procedures Used in Teaching Reading

Following the communicative language teaching, a text for teaching reading skill is exploited into three successive stages viz. pre-, while- and post reading stages. The researcher observed each sample class for reading in terms of these stages and activities to be done under each stage and the result of the observation was as the following.

3.1.1.1 Pre-reading Stage

Those reading classes were observed in terms of the list of pre-reading activities supposed to be used in the classroom under CLT and the result of the observation was as the following:

Table No. 2

Number of classes Using the Pre-reading Activities

S.N.	Pre-reading activities		Number of classes	%
(a)	Motivation and preparation	- Telling jokes	-	-
		- Showing pictures	-	-
		- Making students guess	6	60
		- Playing games	-	-
		- Other activities	-	-
(b)	Giving students pre-reading tasks	- Sign post questions	-	-
		- Charts or table to be completed	-	-
(c)	Telling students the purpose of reading		-	-
(d)	Contextualization of language		-	-
(e)	Highlighting social setting of language		-	-
(f)	personification		-	-
(g)	Other activities		-	-

This table shows that only 'Making students guess' as pre-reading activities was found in 60% classes but none of the classes used any of the aforementioned activities. Rather the observation shows the following activities used in the pre-reading stage of the lesson.

Table No. 3

Observed Reality in the Classroom

S.N.	Pre-reading activities	Number of classes	%
(a)	Homework checking and asking questions from previous lesson	3	30%
(b)	Making students guess the answer to the question	3	30%
(c)	Making students guess about picture	3	30%
(d)	Assigning no tasks	1	10%

According to the table, in 30% classes, teachers checked students homework and revised previous lesson by asking questions verbally in the pre-reading stage in the class. But no pre-reading tasks based on the present lesson was assigned to the students in those classes. In 10% of the classes the teacher directly started without revision and pre-reading tasks. But 60% classes were found to be assigning pre-reading activities to the students. Among them, in 50% classes teachers asked students to read the questions given at the beginning of the reading text in the textbook and asked them to guess the answer. In other 50% classes teachers used pictures given in the textbook and made their students guess about them.

Except those activities the teacher did not assign students the other tasks such as assigning sign-post questions, telling students to fill in the grid or table after reading the text, in none of the classes. Teachers did not contextualize, personify the text as well as did not tell student the purpose of reading which are the basic premises of CLT. In the classroom, students seemed purposeless and were obeying what their teachers told them to.

3.1.1.2 While-reading Stage

Those reading classes were observed in terms of the list of while reading activities to be used under CLT and the result of the observation was as the follows:

Table No. 4

Number of classes Using While-reading Activities

S.N.	While-reading activities	Number of classes
(a)	Students finding answer to the sign-post question	-
(b)	Completing chart or table	-
(c)	Ordering parts to make whole	-
(d)	Underlining the language functions in the text	-
(e)	Solving problems based on the texts	-
(f)	Other activities	-

None of the classes was found to be using the aforementioned while-reading activities but this stage of reading was being conducted differently from the premises of the CLT. The result of the observation showed the following activities to have been followed by the teachers and students in the classroom.

Table No. 5

Observed Reality in the Classroom

S.N.	While-reading activities		Number of classes	Percent (%)
(a)	Teacher:	reads the text loudly line by line oneself and translates and explains its meaning in Nepali.	5	50
	Students:	follow the text and note down the meaning of the difficult words in the text, in Nepali and listen to the teacher patiently.		
(b)	Teacher:	asks one of the students to read the first paragraph of the text loudly. Then he himself reads the paragraph and translates and explains its meaning. He does same activities to the rest of paragraphs of the text.	2	20
	Students:	obey teacher, follow the text, listen him attentively and note down the meaning of difficult words in the text.		
(c)	Teacher:	tells the summary of the reading text both in Nepali and English	2	20
	Students:	listen to him attentively and note down some of the vocabularies that teachers stress with their meaning and spelling.		
(d)	Teacher:	Asks students to read the text within 15 minutes and asks them to find difficult vocabulary items in the text. Teacher tells	1	10

| | | their pronunciation and meaning. | | |
| | Students: | read loudly the spelling of the difficult words and note down their meaning and pronunciation. | | |

So far as the classes observed, 50% classes were found in which the English teachers were reading and translating each and every line of the text and explaining its meaning. Students were not reading the texts to do certain activities based on the texts but they were listening to their teachers' reading, translation and explanation of the text and following them. Students were busy in noting down the meaning of difficult words in the texts.

In 20% classes teachers made one student read the first paragraph of the text loudly and after s/he finished, the teachers themselves read the text and translated it. They followed the same process to the rest of the text.

The teacher was summarizing the reading text both in English and Nepali and students were listening him patiently noting down some important words and phrases with their spelling and meaning. Such classroom activities were found in 20% other classes. On the other hand, in 10% classes, the teachers were found to be using slightly different procedures in the lesson for reading. They asked their students to read the text within 15 minutes and asked the words that they did not know. The students did the same and teachers provided them the pronunciation and meaning in Nepali and sometimes using synonyms. The students were busy in noting down the meaning. At the beginning it was a bit student-centered but later it was also dominated by the teachers.

The aforementioned observed reality in 90% classrooms shows that reading texts were treated as texts for teachers to read and it was teachers' duty to read and translate the text line by line to make their students comprehend the meaning rather than students negotiating meaning themselves. Students were not assigned any tasks to perform, while reading the text. They were just listening, following and noting down what their teachers were saying. Such activities used in majority of classes (9 out of 10) in while-reading stage are far from the realm of CLT.

3.1.1.3 Post-reading Stage

All sample classes were observed in terms of the list of communicative activities supposed to be done under CLT. The result of the observation was as the follows:

Table No. 6

Number of classes Using the Post-reading Activities

S.N.	Post-reading activities	Number of classes
(a)	Free group discussion on the theme of texts	-
(b)	Giving suitable title to the texts	-
(c)	Interviews	-
(d)	Information gap activities	-
(e)	Opinion polls	-
(f)	Rank order	-
(g)	Games	-
(h)	Other communicative activities	-

None of the classes out of 10 so far as surveyed was found to be applying any of those activities as post-reading activities. Rather activities found in the classroom at this stages were as the follows:

Table No. 7

Observed Reality in the Classroom

S.N.	Post-reading activities		Number of classes	Percent (%)
(a)	Teacher:	tells summary of the texts both in English and Nepali and leads students to the exercise section of the textbook. He clarifies and discuses questions and exercises with the class and tells correct answer to the questions orally and asks them to write the answer and do exercise discussed at their homes.	2	20
	Students:	Listen to the teacher and try to catch the answer provided by the teacher to the exercises and questions.		
(b)	Teacher:	makes student read each of the question loudly one by one and waits students response to the questions. Lastly he provides correct answer to the questions verbally and in written form.	3	30%
	Students:	read question loudly and try to answer the question. Lastly they		

		copy the answer provided by teacher.		
(c)	Teacher:	leads students to the exercise section and asks them to find out the questions that they can not answer. Then he provides the correct answer himself.	3	30%
	Students:	read the exercise and tell teacher the difficult one and copy answer provided by teacher.		
(d)	Teacher:	asks and interprets the questions in the exercise and tells their answer too. Sometime he writes answer on the board to the questions that he thinks difficult for students to answer. At last he assigns homework.	2	20%
	Students:	note down the answer provided by teacher. They obey whatever their teacher told them to.		

Although there were found 4 types of aforementioned activities in the post-reading stage of the lesson, they were mostly similar in essence. Each class was centered on doing the exercise given in the textbook. In 20% classes, the teachers summarized the text and led students to the exercise section. In 80% classes, the teachers led students to the exercise after reading and translating the text.

Likewise, in solving exercise, 30% classes were found in which the teachers asked students to read the questions loudly and waited for their

answer. After students answer, they gave their own answer and students copied them. In other 30% classes, the teachers asked students to read and find the difficult exercise and provided the solution to the exercise. Teachers were found reading, translating and clarifying the exercise themselves and telling students answer to the exercises that they thought difficult for students to do in the rest 20% classes. The 20% classes were found in which the teachers discussed each exercise and provided correct answer verbally and students were busy in noting down the teachers' answer.

There were no communicative activities such as group works, pair works, interviews, opinion polls etc. followed in any classroom. But teachers and students respectively were busy in making them do and doing exercise given in the textbook. Almost all classes (100%) were centered on writing answer to the question given in the exercise. Except textbook exercise no extra- exercises were given by the teachers. The teachers did what students were supposed to do. Students obeyed and did what the teachers asked them to. Such activities in this stage of reading were not based on the spontaneous communication intent and they were far from CLT classes.

3.1.2 Teacher's Role

Regarding teacher's role, each sample class was observed against the list of roles assumed to be followed by a teacher in CLT and the result of the observation was as the follows:

Table No. 8

Number of Teachers Following the Roles in the Classroom

S.N.	Roles	Number of Teachers		
		Always	Sometimes	Never
(a)	Facilitator	–	3	7
(b)	Participant	–	–	10
(c)	Organizer of resource	–	–	10
(d)	Researcher / learner	–	–	10
(e)	Group process manager	–	–	10
(f)	Creator of environment	–	–	10
(g)	Guide	–	8	2

Only 3 teachers out of 10 were found to be following the role of a facilitator in the classroom sometimes only but the role was not followed by any teachers during the lesson at any time. Eight teachers were helping their students in doing exercise acting as a guide in the post-reading stage. Regarding the other roles mentioned above, none of the teachers was found playing these roles at any time during the whole lesson. However, the teachers were found to have the following roles:

Table No. 9

Teacher's Role in the Classroom

S.N.	Roles of the teacher	Number of Teachers		
		Always	Mostly	Sometime
(a)	Translator and reader	-	8	2
(b)	Ultimate source and authority	10	-	-
(c)	Lecturer	-	2	-

Rather than the communicative approach based teacher's roles, 3 other roles were dominant in the classroom. Eight teachers mostly followed the role of a translator and loud reader of the text and two teachers sometime followed the same role. The role of ultimate source and authority was found to be followed always by all the teachers. Two teachers mostly acted as lecturers and the role of teacher was not found in the other classes at any time.

Such dominant teacher's roles in the class made the classroom far from the language classes under CLT.

3.1.3 Students' Role

The sample classes were observed against the list of roles supposed to be followed by students under CLT and the result of observation was as the following:

Table No. 10

Students' Role in the Classroom

S.N.	Roles of students	Number of classes		
		Always	Sometimes	Never
(a)	Active participant	-	6	4
(b)	Negotiator of meaning	-	-	10
(c)	Autonomous learner	-	-	10

Classroom activities were mostly teacher-centered. The students were doing whatever the teachers told them to do. Except answering teachers' questions, students were not active in reading the text themselves and doing exercise on their own in any classes. The students in 6 classes were found sometime as an active participant in answering questions asked by the teachers and in noting down the meaning of vocabulary items and

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following the text after teacher. Except in those activities, students were not active in reading texts, doing exercises and negotiating meaning of the texts themselves. Regarding the same role students in 4 classroom were not found active in any of the activities. They were just listening to the teacher and were almost quiet. As a result the teachers had to answer their own questions. The students were being spoon-fed by the teachers.

Regarding the rest two roles, none of the class students was found to be following. Meaning of the text was being explained by the teachers through translation and there was no need of carrying burden of negotiating meaning by students. Since students were waiting for and being spoon fed, they were not autonomous learner rather, they were dependent on teachers.

Except in noting down the meaning and answer told by the teachers, in other aspects the students were found to be passive recipient waiting to be spoon-fed by the teachers. The students were found to be less active and teachers more in all the sample classes for teaching reading.

3.1.4 Student-Teacher Interaction

Student-teacher interaction was found in all the classes in the form of question by the teachers and answer by the students either in phrase or words. It was one directional i.e. the teachers were asking questions and the students were trying to answer. But the students in all classes were found to be hesitating to talk to the teachers and none of the classes was found in which students were frequently making queries to the teachers in English. Even if they had to, they were found doing so in Nepali. The form of student-teacher interaction observed in the sample classrooms can be summarized as the following:

Teacher : asks questions

Students : respond in phrases or words

　　　(No question from students)

3.1.5 Classroom Activities / Techniques

The sample classes were observed in terms of the list of communicative activities and techniques and the result of the observation was as the following:

Table No. 11

Number of classes Following the Activities

S.N.	Activities	Number of classes
(a)	Group works	—
(b)	Pair works	—
(c)	Information gap activities	—
(d)	Games	—
(e)	Interviews	—
(f)	Opinion polls	—
(g)	Filling in the grid	—
(h)	Finding answer to the questions	7
(i)	Strip stories	—
(j)	Ordering parts to make whole	—
(k)	Telling stories and experience	—
(l)	Group discussion	—

Among those activities 'finding answer to the question' was found sometime done at the post-reading stage in 7 sample classes but except that, none of the aforementioned activities was found being done at any stage at any time, in any classes by the teachers and students. Rather,

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mostly used activities in all sample classroom were reading, translating and making the students do exercise by the teachers and listening, following responding and obeying the teachers by students.

3.1.6 Materials Used in the Classroom

Although different types of authentic and daily life materials are supposed to be used in the class, none of the sample classes was found to be using materials except daily used materials in the classroom. All teachers taught the reading text from the textbook and led their students to the exercise section given in the textbook and all students did the same. Textbook based reading text and questions based on it given in the textbook exercise were the sole materials in all 10 sample classes.

3.1.7 Other Observed Facts in the Classroom

Among 10 classes, all classes for reading skills were found to be centered on reading and translating skills and vocabulary aspect through translation. None of the classes was found to be exploiting the reading text to present and practice all four language skills integretively. Students' native language and translation was found being used in all 10 classes mostly during the lesson. Students' errors were corrected and accuracy was focused over fluency. The teachers were active and it was teachers' duty to speak more and students spoke English only to respond to the teachers' question. Sometimes the students were found answering in Nepali first, then in English. On the whole, such scenario of the classrooms gives the impression of GT method class rather than class based on CLT.

3.2 Teaching Grammar and Language Functions

Secondary level English curriculum as well as textbook has selected, graded and sequenced lessons and exercises for the practice of grammar and language functions under the heading "Time for grammar and Have your say" respectively in each unit of the textbook. Almost all the teachers as well as students were found to be following the sequence presented in the textbook in the classroom. All the sample classes were observed in terms of the activities and procedures to be applied in CLT in teaching grammar and language functions. But focus was found to be given on teaching grammar rather than language functions which is shown in the following table:

Table No. 12

Number of classes Giving Focus on Grammar and Language Functions

S.N.	Focus	Number of classes	Percent
(a)	On grammar	10	100%
(b)	On language functions	–	–

3.2.1 Procedures Used in the Classroom

CLT supposes three stage activities to be employed in the classroom for teaching grammar and language functions. Grammar is not overtly taught and focused. But it is practiced through language functions. The sample classes were observed in term of the activities and procedures supposed to be followed in CLT and the result of observation was as the following:

3.2.1.1 Pre-communication Stage

ELT classes were observed in terms of the list of the following pre-communication activities and the result of the observation was as the following:

Table No. 13

Pre-communication Activities Followed in the Classes

S.N.	Pre-communicative activities	Number of classes
(a)	Presentation of language functions through dialogue	—
(b)	Oral practice of dialogue segments	—
(c)	Discussion of role, setting and formality	—
(d)	Contextualization of language functions	—
(e)	Personification	—

None of the classes was found following these activities in the lesson for "Time for grammar and Have your say". Rather their first stage activities were as the following:

Table No. 14

Observed Activities in the Classroom

S.N.	Observed activities		Number of classes	Percent (%)
(a)	Teacher:	Explains language functions being taught and gives 3/4 exponents and structural pattern on the board and asks students to read them loudly.	8	80

	Students:	Note down the exponents and structure and read them loudly.		
(b)	Teacher:	Explains the rule of grammar and meaning in Nepali. Asks students to write the rules and read them. Teacher provides structural pattern without reference to language functions served by the structures.	2	20
	Students:	Do accordingly.		

This table shows that 80% classes were focusing grammar, grammatical structures and explanation with partial attention to language functions served by grammatical structures. But focus given was more on grammar and less on language function. Only writing individual sentence based on the structure practiced was focused and other skills were not paid attention. On the other hand, 20% classes were found focusing only grammatical exercise without paying attention to language functions. Practicing grammatical structure was based on writing and filling in gaps in certain sentences rather than practicing grammar integretively with other language skills and functions.

3.2.1.2 Presentation Stage

The researcher observed the classes against the list of activities that are supposed to be done under CLT. The result of observation was as the following:

Table No. 15

Number of classes Following the Activities

S.N.	Activities	Number of classes	Percent (%)
(a)	Drilling basic exponent	8	80
(b)	Role playing and practicing dialogue	—	—
(c)	Ordering different segments of dialogue together	—	—
(d)	The question-answer based on dialogue	—	—
(e)	Learner discovery of generalization underlying the functional expressions	—	—
(f)	Other activities	—	—

Among these activities, 'students drilling their sentence' showing the language function was found in 80% classes in this stage. But other activities were not found in any of the sample classes. Rather the classroom activities found in the sample classes were as the following:

Table No. 16

Observed Reality in the Classroom

S.N.	Observed activities		Number of classes	Percent (%)
(a)	Teacher:	Asks students to construct sentences based on the rule or formula provided in earlier stage from the given clues by teachers as well as from the textbook exercise. After they	8	80

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		construct, the teacher asks students to read them loudly and makes them repeat.		
	Students:	Do accordingly.		
(b)	Teacher:	Asks students to use the formula and rule provided and construct sentences from the given clues by the teachers as well as in the exercise. The teacher checks their works.	2	20
	Students:	Do as the teacher says		

The teachers were found to be focusing on grammatical structures along with its meaning and making students construct sentences and drill them in 80% classes. On the other hand, 20% classes were found in which teacher emphasized on making students construct sentences based on formula and rule without meaning and drilling. On the whole, none of the classes emphasized using grammar structure to serve and practice language functions. However, they were centered on grammatical practice.

3.2.1.3 Communicative Stage

The sample classes were observed in terms of the list of communicative activities supposed to be followed under CLT in teaching grammar and language functions. The result of observation was as the following:

Table No. 17

Number of Classes Following the Activities

S.N.	Activities		Number of classes
(a)	Using language function and grammar through	- Interviews	—
		- Opinion polls	—
		- Games	—
		- Group discussion	—
		- Information gap activities	—
(b)	Writing dialogue		

None of the classes was found to be following these activities. Rather they were using activities different from them in the classroom. The observation showed the following activities and procedures being employed in the classroom.

Table No. 18

Observed Reality in the Classroom

S.N.	Activities		Number of classes	Percent (%)
(a)	Teacher:	Asks students to do the exercise given in the textbook based on the grammar taught. The teacher asks students to read the clues given in the "Have your say" section of the textbook which are based on the grammar taught but given for	10	10%

		oral practice of language function. But the teacher asks students to construct written sentence from the clues applying the rule taught. Oral practice is not done in the class.		
	Students:	Do as the teacher asked them to.		

The aforementioned activities were found in all the classrooms observed so far. All activities were centered on applying the taught grammar and constructing sentence in written form only. Apart from these activities, in none of the classes the teachers encouraged the students to practice language orally through group discussion, interviews etc. Grammar was taught and practiced over language function.

So far as the language teaching under CLT concerned, none of the procedures found being practiced in teaching grammar and language functions in the sample classes, conforms the procedures supposed to be followed under CLT. Rather they were deductive, discrete and teacher-centered than inductive, integrative and student-centered.

3.2.2 Other Indicators of Classroom Activities

The sample classes were observed against the list of some indicators of classroom activities and the result of the observation was as the following:

Table No. 19

Indicators of Classroom Activities

S.N.	Indicators	Number of classes
(a)	Practicing and teaching grammar through language functions	–
(b)	Language functions focused in the lesson	–
(c)	Use of translation and students' native language	10
(d)	Students errors corrected	10
(e)	Focus on accuracy over fluency	10
(f)	Teacher speaking more and students less	10
(g)	Use of daily used materials only	10
(h)	Teacher as a rule and explanation provider, clues provider, ultimate source and authority.	10
(i)	Students as rule follower and sentence - creator from the clues	10

Such indicators of classroom activities found in the sample classes show that the classes for teaching grammar are still deductive and English is being taught for mastery of grammar rather than for communication. Brown (1994, p.245) mentions that fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use. But classroom procedures, activities and indicators in the public schools observed and analyzed are counter to the CLT principle. Therefore, such classes are far from the realm of CLT.

3.3 Teaching Listening Skill

Listening skill is one of the primary language skills given priority under communicative approach to language teaching. The communicative approach based ELT course has given importance to the skill. Each unit of the secondary level course is prepared, graded and sequenced the exercises in the curriculum and textbooks. But importance given to the skill in the classroom by the teachers as well as students was found surprising, which is presented as the following:

Table No. 20

Number of Teachers Teaching and not Teaching Listening Exercises

Teachers teaching the listening exercises	Teachers not teaching listening exercises
2	8

Only 2 teachers among 10, were found teaching the exercise given for listening text and 8 teachers were found to have flipped the pages containing exercises on listening skill. Among 8 teachers 5 said that they had no cassette and cassette player and 3 said that it was not so important from examination point of view.

The teachers, who were teaching listening skill and its exercise, were found to be employing procedure different from CLT in teaching listening.

3.3.1 Procedure in Teaching Listening Skill

To make students exploit the listening text, a class is conducted into pre- while- and post-listening stages and activities. The classes for listening

skills were observed in term of activities and stages to be followed in the lesson and the result of the observation was as the following:

3.3.1.1 Pre-listening Stage

Different preparatory activities are supposed to be conducted at the beginning of the class. The researcher observed the sample listening classes and found the following result:

Table No. 21

Observed Pre-listening Activities and Number of classes

S.N.	Pre-listening activities	Number of classes
(a)	Students guessing about picture	—
(b)	Guessing answer before listening	—
(c)	Assigning while-listening tasks	—
(d)	Other-preparatory activities	—

In none of the classes, the teachers were found to be following the pre-listening stage and activities. Rather, they were found to be doing the following activities at the beginning of the lesson:

Table No. 22
Activities Found at the Beginning of the Lesson and Number of Classes

S.N.	Activities in the classroom	Number of classes	Percent (%)
(a)	Teacher asks student to turn the page no. 108 of the textbook and tells students that they will listen to the text on the cassette player twice and should listen it quietly and try to comprehend it.	1	50
(b)	Teacher says, "Let's go to exercise no 10 page no. 132" and asks students to read the questions given there.	1	50

3.3.1.2 While-listening Stage

The second but important stage in which students listen to the text and do exercises and tasks based on the text, is while-listening stage. Teachers are supposed to present the text and make their students exploit the text by making them do exercises and tasks based on the text. So far as the listening classes observed the following were activities found in the classroom:

Table No. 23

Activities Found and Number of Classes

S.N.	While-listening activities	Number of classes	Percent (%)
(a)	The teacher plays the cassette twice and students do the exercises based on the text. The students do not know most of the questions and the teacher himself supplied correct answer to them rather than making students listen tape again and find answer themselves.	1	50
(b)	No text is presented by the teacher but supplies verbally the answer to the questions for listening practice and students write on their note book	1	50

Among the two listening classes, 50% classes were found, in which teachers presented the text through tape and made their students do exercise, although they supplied answer to the questions that students found difficult. On the other hand, teachers did not present the text for

listening rather supplied answer to the questions given in the exercises and students wrote them down on exercise books in other 50% classes. But the other classes were found skipping the exercise section on listening skill given in the textbook.

3.3.1.3 Post-listening Stage

The third stage activities in which the teacher makes students exploit the text for practicing other language skills through activities like group discussion on the theme of the text, summarizing the text etc. is called post-listening activities. Among the observed sample classes, none of them was found to be employing this stage activities. All teachers in those classes were found making students go to the other exercises for other skills after they supplied answer to the listening text-based exercises and none of the teachers followed pre-listening and post-listening stages in the lesson.

The result of observation of the classes for teaching listening showed that in only 20% classes, teacher paid attention to the listening exercises given in the textbook but in 80% classes, teacher overlooked and skipped listening skill based exercise given in each unit of the textbook.

On the whole, such practice of listening skills in ELT classrooms did not reflect and cover the premises of CLT and were far from it.

3.3.3 Other Indicators of the Classroom Activities

The classes for teaching listening were observed against some of the indicators of the classroom activities and the result of observation was as the following:

Table No. 24
Indicators of the Classroom Activities and Number of Classes

S.N.	Indicators	Number of classes (Out of 2)
1	Use of authentic listening text	-
2	Use of recorded listening text	1
3	Teaching listening integratingly with other language skills	-
4	Learners exploiting the meaning of text themselves	-
5	Use of translation mostly in the classroom	2
6	Students' errors correction	2
7	Accuracy focused	2
8	The teacher speaking mostly in the classroom	2
9	The teacher as a operator of cassette player as well as a spoon-feeder	1
10	The teacher as a spoon-feeder without listening text	1
11	Students as a copier of answer provided by the teacher	2

Among the two classes, none of the classes was found to be using authentic listening text. Surprising is that only one of the classes was found to be presenting the text for listening but the other class was without text. None of the classes was found to be teaching listening integtratively with other three language skills. The students were not able to exploit the meaning of the text presented. As a result, the teacher himself provided them the answer that the students should have given after listening the presented text. Both the classes were found being

conducted in English along with Nepali. Regarding the indicators such as students' errors correction and focusing accuracy, teachers speaking more and students speaking less, both the classes were found doing these activities mostly. In one class, the teacher played role of cassette player operator and answer supplier and in another class, teacher was spoon-feeding his students by telling them the answer to the exercises based on the listening text without presenting it. The students were found as just a copier of answer supplied by the teacher.

Such observed reality in the classroom shows that listening skill is not being practiced in a way as it is supposed to be under CLT. It must be one of the reasons to Aryal's (2001) finding that listening proficiency in English of Grade 10 students is poorer. In the same connection the concluding line made by Carter and Nunan (2001, p. 13) seems more relevant to teaching listening skill in public schools. According to them :

> Listening has rightly assumed a central role in language learning. The skills underlying listening have become more clearly defined. Strategies contributing to effective listening are now better understood. Teaching methodology in the main stream has not yet caught up with theory. In many language curriculums listening is often considered a mysterious 'black box' for which the best approach seems to be simply more practice. Specific skill instruction as well as strategy development still need greater attention in order to demystify the listening process. Similarly materials design lags behind current theory particularly in the areas of input selection and strategy development. Also the assessment of listening, especially, remains far behind current views of listening. Although there have been marked advances, still in many areas much work remains to be done to modernize the teaching of listening.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

 The present school level ELT Curriculum in Nepal is based on the communicative approach to language teaching and textbooks are prepared accordingly. All skills are paid adequate attention in selection and gradation of content and exercise in curriculum and textbooks. Activities promoting communication in English such as group works, pair works, role playing etc. are recommended to be adopted in the classroom. Such activities certainly suppose teacher's and students' role different from traditional language teaching and learning. Teachers as well as students are supposed to use a lot of authentic materials related to the objectives of the curriculum that are likely to promote real communication in English. ELT classes are supposed to be more integrative and interactive in nature.

So far as the classes observed, none of the classes was found to be reflecting the premises of communicative approach in terms of procedures, activities, teacher's role, students' role and such other aspects of English language teaching during the lesson. Observed facts in the classroom such as excessive use of translation in the classes, teacher more active and students being spoon-fed show that ELT classes are teacher-centered and more like traditional language teaching class. There was found a mismatch between the theory adopted by curriculum designer in curriculum designing and English language teaching and actual classroom implementation of the curriculum in public schools of Doti district. To borrow Johnson's (1990, p. 10) words, teaching English in such a way as found in public schools is a 'poor' teaching but is in fact 'survival' teaching because of the mismatch between assumed teaching by curriculum designers and actual teaching in the classroom. Textbook is

sole weapon in the hand of teacher and students. Students are quiet and calm obeying and following teacher. All classrooms observed are not interactive in terms of using English. Exam oriented teaching of English is prevailing in the classroom since most of the teacher skipped listening exercises given in the textbook saying that it is not so important for exam. No other authentic materials are found being used in the classroom. Only one way interaction between teachers and students was found in the form of questions and answer in all observed classes. Overt teaching of grammar, focus on grammar over language function and speaking skill, focus on accuracy, teachers providing translation to each and every line most of the time rather than making students guess meaning from context, and such other indicators of classroom activities observed, analyzed and interpreted in chapter - three shows that ELT classes in public schools in Doti are far from CLT and its principles. On the whole, the communicative course is being practiced and implemented non-communicatively at the classroom level although it is communicative at the level of design and theory.

4.1   Findings

The major findings of the study derived from analysis and interpretation of the observed data are summarized and presented as the following:

1.   Teaching Reading Skill

a)   From analysis and interpretation of classroom procedure observed in the classes for reading skill in public schools, it can be said that communicative approach is not being practiced in teaching reading skill. The reading text was found being taught by reading and translating the text line by line in 70% classes. But in 30% of the classes, teachers

were found summarizing the text themselves both in English and Nepali. On the whole, translation was found the dominant technique in the all classes.

b)   The teachers are acting as ultimate source and authority in the classroom. All the classes for teaching reading skill are teacher-centered. In the classes for teaching reading, 80% of the teachers were found as readers and translators of the text mostly during the lesson and 20% of the teachers acted as a lecturer summarizing the text in both English and Nepali. The students were found as passive recipients waiting for being spoon-fed through translation in all the classes observed.

c)   There is one way interaction between teachers and students in the form of question and answer in the classroom. But no students-students interaction in English was found in any classrooms. Only textbook materials were found to be used in all the classes.

2.   Teaching Grammar and Language Functions

a)   Grammar is found to be focused over language functions in all ELT classes. Twenty percent classes were found teaching grammar without reference to language functions served by the grammatical structure. But 80% classes were found in which teacher explained language functions and meaning served by the grammatical structures at the beginning of the lesson.

b)   Grammar is taught deductively. All the teachers were found explaining grammatical rules and structures in the classroom. The students were learning grammar by practicing rules in sentences construction from the given clues in the books as well as clues provided by teachers. "Have your say" section of the textbook for practicing speaking skill and language functions was found, used by teachers and students only for practicing grammar.

c)   Teachers act as rule providers, clue providers and authority, and students as rule consumers in grammar classes. All grammar classes were teacher-centered and deductive rather than student-centered. So practice of communicative approach in teaching grammar and language functions is not reflected in the classrooms.

3.   Teaching Listening Skill

a)   Listening is one of the most neglected skills found in all ELT classes. Only 20% classes were found paying attention to the exercises based on the listening text given in the textbook. The remaining 80% classes were found overlooking and skipping the listening exercises given in the textbook.

b)   Classroom procedures adopted by the teachers in the listening classes are far from the CLT. No pre-listening and post-listening activities were found in any classes. Only in 50% of the listening classes, there were listening texts presented. In such classes the teachers played the cassette twice and asked students to go to the exercise section of the textbook and read the questions given there. After students

read, teachers supplied correct answers to the questions given there and students wrote them down in their notebooks. Except those activities, there were no other activities based on the text. On the other hands, the other 50% classes for listening were without texts. Teachers asked students to read the questions given in the exercise one by one loudly and supplied their answers without presenting the text. Such activities were centered on solving exercises rather than classes for listening exercises. Both types of the classes for listening exercise were non-listening and non-communicative classes in essence.

c) Teachers are found as cassette player operators and answer suppliers in 50% classes and only as answer suppliers in 50% other classes. The students were found as the copier of teacher's answer in all the classes. Such teacher's and students' roles in the classes are far from CLT.

4. On the whole, reading, translating, applying grammatical rules and formula and solving exercises given in the textbook individually are the most prevailing activities being used in the classroom rather than group works, pair works, information gap activities, games, strip stories, etc.

5. Since the activities and procedures observed in the classes were far from the premise of CLT such as learning language for communication, focus on fluency, authentic communication and category of meaning and language function etc., we can say that the communicative course is being implemented through other

techniques and methods rather than through communicative approach in most of the public schools in the district

4.2   Recommendations

On the basis of the findings of the study, the following recommendations have been made which would be helpful to promote the practice of communicative approach to language teaching in the classroom:

1.   Regarding Teaching Reading

a)   Instead of teachers reading and translating the text themselves on the behalf of the students, at first, they should tell students why they are going to read and assign them pre-reading tasks such as sign-post questions, ordering parts to make whole etc. so that the students have to read and do the activities. The teachers should make students exploit the meaning of the text themselves by assigning different tasks that promote reading comprehension. For that purpose, the teacher should consult the teacher's guide which would be helpful for teachers to avoid translation and make classes more communicative.

b)   The most striking point that an ELT teacher should consider is that they are not spoon-feeder, authority and ultimate source. They should think and do accordingly as a facilitator, creator of environment, monitor, group process manager etc. Students should be taken and treated as an active participant, negotiator of meaning and autonomous learner. Teacher should consider and clarify students that the exercises and activities prescribed by the course are for students to do but

not for teachers. Accordingly, the teacher should make his students active and facilitate them in communication. Such changes in teacher's and students' role certainly will promote practice of CLT in public schools.

c) Instead of one-way interaction between teachers and students as S-R type, the teachers should encourage students to make query in English. For example, the teacher can make students ask question by minimizing his comprehensive translation and explanation and leaving ambiguity among students so that students would make queries to avoid their confusion. Likewise, teachers should collect construct and use authentic materials such as texts from newspaper, notices, advertisement or from English books etc. rather than using only textbook materials.

2. Regarding Teaching Grammar and Language Functions

a) ELT teachers should emphasize the language functions over grammar. Since 'use', not 'usage', is the main aim of the course, grammar should be practiced through language functions in the classroom.

b) Instead of deductive teaching of grammar, the teacher should make students practice language functions and its exponents reflecting the particular grammatical structure through dialogues, pair works, group works etc. The teacher should encourage students to generalize the rule rather than supplying them the formula and grammatical rule explicitly.

c) Teachers should create the situation in which students should make use of particular language functions, through which they practice a particular grammar point. For that purpose, teacher should act as a creator of environment, facilitator, guide etc. rather than as an authority, rule provider and ultimate source in the classroom.

3. Regarding Teaching Listening Skill

a) Adequate attention should be given to the teaching of listening skill in the classroom, since it is an important primary language skill needed for effective communication.

b) Listening skill should not be overlooked, since it is the most important language skill for successful communication. The existing classroom procedures should be changed according to the activities and principles prescribed in the curriculum, teacher's guide and CLT. Teaching listening should not be taken as only providing students a readymade answer to the questions in the textbook. Rather an authentic text should be presented so that students exploit it to do exercises based on it as far as possible.

c) Teachers should act as a facilitator, creator of the environment in which students should struggle to grasp the theme of the text after listening it. Instead of the teachers supplying answer to the questions, they can expose the text to the students so that they could be able to answer the questions.

4. The communicative activities such as group works, pair works, interviews, opinion polls, rank order, strip stories, language games etc. should be used in the classroom rather than reading, translating and writing answer and doing exercises. A type of revolution against deep-rooted traditional way of teaching English regarding existing teachers' roles, students' roles, classroom procedures, use of materials and activities on part of teachers and students is necessary to strengthen the use of CLT in the classroom. The teachers should be given skill empowerment training to develop their capacity and update their knowledge. A continuous supervision of ELT classes to provide teacher appropriate feedback is essential so that the implementation level of the communicative course will be truly communicative.

5. The concerned body such as CDC, curriculum designers, educationists and administrative body responsible for implementation of the recommended communicative course should make continuous supervision and review on how their recommended course is being implemented at the grass-root level. Otherwise whatever the best programme is designed and recommended it will be fruitless. So, review on ELT curriculum at level of classroom implementation should be done by concerned body.

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Appendix I
Class Observation Checklist for Teaching Reading

Name of the Teacher: Date:

School :   Grade :

Subject: Number of Students :

Teaching Item : Reading text.............................

1.   Classroom management.

Indicators	Yes	No	Remarks
a) Classroom size appropriate to number of students			
b) Decoration in the classroom			
i) Maps			
ii) Charts			
iii) Articles			
iv) Other material related to ELT			
d) Students sitting appropriate for :			
i) Group work			
ii) Pair work			
iii) Other activities			
e) Does classroom give the impression of setting for communication in English			

2.   Does teacher follow the following procedure ?

a. Pre-reading activities		Yes	No	Remarks
- Motivation and preparation	Showing picture			
	Telling joke			
	Making student guess			
- Giving student pre-reading tasks	Sign post question			
	Chart table to be completed			
-Telling student the purpose of reading				
- Contextualization of language				
- Highlighting of social setting of language				
- Personification				
- Other activities				

- If not these activities what does teacher do at the beginning of the lesson ?

----

b. Presentation (While reading activities)	Yes	No	Remarks
- Student finding answers to the sign post questions.			
- Completing chart or table			
- Ordering part to make whole			

- Underlining the language functions.			
- Solving problems based on the text.			
- Drilling communicative function of language			
- Other activities.			

If not these activities what do students and teacher do ?

....

....

....

c. Communicative activities (Post-reading)		Yes	No	Remarks
- Free group discussion on the theme of text.				
- Giving suitable title to the text.				
- Games	Guessing			
	Vocabulary			
- Interviews				
- Information gap activities				
- Opinion polls				
- Rank orders				
Other activities				

If not these activities what do students and teacher do ?

....

....

....

3.　　Is the reading text exploited to present and practice all four
　　　language skills integratively ?

　　　a) Yes ☐　　　　　　　　b) No ☐

- If not, which skill is focused ?

....

....

....

4.　　Are language functions focused and practiced through the reading
　　　text ?

　　　a) Yes ☐　　　　　　　　b) No ☐

Remarks: ....

5.　　Are grammatical forms and features based on the text paid
　　　attention ?

　　　a) Yes ☐　　　　　　　　b) No ☐

　　　If yes, how ?

　　　a) Inductively ☐　　　　b) Deductively ☐

Remarks: ....

6. Is vocabulary paid attention ?

a) Yes ☐   b) No ☐

If yes, then how ?

....

....

....

7. Use of student's native language and translation in the classroom.

Never	Sometime	Mostly	Always	Remarks

8. Students error

Corrected	Tolerated	Remarks

9. Focus on ☐

   a) Fluency   b) Accuracy ☐

Remark..

10. Who speaks mostly in the classroom ?

   a) Teacher ☐   b) Students ☐

Remark..

11. Are sufficient teaching materials except daily used materials used ?

   a) Yes ☐   b) No ☐

If Yes, what are they ?

....

....

- Are they authentic ?

a) Yes [   ]   b) No [   ]

Remark...

12.   Student teacher interaction

Indicators	Yes	No	Remarks
– Do they use English			
– Do students hesitate to talk with teacher ?			
– Do they listen attentively ?			
– Do they ask question frequently ?			
– Do they answer teacher's questions ?			
– Does teacher encourage students ?			
– Is teacher friendly to the students ?			
– Does teacher use non-verbal cues ?			

13.   Students-students interaction

Indicators	Yes	No	Remarks
– Are they ready to work in groups and pairs ?			
– Do they contribute to their group ?			
– Do they use English ?			

14.   Teacher's Role

Roles	Always	Sometime	Never	Remarks
a. Facilitator				
b. Participant				
c. Organizer of resource				
d. Researcher or learner				
e. Guide				
f. Group process manager				
g. Creator of environment				

- If not which role ?

....

15.   Learner's Role

Roles	Always	Sometime	Never	Remarks
a. Active participant.				
b. Negotiator of meaning.				
c. Autonomous learner				

If not which role ?....................

16.   Classroom activities used (any of the following ?)

- Group work ☐
- Pair work ☐
- Information gap activities ☐
- Games ☐
- Interviews ☐
- Opinion polls ☐
- Filling in the grid ☐
- Finding answer to the question ☐
- Strip stories ☐
- Ordering parts to make whole ☐
- Telling stories and experience ☐
- Group discussion ☐
- Other activities ....

....

Class observer's comments

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Class Teacher

....

Class Observer

Appendix - II

Class Observation Checklist for Grammar and Language Function

Name of the Teacher: Date:

School :   Grade :

Subject: Number of Students :

Teaching Item : Language function and Gramar.............................

1.   Classroom management.

Indicators	Yes	No	Remarks
a) Classroom size appropriate to number of students			
b) Decoration in the classroom			
i) Maps			
ii) Charts			
iii) Articles			
iv) Other material related to ELT			
d) Students sitting appropriate for :			
i) Group work			
ii) Pair work			
iii) Other activities			
e) Does classroom give the impression of setting for communication in English			

2.　　Does teacher follow the following procedure ?

a. Pre-communicative activities	Yes	No	Remarks
- Presentation of language function through dialogue			
- Oral practice of the dialogue segments by the students			
- Discussion on the role, setting, formality			
- Contextualization of language			
- Personification of the theme.			

- If not, how does teacher initiate the class ?

----

b. Presentation	Yes	No	Remarks
- drilling the basic exponent			
- playing role and practicing the dialogue			
- Ordering different segment of the dialogue together.			
- Question answer based on the dialogues			
- Learner discovery of generalization underlying the functional expression.			

 If not these activities how does teacher present and learners work ?

....

....

....

c. Communicative activities		Yes	No	Remarks
- Using language functions	interviews			

through	games			
	discussion			
	opinion polls			
	information gap activities			
- Writing similar dialogue				

If not these activities what do teacher and student do ?

....

....

....

3.   Is grammar taught ad practiced through language functions ?

        a) Yes [   ]   b) No [   ]

- If not, it is taught deductively ?

....

....

....

4.   Are language functions focused in the lesson ?

        a) Yes [   ]   b) No [   ]

5.   Are all language skills integrating practiced in the lesson ?

        a) Yes [   ]   b) No [   ]

Remarks: ....

6. Use of student's native language and translation in the classroom.

Never	Sometime	Mostly	Always	Remarks

7. Students error

Corrected	Tolerated	Remarks

8. Focus on

a) Fluency [ ]   b) Accuracy [ ]

Remark...

9. Who speaks mostly in the classroom ?

a) Teacher [ ]   b) Students [ ]

Remark...

10. Are sufficient teaching materials except daily used materials used ?

a) Yes [ ]   b) No [ ]

If Yes, what are they ?

....

....

- Are they authentic ?

a) Yes [ ]   b) No [ ]

Remark...

11. Student teacher interaction

Indicators	Yes	No	Remarks
– Do they use English			
– Do students hesitate to talk with teacher ?			
– Do they listen attentively ?			

–	Do they ask question frequently ?		
–	Do they answer teacher's questions ?		
–	Does teacher encourage students ?		
–	Is teacher friendly to the students ?		
–	Does teacher use non-verbal cues ?		

12. Students-students interaction

Indicators	Yes	No	Remarks
– Are they ready to work in groups and pairs ?			
– Do they contribute to their group ?			
– Do they use English ?			

13. Teacher's Role

Roles	Always	Sometime	Never	Remarks
a. Facilitator				
b. Participant				
c. Organizer of resource				
d. Researcher or learner				
e. Guide				
f. Group process manager				
g. Creator of environment				

- If not which role ?

....

14. Learner's Role

Roles	Always	Sometime	Never	Remarks
a. Active participant.				
b. Negotiator of meaning.				
c. Autonomous learner				

If not which role ?....................

15.   Classroom activities used (any of the following ?)

    –   Group work   ☐

    –   Pair work   ☐

    –   Information gap activities   ☐

    –   Games   ☐

    –   Interviews   ☐

    –   Opinion polls   ☐

    –   Filling in the grid   ☐

    –   Finding answer to the question   ☐

    –   Strip stories   ☐

    –   Ordering parts to make whole   ☐

    –   Telling stories and experience   ☐

    –   Group discussion   ☐

    –   Other activities ....

         ....

Class observer's comments

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Class Teacher   **Class Observer**

Appendix - III

Class Observation Checklist for Teaching Listening

Name of the Teacher: Date:

School :   Grade :

Subject: Number of Students :

Teaching Item : Listening text..............................

1.   Classroom management.

Indicators	Yes	No	Remarks
a) Classroom size appropriate to number of students			
b) Decoration in the classroom			
i) Maps			
ii) Charts			
iii) Articles			
iv) Other material related to ELT			
d) Students sitting appropriate for :			
i) Group work			
ii) Pair work			
iii) Other activities			
e) Does classroom give the impression of setting for communication in English			

2. Does teacher follow the following procedure ?

A. Pre-listening	Yes	No	Remarks
B. While listening	Yes	No	Remarks
C. Post listening	Yes	No	Remarks

- If not, how does teacher present the listening text?

----

2. (i) Are materials authentic ?

a) Yes ☐   b) No ☐

Remarks: ....

....

(ii) Are they live or recorded ?

a) Live ☐   b) Recorded ☐

Remarks: ....

....

3.   Is the lesson, and activities provoke learner to listen, speak, read and write integratively ?

a) Yes ☐   b) No ☐

Remarks: ....

....

4.   Are learner able to exploit the meaning of the text ?

a) Yes ☐   b) No ☐

Remarks: ....

....

5.   Use of student's native language and translation in the classroom.

Never	Sometime	Mostly	Always	Remarks

6.   Students error

Corrected	Tolerated	Remarks

7.   Focus on ☐

a) Fluency   b) Accuracy ☐

Remark..

8. Who speaks mostly in the classroom ?

a) Teacher [ ]   b) Students [ ]

Remark..

9. Are sufficient teaching materials except daily used materials used ?

a) Yes [ ]   b) No [ ]

If Yes, what are they ?

....

....

- Are they authentic ?

a) Yes [ ]   b) No [ ]

Remark..

10. Student teacher interaction

Indicators	Yes	No	Remarks
– Do they use English			
– Do students hesitate to talk with teacher ?			
– Do they listen attentively ?			
– Do they ask question frequently ?			
– Do they answer teacher's questions ?			
– Does teacher encourage students ?			
– Is teacher friendly to the students ?			
– Does teacher use non-verbal cues ?			

11. Students-students interaction

Indicators	Yes	No	Remarks
– Are they ready to work in groups and pairs ?			
– Do they contribute to their group ?			
– Do they use English ?			

12. Teacher's Role

Roles	Always	Sometime	Never	Remarks
a. Facilitator				
b. Participant				
c. Organizer of resource				
d. Researcher or learner				
e. Guide				
f. Group process manager				
g. Creator of environment				

- If not which role ?

....

13. Learner's Role

Roles	Always	Sometime	Never	Remarks
a. Active participant.				
b. Negotiator of meaning.				
c. Autonomous learner				

If not which role ?....................

14. Classroom activities used (any of the following ?)

– Group work   ☐

– Pair work   ☐

– Information gap activities   ☐

– Games   ☐

– Interviews   ☐

– Opinion polls   ☐

– Filling in the grid   ☐

– Finding answer to the question   ☐

–	Strip stories	☐
–	Ordering parts to make whole	☐
–	Telling stories and experience	☐
–	Group discussion	☐
–	Other activities ....

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Class observer's comments

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Class Teacher

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Class Observer

Appendix IV
Class Observation Checklist for Teaching Reading

Name of the Teacher: Date:

School :   Grade :

Subject: Number of Students :

Teaching Item : Reading text.............................

1. Classroom management.

Indicators	Yes	No	Remarks
a) Classroom size appropriate to number of students			
b) Decoration in the classroom			
i) Maps			
ii) Charts			
iii) Articles			
iv) Other material related to ELT			
d) Students sitting appropriate for :			
i) Group work			
ii) Pair work			
iii) Other activities			
e) Does classroom give the impression of setting for communication in English			

2. Does teacher follow the following procedure ?

a. Pre-reading activities		Yes	No	Remarks
- Motivation and preparation	Showing picture			
	Telling joke			
	Making student guess			
- Giving student pre-reading tasks	Sign post question			
	Chart table to be completed			
-Telling student the purpose of reading				
- Contextualization of language				
- Highlighting of social setting of language				
- Personification				
- Other activities				

- If not these activities what does teacher do at the beginning of the lesson ?

----

b. Presentation (While reading activities)	Yes	No	Remarks
- Student finding answers to the sign post questions.			
- Completing chart or table			
- Ordering part to make whole			

- Underlining the language functions.			
- Solving problems based on the text.			
- Drilling communicative function of language			
- Other activities.			

If not these activities what do students and teacher do ?

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....

c. Communicative activities (Post-reading)		Yes	No	Remarks
- Free group discussion on the theme of text.				
- Giving suitable title to the text.				
- Games	Guessing			
	Vocabulary			
- Interviews				
- Information gap activities				
- Opinion polls				
- Rank orders				
Other activities				

If not these activities what do students and teacher do ?

....

....

....

3.   Is the reading text exploited to present and practice all four language skills integratively ?

a) Yes [　　]   b) No [　　]

- If not, which skill is focused ?

....

....

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4.   Are language functions focused and practiced through the reading text ?

a) Yes [　　]   b) No [　　]

Remarks: ....

5.   Are grammatical forms and features based on the text paid attention ?

a) Yes [　　]   b) No [　　]

If yes, how ?

a) Inductively [　　]   b) Deductively [　　]

Remarks: ....

6.   Is vocabulary paid attention ?

a) Yes ☐   b) No ☐

If yes, then how ?

....

....

....

7.   Use of student's native language and translation in the classroom.

Never	Sometime	Mostly	Always	Remarks

8.   Students error

Corrected	Tolerated	Remarks

9.   Focus on ☐

a) Fluency   b) Accuracy ☐

Remark..

10.   Who speaks mostly in the classroom ?

a) Teacher ☐   b) Students ☐

Remark..

11.   Are sufficient teaching materials except daily used materials used ?

a) Yes ☐   b) No ☐

If Yes, what are they ?

....

....

- Are they authentic ?

a) Yes ☐   b) No ☐

Remark...

12.   Student teacher interaction

Indicators	Yes	No	Remarks
– Do they use English			
– Do students hesitate to talk with teacher ?			
– Do they listen attentively ?			
– Do they ask question frequently ?			
– Do they answer teacher's questions ?			
– Does teacher encourage students ?			
– Is teacher friendly to the students ?			
– Does teacher use non-verbal cues ?			

13.   Students-students interaction

Indicators	Yes	No	Remarks
– Are they ready to work in groups and pairs ?			
– Do they contribute to their group ?			
– Do they use English ?			

14.   Teacher's Role

Roles	Always	Sometime	Never	Remarks
a. Facilitator				
b. Participant				
c. Organizer of resource				
d. Researcher or learner				
e. Guide				
f. Group process manager				
g. Creator of environment				

- If not which role ?

....

15.   Learner's Role

Roles	Always	Sometime	Never	Remarks
d. Active participant.				
e. Negotiator of meaning.				
f. Autonomous learner				

If not which role ?....................

16.   Classroom activities used (any of the following ?)

- Group work ☐
- Pair work ☐
- Information gap activities ☐
- Games ☐
- Interviews ☐
- Opinion polls ☐
- Filling in the grid ☐
- Finding answer to the question ☐
- Strip stories ☐
- Ordering parts to make whole ☐
- Telling stories and experience ☐
- Group discussion ☐
- Other activities ....

....

Class observer's comments

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Class Teacher **Class Observer**

Appendix - V

Class Observation Checklist for Grammar and Language Function

Name of the Teacher: Date:

School :   Grade :

Subject: Number of Students :

Teaching Item : Language function and Gramar..............................

1.   Classroom management.

Indicators	Yes	No	Remarks
a) Classroom size appropriate to number of students			
b) Decoration in the classroom			
i) Maps			
ii) Charts			
iii) Articles			
iv) Other material related to ELT			
d) Students sitting appropriate for :			
i) Group work			
ii) Pair work			
iii) Other activities			
e) Does classroom give the impression of setting for communication in English			

2. Does teacher follow the following procedure ?

a. Pre-communicative activities	Yes	No	Remarks
- Presentation of language function through dialogue			
- Oral practice of the dialogue segments by the students			
- Discussion on the role, setting, formality			
- Contextualization of language			
- Personification of the theme.			

- If not, how does teacher initiate the class ?

----

b. Presentation	Yes	No	Remarks
- drilling the basic exponent			
- playing role and practicing the dialogue			
- Ordering different segment of the dialogue together.			
- Question answer based on the dialogues			
- Learner discovery of generalization underlying the functional expression.			

 If not these activities how does teacher present and learners work ?

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c. Communicative activities		Yes	No	Remarks
- Using language functions	interviews			

through	games			
	discussion			
	opinion polls			
	information gap activities			
- Writing similar dialogue				

If not these activities what do teacher and student do ?

....

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....

3.   Is grammar taught ad practiced through language functions ?

a) Yes ☐   b) No ☐

- If not, it is taught deductively ?

....

....

....

4.   Are language functions focused in the lesson ?

a) Yes ☐   b) No ☐

5.   Are all language skills integrating practiced in the lesson ?

a) Yes ☐   b) No ☐

Remarks: ....

6. Use of student's native language and translation in the classroom.

Never	Sometime	Mostly	Always	Remarks

7. Students error

Corrected	Tolerated	Remarks

8. Focus on

   a) Fluency [ ]   b) Accuracy [ ]

   Remark..

9. Who speaks mostly in the classroom ?

   a) Teacher [ ]   b) Students [ ]

   Remark..

10. Are sufficient teaching materials except daily used materials used ?

    a) Yes [ ]   b) No [ ]

    If Yes, what are they ?

    ....

    ....

    - Are they authentic ?

    a) Yes [ ]   b) No [ ]

    Remark..

11. Student teacher interaction

Indicators	Yes	No	Remarks
– Do they use English			
– Do students hesitate to talk with teacher ?			
– Do they listen attentively ?			

	Yes	No	
– Do they ask question frequently ?			
– Do they answer teacher's questions ?			
– Does teacher encourage students ?			
– Is teacher friendly to the students ?			
– Does teacher use non-verbal cues ?			

12. Students-students interaction

Indicators	Yes	No	Remarks
– Are they ready to work in groups and pairs ?			
– Do they contribute to their group ?			
– Do they use English ?			

13. Teacher's Role

Roles	Always	Sometime	Never	Remarks
a. Facilitator				
b. Participant				
c. Organizer of resource				
d. Researcher or learner				
e. Guide				
f. Group process manager				
g. Creator of environment				

- If not which role ?

....

14. Learner's Role

Roles	Always	Sometime	Never	Remarks
a. Active participant.				
b. Negotiator of meaning.				
c. Autonomous learner				

If not which role ?....................

15.   Classroom activities used (any of the following ?)

–   Group work   ☐

–   Pair work   ☐

–   Information gap activities ☐

–   Games   ☐

–   Interviews   ☐

–   Opinion polls   ☐

–   Filling in the grid   ☐

–   Finding answer to the question   ☐

–   Strip stories   ☐

–   Ordering parts to make whole   ☐

–   Telling stories and experience ☐

–   Group discussion   ☐

–   Other activities ....

....

Class observer's comments

....   **..........................**

Class Teacher   **Class Observer**

Appendix - VI

Class Observation Checklist for Teaching Listening

Name of the Teacher: Date:

School :   Grade :

Subject: Number of Students :

Teaching Item : Listening text.............................

1.   Classroom management.

Indicators	Yes	No	Remarks
a) Classroom size appropriate to number of students			
b) Decoration in the classroom			
i) Maps			
ii) Charts			
iii) Articles			
iv) Other material related to ELT			
d) Students sitting appropriate for :			
i) Group work			
ii) Pair work			
iii) Other activities			
e) Does classroom give the impression of setting for communication in English			

2. Does teacher follow the following procedure ?

a. Pre-listening	Yes	No	Remarks
B. While listening	Yes	No	Remarks
C. Post listening	Yes	No	Remarks

- If not, how does teacher present the listening text?

----

2. (i) Are materials authentic ?

a) Yes ☐   b) No ☐

Remarks: ....

....

(ii) Are they live or recorded ?

a) Live [ ]　　　　　　　　b) Recorded [ ]

Remarks: ....

....

3.　Is the lesson, and activities provoke learner to listen, speak, read and write integratively ?

a) Yes [ ]　　　　　　　　b) No [ ]

Remarks: ....

....

4.　Are learner able to exploit the meaning of the text ?

a) Yes [ ]　　　　　　　　b) No [ ]

Remarks: ....

....

5.　Use of student's native language and translation in the classroom.

Never	Sometime	Mostly	Always	Remarks

6.　Students error

Corrected	Tolerated	Remarks

7.　Focus on [ ]

a) Fluency　　　　　　　　　　　　b) Accuracy [ ]

Remark..

8.   Who speaks mostly in the classroom ?

a) Teacher [   ]   b) Students [   ]

Remark..

9.   Are sufficient teaching materials except daily used materials used ?

a) Yes [   ]   b) No [   ]

If Yes, what are they ?

....

....

- Are they authentic ?

a) Yes [   ]   b) No [   ]

Remark..

10.   Student teacher interaction

Indicators	Yes	No	Remarks
– Do they use English			
– Do students hesitate to talk with teacher ?			
– Do they listen attentively ?			
– Do they ask question frequently ?			
– Do they answer teacher's questions ?			
– Does teacher encourage students ?			
– Is teacher friendly to the students ?			
– Does teacher use non-verbal cues ?			

11.   Students-students interaction

Indicators	Yes	No	Remarks
– Are they ready to work in groups and pairs ?			
– Do they contribute to their group ?			
– Do they use English ?			

12. Teacher's Role

Roles	Always	Sometime	Never	Remarks
a. Facilitator				
b. Participant				
c. Organizer of resource				
d. Researcher or learner				
e. Guide				
f. Group process manager				
g. Creator of environment				

- If not which role ?

....

13. Learner's Role

Roles	Always	Sometime	Never	Remarks
a. Active participant.				
b. Negotiator of meaning.				
c. Autonomous learner				

If not which role ?....................

14. Classroom activities used (any of the following ?)

– Group work ☐

– Pair work ☐

– Information gap activities ☐

– Games ☐

– Interviews ☐

– Opinion polls ☐

– Filling in the grid ☐

– Finding answer to the question ☐

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–   Strip stories ☐

–   Ordering parts to make whole ☐

–   Telling stories and experience ☐

–   Group discussion ☐

–   Other activities ....

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Class observer's comments

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Class Teacher   **Class Observer**

Appendix - VII

List of the Schools Selected for the Study

1.   Shree Sita Ram Higher Secondary School, Uchchakot.

2.   Shree Latamandu Secondary School, Latamandu.

3.   Shree Radha Krishna Higher Secondary School, Gopghat.

4.   Shree Siddheshwar Higher Secondary School, Banedungrisain.

5.   Shree Radha Krishna Higher Secondary School, Tijali.

6.   Shree Maglek and Higher Secondary School, Tikha.

7.   Shree Mahakali Secondary School, Mudhegaun.

8.   Shree Sivpur Secondary School, Chankatle.

9.   Shree Rampur Higher Secondary School, Budar.

10.   Shree Gauri Shankar Secondary School, Gaira.