

CHAPTER ONE

INTRODUCTION

1.1 General Background

The world today is significantly different from the world in the past in many respects. Rapidly developing concept of globalization is one of the leading factors responsible for these differences. It has increased the possibility of meeting and/or being connected with the people from different parts of the world in different occasions and for different purposes. In such occasion and for these different purposes, we need to communicate with those people or be familiar with them and their backgrounds. In order to have effective communication with them or be familiar with them, we need a common language, but the bitter reality is that neither language is something like computer software that can be installed within a few minutes nor the mind is like a computer that can work in a mechanical way and process the whole language when desired. In such situation, one might raise a question as to what the solution is. The answer is preparation to deal with such situation as Prigogine (1990), a Nobel Prize winner, said ‘we cannot predict the future but we can prepare it’ (cited in Khaniya 2007, p. 1).

English language teaching is proved to be the best way of preparation for global communication and being practised world wide. There may not be any disagreement in accepting English as a principal language for international communication, which can clearly be seen in the words of Sthapit, Basnyat, Bhattarai and Giri (1994, p. v), ‘The importance of the English language in the present day world need not be over emphasized. It is principal language for international communication and gateway to the world body of knowledge.’

But there are changing opinions regarding the way language should be taught.

Thanasoulal (2002) states:

. . . the English language teaching tradition has been subjected to a tremendous change, especially throughout the 20th century. Perhaps more than any other discipline, this tradition has been practised, in various adaptations, in language classrooms all around the world for centuries. While teaching of Maths or Physics, that is, methodology of teaching Maths or Physics has, to a greater or lesser extent, remained the same, this is hardly the case with English or language teaching in general (Retrieved August 17, 2008, from world wide web <http://www.englishclub.com/tefl-articles/history-english-language-teaching.htm>).

It has been common in the field of English Language Teaching (henceforth ELT) to adopt, modify and replace one method by another with changing attitude and interpretation of the best way of language teaching and learning.

Regarding this Brown (1994) clearly states:

A glance through the past century or so of language teaching gives us an interesting picture of how varied interpretations have been of the best way to teach a foreign language. As schools of thought have come and gone so have language teaching method waxed and waned in popularity (p.14).

Some of the language teaching methodologies that gained popularity at different times in the field of ELT are as below:

The classical method

The direct method

The audio lingual method

The suggestopedia

The silent way

The strategy based instruction

The communicative language teaching (CLT)

1.1.1 English Language Teaching in Nepal

The history of English language teaching in Nepal is not very long. It can be traced back to 1854 when the Prime Minister Jung Bahadur Rana established Durbar High school immediately after returning from the one year visit to the UK. Regarding the introduction of English in the education system in Nepal Awasthi (2003, p.22) states:

English entered in the Nepalese education in 1854 when the Prime Minister Jung Bahadur Rana opened a high school in Kathmandu. However, it was not introduced in the higher education until 1918 when Tri-Chandra College, the first college in the Kingdom, was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education system Plan (NESP). Until then English teachers were not trained.

This statement clarifies that English language education started very late in Nepal. In the same paper the author further says, “Most of them are not trained and whoever are trained also need retraining (ibid, p. 23).” It shows the sensitivity of the situation regarding teacher education for English teachers in Nepal. The lack of teacher training for ELT professionals has caused problems in developing learners’ actual proficiency in the use of language. The very fact is also realized by Gnawali (1999, p. 67) and presented in the following words:

The problem is that students who have spent several years in Formal English classes tend to be poor in the ability to actually use language and to understand its use in normal communication, whether in spoken or written mode. While formal certificates might suggest good examination result and the students may easily make direct translation of common structures in written form, when they have to communicate in English, they fail to get their message across.

Koirala, Sanjel and Dotel (2005, p.108) found the problem more severe and illustrate it through the following case:

A teacher, who had been an examiner in SLC examination, recalled one student from government school replied '*I am fine thank you*' in response to the question '*What is the name of your school?*' This is the condition of Nepalese students even if it has been a decade since CLT was introduced in ELT in Nepal.

These problems in the field of ELT in Nepal suggest that there is much to be done to improve the overall ELT situation, which will ultimately lead us to improve learners' achievements. Among those different aspects trainings is one the other frequently cited aspects are environmental constraints (nature of the textbook, nature of examination system, cultural factors), the way teachers and learners are accustomed, access and interest of the teachers. However, among these all training to the teachers is always the most helpful to improve the existing situation.

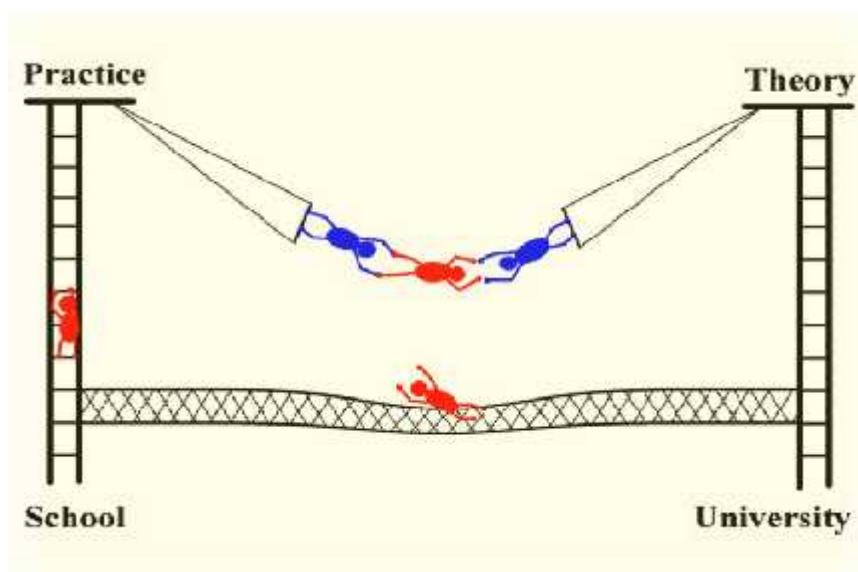
1.1.2 Relation Between Teaching and Training

The teacher is considered to be the key for the quality enhancement of overall teaching and learning activities. The teacher shapes the children as desired by the broader curriculum goals. To fulfill this job the teachers need to be academically qualified and competent enough to transfer the knowledge and skills in the actual field of their professional practice. For this, the teachers need professional training along with continuous support and motivation to help them develop positive attitude toward their teaching profession. Therefore, it is said that teaching and training are two closely related phenomena of an academic programme. According to Shorock (1997), basically teacher training intends to develop the quality and effectiveness of teaching through the

provision of academic orientation, practical orientation, technical orientation, personal orientation, and critical orientation (cited in Bhandari, 2006, p. 89). To be specific, we can say teachers are prepared in the training institute or universities with the aim of drawing out varied potentialities from them.

Usually, it is thought that the knowledge learned in the training (as a pre-service or in-service programme) can easily be implemented in the classroom but it might not be the case in all situations. There are situations in which the training cannot address the need of the actual audience especially when it focuses on an imaginary ideal situation rather than real local constraints or is more concerned with the theoretical orientation rather than practical implementation in the field. Such factors are also considered as the factors contributing to increase the gaps between the teaching and training and ultimately leading to decrease the effectiveness of the training or limit it to the training venue as a matter of formality. The gaps between the theory learned at university and practice (teaching) at school is presented in the following figure by Maldarez (2003).

Figure No.1: Gaps Between Theory and Practice



Regarding the gaps between theory and practice Patel (1993) has cited the following case:

Over the last two years, participants in in-service seminars have constantly complained that their university education did not prepare them for the realities of the classroom. What it gave, they claim, was preparation in linguistic and language awareness. Consequently, the first years spent in school were a great struggle for these teachers and it was only after much soul searching, hard work and experience that they learned to cope with the sheer complexity and quantity of classroom interaction. Many teachers felt that their institutions were devoted only to the academic study of language and literature. They were not therefore being trained to become teachers. (p.1)

The ultimate aim of the whole teacher preparation programme is to help individual be able to teach effectively. However, the actual time spent in practice teaching does not seem to be the focus of many teachers' training programme or they seem unable to focus on it at functional level because of several constraints. Patel (ibid) has mentioned this problem in the following words:

The actual number of hours that are spent practising in school varies, and some institutions have as little as two weeks full-time teaching practice (TP), which accounts for less than 1 per cent of the total course. Furthermore, most institutions do not fail trainees on the basis of their teaching practice. (p.1)

Such gaps between theory and practice and lack of adequate focus on the essential aspects of a teacher education programme lead to inappropriate perception of a teaching methods or increase the possibility of gaps perceived in the implementation of the desired teaching method(s) so as to achieve the desired outcomes.

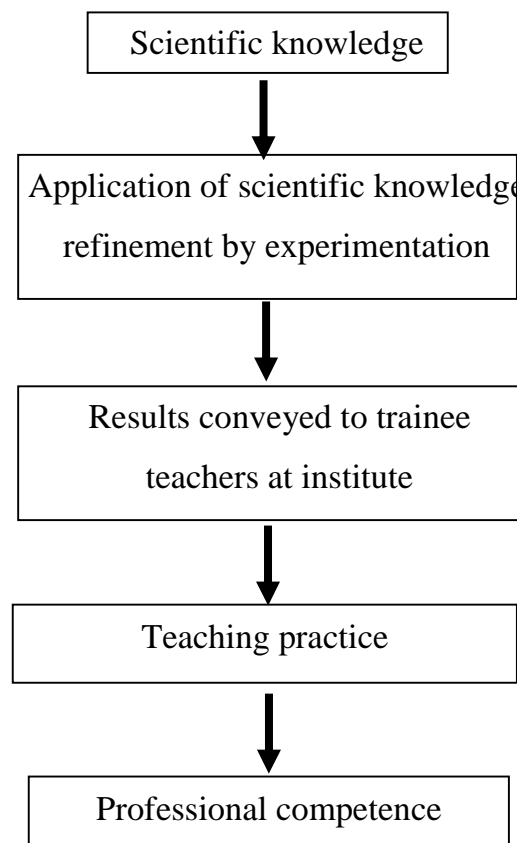
1.1.3 Models of Teacher Education

The following two models are mainly cited in the literature of teacher training regarding how teaching expertise is acquired:

- a. The applied science model, and
- b. The reflective model

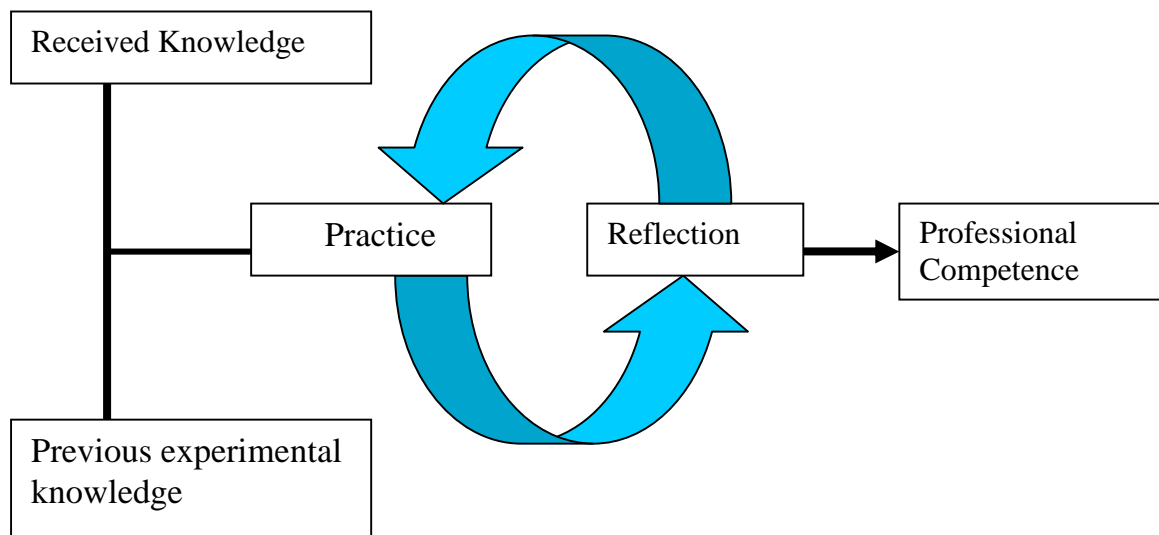
The applied science model is the traditional one and widely used in the teacher education programme in the past. This adopt the one way delivery in the sense that the findings of the scientific knowledge and results obtained through the experimentation is conveyed to the trainees by the experts and the trainees practise the knowledge gained in practice teaching and ultimately it lead them to develop their professional competence. Patel (1993, p. 4) presents it in the following diagram:

Figure No. 2: The Applied Science Model



The reflective model on the other hand equally focuses on the both received knowledge and experiential knowledge. The trainees will receive the content knowledge as a received knowledge and through reflection, they will see the theory in practice where they get opportunity to practise theory in their classroom and reflect over it. It equally focuses on the public theories and personal reflection on these theories. Patel (1993, p. 3) uses the following figures illustrates this model:

Figurer No.3: The Reflective Model



Teacher training curriculum in our education system seems that it has adopted the former method with due focus on the one-way delivery of the knowledge. It can be easily seen in the following example of the content specification of teaching literature as it is mentioned in the '(Lower) Secondary Teacher Training Curriculum NCED (2004, p. 20)

- What is literature?
- Different genres of literature
- Characteristics of poetry
- Difference between poetry and prose

- Characteristics of story
- Characteristics of drama
- Characteristics of drama
- Characteristics of essay
- Why teach literature at secondary level
- Teaching literature for language development
- Ways of testing/ evaluating literature

The strange thing is that the most important aspect of '**how to teach**' is missing here. It has raised several questions, such as; does the way our teachers are trained prepare them for actual implementation of the desired method? Do they go back to their school with the appropriate perception of the methodology discussed in the training? Are they prepared to react with those methods so as to implement even in the existing local constraints? This study focuses on one of those issues: Perception of communicative language teaching by secondary level English teachers.

1.1.4 Communicative Language Teaching

Learners achievements to a large extent, determined by the way teaching and learning activities carried out and the way teaching and learning activities are carried out in a class are affected by the theory on which it is based on the way subject matter (language for our purpose) is viewed. In the field of ELT in particular and language teaching in general, communicative language teaching is proved to be the most effective method of language teaching for preparing learners to use language properly in a given situation.

Now, it is commonly accepted as the most efficient method by the professionals and is being practiced worldwide. Brown (1994, p. 14) has shown his response to CLT in the following words:

Today the term "communicative language teaching" is a by word for language teachers. Indeed, the single greatest challenge in the profession is to move significantly beyond the teaching of rules, patterns, definitions, and other knowledge "about" language to the point that we are teaching our student to *communicate* genuinely, spontaneously, and meaningfully in the second language.

Communicative language teaching is thought to be a realistic method of teaching in the sense that it fulfils the need of the learners who desire to have mastery over the target language (TL) for real communication. Van Ek (1977) describes such learners in the following words:

People who want to prepare themselves, in general way to be able to communicate socially on straight forward everyday matters with people from other countries who come their way, and to be able to get around and lead a reasonably normal life when they visit another country (cited in Littlewood, 1981, p. IX)

CLT is based on the assumption of communicative competence and has its own theory of language and language learning, syllabus structure, classroom procedure that significantly differ from other traditional methods of teaching.

1.1.5 Theory of Language and Language Learning in CLT

CLT has its theoretical foundation on the concept of communicative competence, a term first used by Hymes (1972). Hymes (1972) used this term to refer to the combination of knowledge (and abilities) of the following four types:

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

2. Whether (and to what degree) something is feasible in virtue of the means of implementation available.
3. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to the context in which it is used and evaluated.
4. Whether (and to what degree) something is in fact done, actually performed, and what its doing entails (cited in Richards & Rodgers 2001, p. 159).

Since CLT views language learning as being able to have mastery over communicative competence, it basically intends to help learners develop skills and strategies to involve in communicative activities in order to produce and interpret the utterances in a natural and meaningful way. Regarding learning theory of CLT, Richards and Rodgers (2001) believe in the principle of communication, task and meaningfulness, which are described by them in the following words:

One such element might be described as the communication principle: Activities that involve real communication promote learning. A second element is the task principle: Activities in which language is used for carrying out meaningful task promote learning. (Johnson 1982) A third element the meaningfulness principle: Language that is meaningful to the learner supports the learning process (p. 161)

In this way, the most widely used and accepted theories in CLT (which are referred in this study as the public theories in CLT e.g. Littlewood, 1981; Richards and Rodgers, 2001) are based on the principle that advocates that learning takes place when learners engage in real communicative activities in a purposeful and meaningful environment.

1.1.6 The Communicative Syllabus

The syllabus in CLT is constructed with the main goal of developing communicative competence in the learners. The first syllabus structure proposed in CLT is 'Notional Syllabus' by Wilkins (1976) which was soon criticized by British applied linguists as merely replacing one kind of list i.e. list of grammar items with another list of notion and functions. Later different models of communicative syllabi were organized. The key concern of these syllabi was to promote communicative competence in the learners by the inclusion of different language function and presentation of variety of authentic language in a variety of situation through variety of organized activities.

These different models of communicative syllabi are summarized as below by Richards and Rodgers (2001, p. 164):

Table No. 1: Different Models of Communicative Syllabus

Type	Reference
1. Structural plus function	Wilkins (1976)
2. Functional spiral around a structural core	Brumift(1980)
3. Structural, functional, instrumental	Allen (1980)
4. Functional	Jupp and Hodlin (1975)
5. Notional	Wilkins (1976)
6. Interractional	Widdowson (1979)
7. Task based	Prabhu (1983)
8. Learner – generated	Candlin 1976, Henner - Stanchina and Riley (1978)

1.1.7 Classroom Procedure in CLT

Classroom procedure in CLT has variety of exercise types and activities which are meaningful, contextual and intend to fulfill the specific purpose in the situation being carried out. According to Morrow (1981) the following three features are essential to be an activity truly communicative:

- Information gap
- choice, and
- feedback.

(cited in Larsen-Freeman, 1986, p. 132)

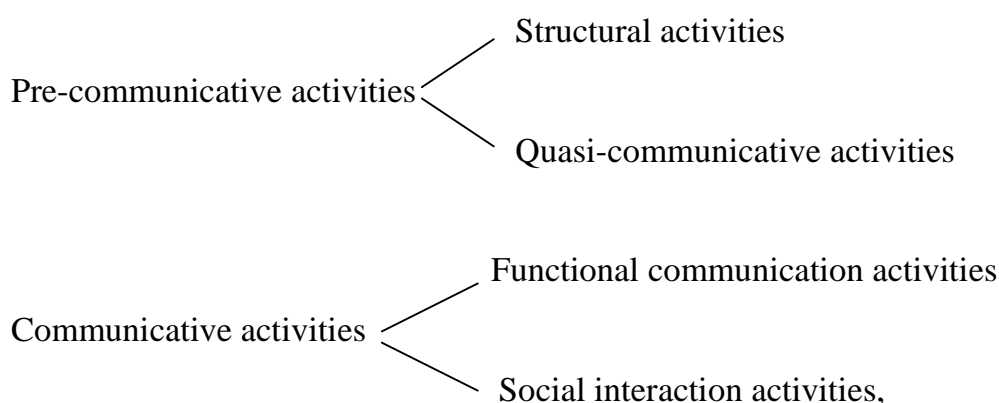
Littlewood (1981) has drawn methodological framework of CLT which involves pre-communicative activities and communicative activities. Pre-communicative activities can further be categorized into two: structural activities and quasi-communicative activities. Structural activities refer to those activities which isolate specific elements of knowledge or skill and which are provided to learners to practice separately with the aim of developing fluent command of linguistic system. On the other hand, quasi-communicative activities refer to the activities that attempt to link between the language form in question and their potential functional meanings.

Likewise, communicative activities are also further categorized into two: functional communication activities and social interaction activities. The former refers to the activities that emphasize functional aspects of communication such as, solving problems or exchanging information. The latter refers to the activities that intends to develop the ability of the learners, 'to take account of social meaning as well as functional meaning of different language forms... the learner must still aim to convey meaning effectively but

must also pay greater attention to the social context in which the interaction takes place' (Littlewood 1981, p. 84).

Littlewood (1981, p, 86) has presented this methodological framework as follows:

Figure No. 4: Methodological Framework of CLT



In order to implement this methodological framework in classroom practice varieties of techniques are utilized such as role-play, simulation, and information gap activities. Different language games (e.g. back to the board, run to the board, lie detecting) that facilitate language learning are also frequently used under this methodological framework. But some scholars (such as Savignon 1983) do not agree with this methodological framework; they believe that pre-communicative activities that focus on the linguistic competence, to some extent, in a detached way may not necessarily be part of the communicative language teaching.

1.1.8 Defining Properties of CLT

Communicative language teaching in itself was a major departure from the traditional ways of language teaching. In the past few decades, the scholars in this field have been continually contributing to its development in deferent ways. There is rich literature produced in this field and number of research works have been carried out. Although there is slightly different opinions regarding what is CLT and what are the defining properties of CLT, basically we can quote Brown (1994, p. 245) in this regards. He has offered the following interconnected characteristics as the defining properties in CLT:

1. Classroom goals are focused on *all* of the components of communicative competence and not restricted to grammatical or linguistic component.
2. Language techniques are designed to engage learners in pragmatic, authentic, functional use of language for meaningful purpose. Organizational language forms are not the central focus but rather aspects of language of language that *enable* the learner to accomplish those purposes.
3. 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.
4. In the communicative classroom, students ultimately have to *use* the language, productively and receptively, in *unrehearsed* context.

The above mentioned characteristics represent the communicative language teaching. However, the broad use of CLT in the field if English language teaching has made the space to put forward different arguments and opinions

which might not match to these principles exactly but still they represent the CLT in its mainstream use.

1.1.9 Defining Perception

The English word perception is derived from Latin word ‘perceptio’ which was in turn derived from the Latin word ‘percepere’ meaning observation. Literally it means deeper or natural understanding of something or the way of understanding or interpreting something.

According to Hochberg (1964, p.660) it refers to ‘both to the experience of gaining sensory information about the world of people, things and events and to the psychological process by which this is accomplished’. Similarly, Sanford and Capaldi (1964, p. 175) define it as ‘the awareness or the process of becoming aware, of extra, of the extra-organic or intra-organic objects or relations or qualities by means of sensory process and under the influence of set and of prior experiences.’

The New Encyclopedia of Britannica (1990) defines perception as ‘the process whereby sensory stimulation is translated into organized and meaningful experiences’ (p. 279).

On the basis of the definitions above, we can say that perception refers to a kind of awareness, understanding, interpretation and the process involved in it. Normally, it is considered difficult to measure. Regarding the measurability of perception The New Encyclopedia of Britannica (1990, p. 279) clearly states: ‘The perceptual process is not directly observable but the relation can be found between the various types of stimulation and their associated experiences and the percepts.’

In this study, I tried to find out the perception of CLT by ELT professional on the basis of the public theories in the mainstream use. Their perception of CLT and the ability to recognize its defining properties, understanding the classroom procedures used in it, resources used in the classroom and its situational constraints in their context.

1.2 Review of Related Literature

A number of research studies related to perception and communicative language teaching methods have been carried and some of them are as follows: Souster (1982) carried out a research entitled 'Teacher Attitude Toward and Student and Teacher Perception of Teaching Style and Achievement'. The study was conducted in order to find out:

- interaction between teacher style and student achievement, and
- to develop an instrument to rate the teacher knowledge and understanding of instructional theory.

The findings of the study showed that the students taught by a teacher teaching indirect teaching style significantly better on the Canadian Test of Basic Skills (CTBS) language, reading and mathematics.

Kim (1999) carried out a research entitled 'Teacher Perceptual Comparisons Toward Two Specific Communicative and Whole language Dimensions in ESL Instruction'. The objectives of the study were to compare the perceptions of CLT and the whole language teaching by the colligate teachers. The findings of the study showed that collegiate ESL teachers highly and/ or moderately supported the communicative approach in the field of ESL. Furthermore, the study revealed the more substantial agreement with favouring of CLT.

Adeyanju (1999) conducted a research to investigate the teachers' perception of the effects and the use of learning aids in teaching. The result of the study showed that the teachers perceived use of learning aids in teaching is advantageous to both teachers and the students.

Van Wessum (1999) conducted a research on collaboration and teachers' perception of the professionalism to find out the relationship between teachers perception of the professionalism and forms of collaboration. The study revealed that teachers judge teaching strategies least useful matter of collaboration and they value subject matter most which is followed by testing.

Oli (2005) conducted a research on the effectiveness of task based technique (a frequently used technique in CLT) in teaching writing and found it to be more effective than grammar translation method in teaching of writing.

Neupane (2008) has conducted a research on the cause of communicative language teaching in Japan to find out the extent of the use of communicative approach and hindrances to this approach in some of the colleges in Japan. The findings of the research showed that there is a broad use of the elements of communicative approach except the case of the role-play. The study also revealed that the largest challenge in the application of communicative language teaching is students' reactions and attitude especially during the pair work and small group work. Apart from this, factors causing hindrance in the application of CLT are lack of confidence to speak in learners, feeling of embarrassment in them and their inability to express their opinions.

Adhikari (2008) and Chapagain (2008) have carried out their researches on the effectiveness of communicative approach in teaching reading and writing respectively. Both of the studies showed that communicative approach is

relatively better in teaching in comparison to other traditional methods of teaching.

Although a number of attempts have been made to find out the effectiveness of CLT in the ELT classes, none of the studies deals with perception of secondary English Teachers toward it. Therefore, the present researcher attempts to carry out a research in it.

1.3 Objectives of the study

The objectives of the present study were as follows:

1. To find out perception of secondary level English Teachers toward communicative language teaching.
2. To find out the difficulties perceived by secondary level English teachers in its implementation.
3. To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the study

The issue of the English teachers understanding and capability of implementing CLT in ELT classes is concerned with increasing sincerity because of the influence it can have on the teaching and learning activities. This study will be of considerable interest to students of ELT education, English teachers', English teacher trainers, text book writers, and course designers because of the fact that teachers' perception of CLT and problems faced by them while implementing it in ELT classes and overall achievement of the learners in the use of the English language are closely interrelated. The study is also

significant to National Centre for Educational Development (NCED), the government agency responsible for providing training to the school level teachers, Nepal English Language Teachers Association (NELTA), the only independent non-political professional organization of English Teachers in Nepal, and other development organizations (DO) and volunteer organization (VO) working in the field of English education to get feedback on the effectiveness of their training programmes in developing awareness of CLT in secondary English teachers and to plan for further training programme accordingly.

CHAPTER TWO

METHODOLOGY

To fulfill the objectives of the study, the following methodology was adopted.

2.1 Sources of data

The researcher used both primary and secondary sources for the data collection. The primary sources were used for collecting data and secondary sources were used to facilitate the research.

2.1.1 Primary Sources of Data

The study was primarily based on the primary sources of data. The secondary level English teachers were the primary sources of data. The data from primary sources were collected by administering a closed ended questionnaire.

2.1.2 Secondary Sources of Data

The researcher consulted books, theses, articles, journal related to the present research to facilitate it. Some of them were as follows:

Littlewood (1981), Larsen-Freeman (1986), Brown (1994), Richards and Rodgers (2001).

2.2 Population of the study

Secondary level English teachers of government aided and private schools were the population of the study.

2.3 Sampling Procedure

The sample population of this study were one hundred secondary level English teachers working in Kathmandu Valley. Half of them were from government-aided schools and rest of them from private schools. The selection was done through purposive non-random sampling procedure in which the researcher simply reached the informants and took the cases that were appropriate for his purpose so that he was able to include the teachers having a variety of teaching experience, previous training and other background.

2.4 Tools for Data Collection

Questionnaire was used as a research tool for data collection. Altogether 43 items were included in the questionnaire, which were directly related to the defining properties of the CLT, environmental constraint in it, the extent to which teachers and the learners are accustomed to it and personal attachment and access to the CLT theory and practice.

2.5 Process of Data Collection

The researcher collected the data from the primary sources by administering the questionnaire. For this purpose, he adopted the following steps:

1. At first, the researcher went to the secondary schools, talked to the authority (Principals / Head teachers), and explained them the purpose and process of the research to get their permission to carry out the research.
2. After getting permission from the principals / head teachers, the researcher consulted the English teachers and explained them the

purpose of the research, and requested them to take part in it. The researcher assured them of the confidentiality in terms of ethics of research regarding the information obtained through the questionnaire.

3. Then, he distributed the questionnaires.
4. Finally, the researcher collected the questionnaires and thanked the informants and school authority for their kind cooperation.
5. The process was repeated until the designated number of questionnaire was administered to fulfill the purpose of the research.

2.6 Limitations of the study

The proposed study had the following limitations;

1. The study was limited to the perception of secondary level English teachers toward CLT and problems faced by them while implementing it.
2. The study was limited to secondary level English teachers working in government-aided and private schools of Kathmandu Valley.
3. The study was limited to only 100 secondary level English teachers.
4. Questionnaire was the only tool for data collection.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This section deals with the analysis and interpretation of the data collected from primary sources. The main objectives of this study were to find out the perception of the secondary level English teachers towards communicative language teaching, and to find out the difficulties perceived by the secondary level English teachers in the implementation of communicative language teaching (so as to suggest some pedagogical implications based on the findings of the study). Therefore, the respondents were requested to respond on the following topics:

1. Defining properties of CLT
2. Environmental constraints in CLT
3. The way teachers and learners are accustomed to CLT
4. Personal attachment and access to CLT

Each of these topics consisted of a set of questions and statements in which the respondents were requested to show their responses by circling the most appropriate option for their situation. In a very few cases, they were provided with open ended questions where they were requested to write some words or sentences to show their responses to the given questions. Item wise analysis and interpretation of the data obtained through the questionnaire is as below.

3.1 Defining Properties of CLT

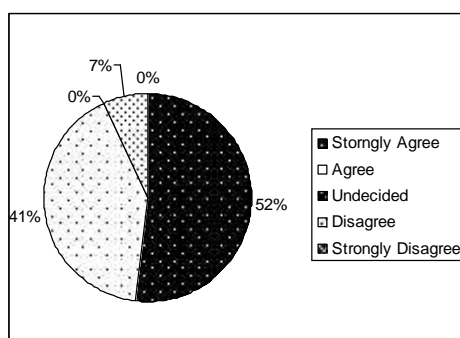
Under this topic, the respondents were given a set of 13 questions and statements related to the defining properties of CLT. All the statements were based on the public theories in communicative language teaching (such as

Littlewood, 1981, Richards and Rodgers, 2001). Some of the statements represented the properties of the communicative language teaching and some of them contradicted with them. The statements were sequenced randomly so that statements representing CLT and contradicting to it could occur in random order.

3.1.1 What does CLT Mean?

The first statement was about the main focus of learning English in CLT (as language theories contradict in their focus regarding use versus usage). The actual statement used was ‘CLT means learning to use language’. The responses obtained towards this statement can schematically be presented in the diagram below:

Figure No 5: CLT Means Learning to Use Language

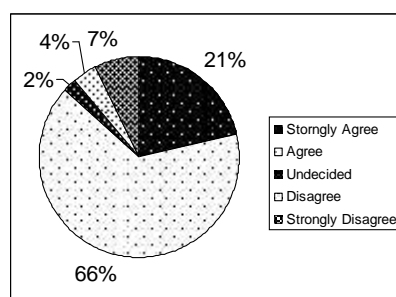


As the above diagram shows, 52% of the teachers strongly agreed, 41% agreed, 7% disagreed with the statement. None of them marked undecided or strongly disagree. It shows that the secondary level English teachers are familiar with the basic principles of CLT.

3.1.2 Medium of Instruction in Teaching Learning Procedure

The second statement was about medium of instruction in learning procedure in an English language class. The statement in the questionnaire was ‘CLT means using English to learn English itself’. Responses obtained from the respondents are schematically presented below:

Figure No. 6: CLT Means Using English to Learn English Itself



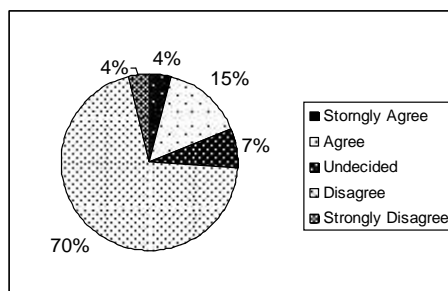
As it is presented in the figure above, 21% strongly agreed with the statement 64% agreed, 2% of them marked undecided, 4% disagreed, 7% strongly disagreed and 2 % of them did not respond to the statement. From the data obtained, the researcher is in the position to conclude that the secondary level English teachers are aware of the fact that the language proficiency cannot be nurtured without using it.

3.1.3 Knowledge of Grammatical Structure in CLT

In CLT, the primary focus is given to fluency, which is sometimes misleadingly interpreted as exclusion of knowledge of grammatical structure from language teaching. The respondents were requested to respond to the statement ‘knowledge of grammatical structure is completely avoided in

communicative language teaching'. The following figure shows the clear picture of the data obtained on it.

Figure No. 7: Knowledge of Grammatical Items Should be Completely Avoided

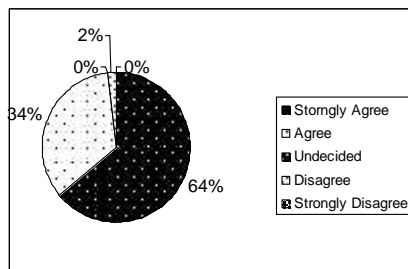


From the figure above, it is clear that among the total respondents, 4% strongly agreed, 15% agreed, 7% marked undecided, 70% disagreed and 4% strongly disagreed with the statement. As the majority of the respondents responded grammatical items could not be completely avoided in CLT class, it indicates that they are aware of the fact that prioritizing use does not mean neglecting usage.

3.1.4 Role of teacher in CLT

This statement was about the role of a teacher in CLT. The statement used was that the role of a teacher in CLT is that of a facilitator. The responses obtained are presented in the figure below:

Figure No. 8: The Role of a Teacher in CLT is that of a Facilitator

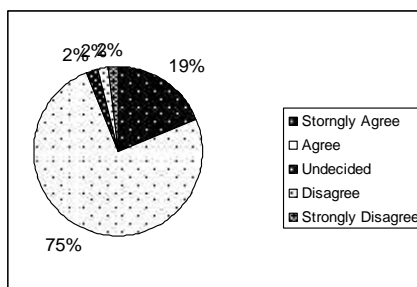


As it is presented in the figure above, 64% strongly agreed with the statement, 34% agreed, and 2% of them disagreed. None of them marked undecided or strongly disagree. It showed that the majority of the teachers knows that the role of teachers in CLT is that of facilitator a very few of them disagree with the facilitator role of teacher in CLT.

3.1.5 Use of the variety of sub-skills in CLT

This statement was about whether CLT encourages the simultaneous use of variety of sub-skills in a holistic way or not. The responses obtained to this statement are presented in the figure below:

Figure No. 9: CLT Encourages Variety of Sub-skills in a Holistic Way



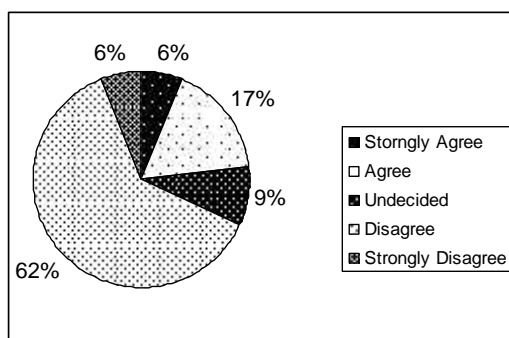
As we can see in the figure above, 19% of the respondents strongly agreed, 75% agreed, 2% marked undecided, 2% disagreed and 2% strongly disagreed

with the statement. Like other statements in this section, the responses obtained for this statement shows that the teachers perceive the CLT as an effective way of language teaching in that it encourages use of variety of sub-skills in holistic way.

3.1.6 Error Correction in CLT

The respondents were also requested to show their responses towards error correction in CLT on the basis of their perception. The statement used was 'in CLT, the teachers immediately correct errors'. The responses obtained to this statement are presented below:

Figure No. 10: In CLT, the Teachers Immediately Correct Errors

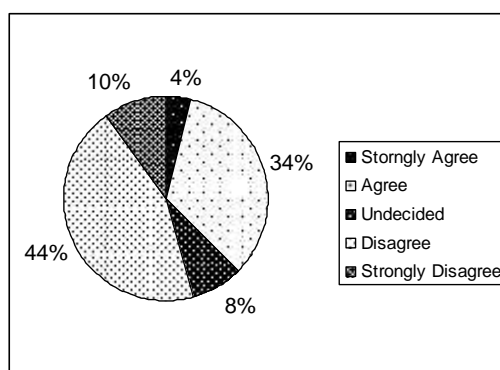


As it is presented in the figure above, among the total respondents, 6% strongly agreed, 17% agreed, 9% marked undecided, 62% disagreed and 6% strongly disagreed with the statement. It shows that the teachers were aware of the fact that the teachers do not choose the immediate correction in the beginning. However, there was a large number of teachers who believe in immediate correction even in CLT for all the errors.

3.1.7 Use of Authentic Text in CLT

The statement in this topic aimed to obtain respondents' responses towards the necessity of authentic text in CLT class. The statement used was 'use of authentic text in CLT class is necessary'. The responses obtained are presented in the figure below:

Figure No. 11: Use of Authentic Text is Not Necessary in CLT

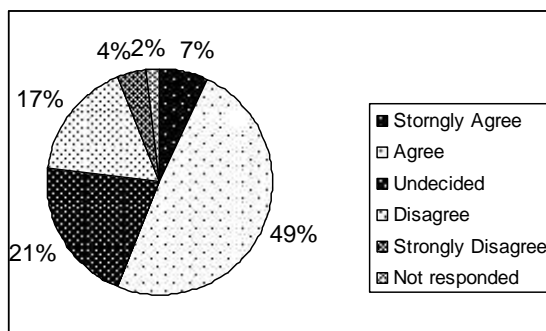


The figure above shows that the 4% of the total respondents strongly agreed, 34% agreed, 8% marked undecided, 44% disagreed and 10% strongly disagreed with the statement. It showed that the perception of secondary level English teacher is relatively weaker in terms of the use of authentic text in CLT.

3.1.8 What does CLT Prepare for?

CLT class is usually full of role-play and variety of communicative activities. Therefore, the respondents were requested to show their responses towards the purpose of using such activities. The statement used was CLT prepares for rehearsed situation. The schematic presentation of the responses obtained is as below:

Figure No. 12: CLT Prepares Learners for Rehearsed Situation

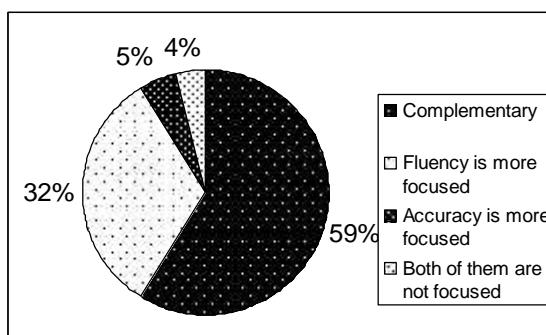


The data obtained showed that 7% of the total respondents strongly agreed, 49% agreed, 21% marked undecided, 17% disagreed, 4% strongly disagreed and 2% did not respond to the statement. The data obtained to this statement showed that the majority of the teachers are not aware of the purpose of using variety of communicative activities in CLT class.

3.1.9 Role of Fluency and Accuracy

Learning of language involves several aspects. Fluency and accuracy are considered as two important aspects among many. The respondents were requested to show their responses towards the role of fluency and accuracy in CLT class.

Figure No. 13: Responses to the Role of Fluency and Accuracy in CLT

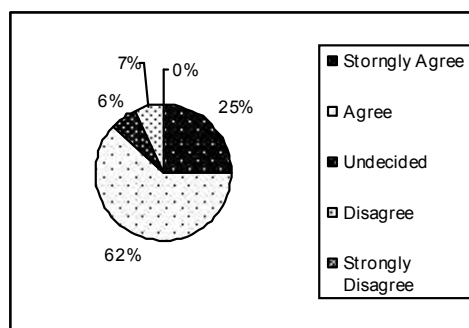


As it is shown in the diagram above, the majority of the respondents, i.e. 59% believed the role of fluency and accuracy is complementary to each other, 32% marked fluency is more focused, 5% of them marked accuracy is more focused. The data obtained shows that most of the teachers are in favour of the view that the role of fluency and accuracy is complementary. However, the number of teachers who thinks the fluency is significant.

3.1.10 Guessing in CLT

This statement was intended to find out whether guessing is encouraged in CLT and for what purpose. The statement used was ‘in CLT learners are encouraged to make guesses and learn from their own errors’.

Figure No. 14: In CLT, Learners are Encouraged to Make Guesses and Learn from their Errors

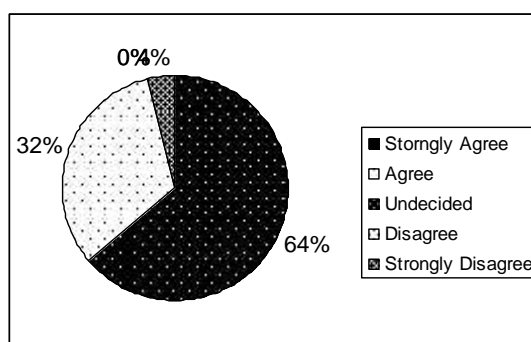


Among the total respondents 25% strongly agreed, 62% agreed, 6% marked undecided, 7% disagreed, and none of them strongly disagreed with the statement. It shows that the majority of the teachers are aware of the fact that guessing and learning from the errors can be helpful for language learners.

3.1.11 Teachers Talking Time and Students Talking Time in CLT

This statement was intended to find out the respondents' opinion on the amount of teacher talking time and student talking time (henceforth TTT and STT). The statement used was 'in CLT class student should have more time for talking than teachers'. The responses obtained to this statement are presented in the figure below:

Figure No. 15: In CLT, Students Should Have More Time for Talking than Teachers



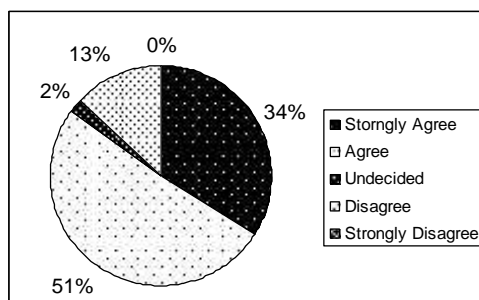
Among the total respondents, 64% strongly agreed, 32% agreed and 4% strongly disagreed with the statement. The data obtained showed that the majority of the teachers agreed with the public theories in the learners should have more time for talking than teachers. However, very few of them do not agree with the public theories in this sense.

Portfolio Assessment System in CLT

Portfolio assessment system is a system of assessment in which record of the task to be performed by the learners is kept updated and learners are evaluated

and provided feedback on the basis of it. A short description of portfolio was included in the questionnaire to help respondents understand what portfolio means and they were requested to show their responses on the appropriateness of the portfolio assessment system in CLT.

Figure No. 16: The use of Portfolio Assessment System in CLT is Appropriate

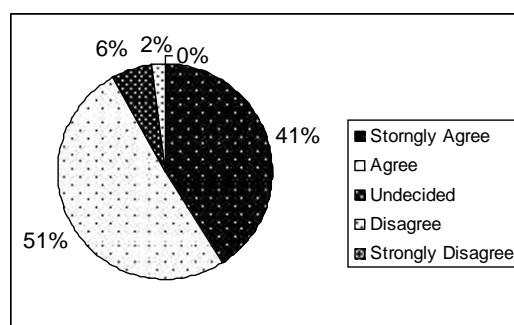


As the above figure shows, 34% of the total respondents strongly agreed, 51% agreed, 2% marked undecided, 13% disagreed and none of them strongly disagreed with the statement. The data obtained to this statement shows that the large number of teachers are positive in the use of learner centred techniques of language teaching.

1.1.13 Learners Involvement in Cognitive Process

Respondents were requested to provide their responses on whether CLT makes learners really involved in cognitive process by providing them opportunity to work independently or in the group of students. The data obtained are presented in the schematic presentation below:

Figure No. 17: CLT Ensures Learners Cognitive Involvement in Language Learning



Among the total respondents, 41% strongly agreed, 51% agreed, 6% marked undecided, 2% disagreed and none of them strongly disagreed with the statement. The responses obtained to this statement showed that the most of the teachers believe that the CLT ensures the cognitive involvement of learners in CLT.

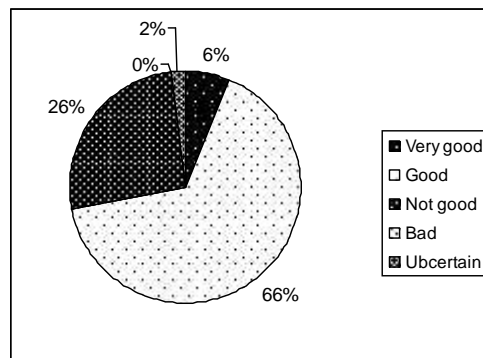
3.2 Environmental Constraints in CLT

Under this topic the respondents were requested to respond to the set of questions related to the environmental constraint to CLT. The major constraints selected in the study were the number of students in a class, classroom management, teacher training, the textbook, examination system, teaching hours to be delivered in a day, time for preparation and teaching materials available.

3.2.1 Perception of Overall Environment of Their School

The respondents were requested to show their responses toward the appropriateness of overall environment of their school to implement CLT. The schematic presentation of the data obtained is as below:

Figure No. 18: The School Environment to Implement CLT



As it is presented in the figure above, out of the hundred respondents, 6% marked the environment of their school to implement CLT is very good, 66% marked good, 26% marked not good, and 2% of the total marked uncertain. The data obtained to this statement do not match with the responses obtained with the responses obtained for other statement in this section. The respondents responded that most of them have large classes, poor classroom management, limited teaching materials, and negative wash back effect of the examination but still they believe their classroom environment is good to implement CLT.

3.2.2 Number of Students in a Class

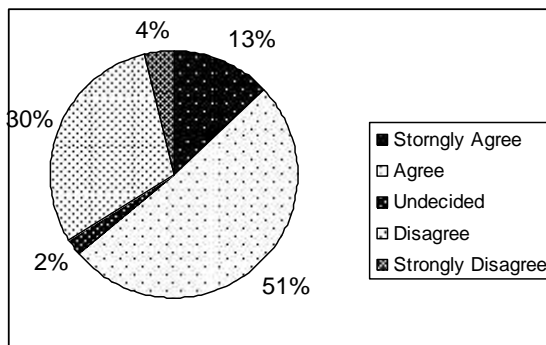
As large classes are thought to be one of the major constraints in a CLT class, the respondents were requested to provide their perception of the average number of students in a secondary level class. The data obtained showed that the number of students in a class vary from 18 to 100. It is presented in the following table:

Table No. 2: Responses Obtained on the Number of Students in a Class

Number of Students	Respondents
Below 25	6
25-30	23
31-40	17
41-45	13
46-50	4
51-55	6
55-60	2
56-60	12
Above 60	17

This statement was followed by another statement intended to find out the attitude of the respondents toward the appropriateness of the number of students they have in a class to implement CLT. The statement used in the questionnaire was 'the average number of students in a class at secondary level in my school is appropriate to implement CLT'. Schematic presentation of the data obtained is as below:

Figure No. 19: Number of Students in a Class is Appropriate to Implement CLT

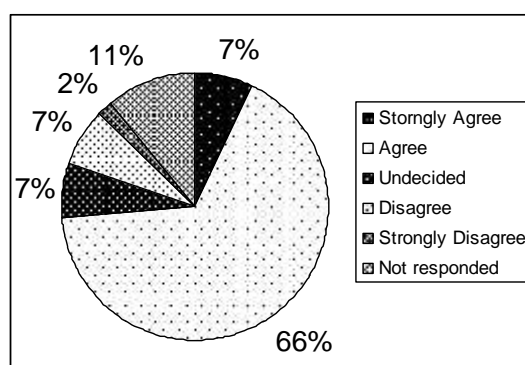


Thirteen percent of the respondents strongly agreed, 51% agreed, 2% marked undecided, 30% disagreed and 4% strongly disagreed. The data obtained also showed that perception of the interference caused by the number of students depends upon the perception of an individual teacher. For instance, in one of the cases a teacher having 100 students in a class thought the number of students is appropriate whereas another teacher having 30 students in a class disagreed the number is appropriate. Although the number of students is an important factor in the implementation of CLT, teachers' perception varies in the appropriate number of students in a class, or the extent of the impact by number of students in a class.

3.2.3 Dealing with Large Number of Students

The respondents were also requested to provide their responses toward the possibility of implementing CLT in large classes with some modification. The schematic presentation of the data obtained is as below:

Figure No. 20: CLT can Successfully be Implemented in Large Classes



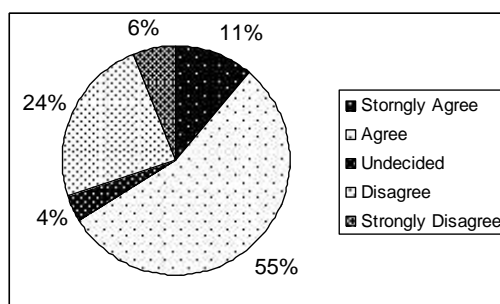
Seven per cent of the total respondents strongly agreed with the statements, 68% agreed with the statement, 7% marked undecided, 7% disagreed, and 11%

did not respond to the statement. The data obtained in this section shows that the secondary level English teachers believe modifiability of CLT to deal with the environmental constraints.

3.2.4 Classroom Management

Classroom management is one of the key problems in implementing CLT in ELT class especially in the environment where the traditional methods are dominant in terms of use. The respondents were requested to show their responses toward the appropriateness of the classroom management they have in order to implement CLT. The schematic presentation of the data obtained is presented as below:

Figure No. 21: Classroom Management is Appropriate for CLT

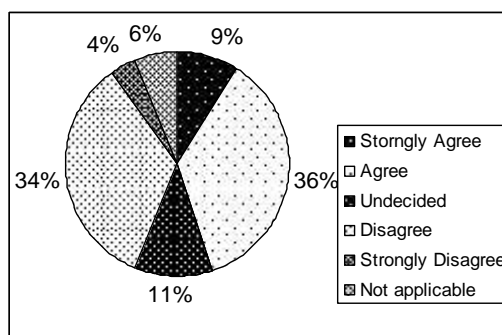


As the figure above shows, 11% strongly agreed, 55% agreed, 4% marked undecided, 24% disagreed and 6% strongly disagreed with the statement 'the classroom management (the way furniture are arranged) is appropriate to implement CLT'. It shows that the majority of the schools have appropriate classroom management for implementing CLT. However, the overall comments by the teachers at the end do not match with this statement.

3.2.5 Teacher Training

The respondents were also requested to respond to the appropriateness of the teacher training they have received in terms of the implementation of CLT. The statement used was 'the training you have received is appropriate to implement CLT' and the schematic presentation of the data obtained is as below:

Figure No. 22: The Teacher Training you have Received is Appropriate to Implement CLT



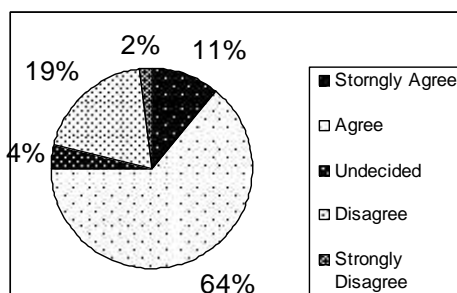
The figure above clearly shows that 9% of them strongly agreed with the statement, 36% agreed, 11% marked undecided and 34% disagreed, 4% strongly disagreed and 6% marked not applicable because they had no training experience. On the basis of the data obtained in this section, the researcher is in the position to say there is significant number of teachers who do not believe the training they received is sufficient to implement CLT.

3.2.6 The Textbook

As the nature of the textbook largely influences the way teaching and learning activities are carried out especially in the situation in which the supplementary materials are rarely available for the teaching learning purpose, the respondents

were requested to show their responses toward the influence of the textbook being used. The schematic presentation of the data obtained is as below:

Figure No. 23: The Textbook we are Using has Positively Influenced CLT

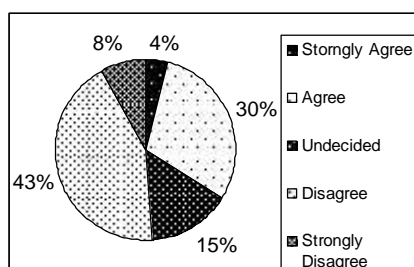


Among the total respondents, 11% strongly agreed, 64% agreed, 4% marked undecided, 19% disagreed and 2% strongly disagreed with the statement. It showed that the majority of the teachers found the textbook as a facilitator to implement CLT but some of them did not. It showed that different teachers possess different capacity to adopt the text in their classroom.

3.2.7 Examination System

Examination system plays an important role to shape the nature of an ELT class. The respondents were asked to respond to the statement 'examination we are practising exerts positive influence in implementing CLT in ELT class'.

Figure No. 24: Our Examination System has Positively Influenced CLT

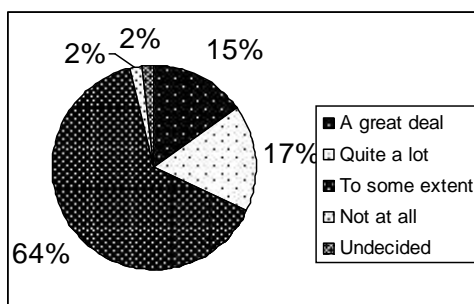


As the figure above shows, out of the 100 respondents 4% strongly agreed, 30% agreed, 15% marked undecided, 43% disagreed and 8% strongly disagreed with the statement. For majority of the teachers, the examination system does not facilitate the use of CLT. Which indicated the negative impact of the examination system in the implementation of CLT.

3.2.8 Length of the Lesson

The respondents were requested to respond on the appropriateness of the length of a lesson to implement CLT. The schematic presentation of the data obtained is as below:

Figure No. 25: The Length of the Lesson is Appropriate to Implement CLT



Fifteen per cent of the total respondents responded a great deal, 17% quite a lot, majority of them i.e. 64% responded to some extent, and 2% of them

responded not at all. Two per cent of the total did not respond to the statement. It showed that the length of a lesson has slightly facilitated the use of CLT in an ELT class.

3.2.9 Time Spent in Preparing for a Lesson and its Appropriateness to Implement CLT

Time spent in preparing for an English lesson affects the nature of the teaching learning procedure. The data obtained from the respondents regarding the time spent in the preparation of an English lesson is as below:

Table No. 3: Time Spent in for Preparing for an English Lesson

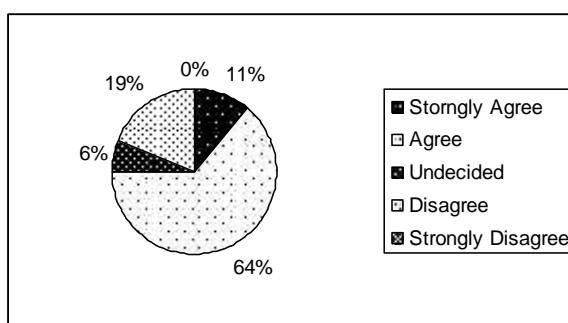
S.N.	Time Spent in Preparing for a Lesson	Number of Respondents
1.	Below 10 Minute	9
2.	11-20 Minute	17
3.	21-30 Minute	30
4.	31-40 Minute	2
5.	41-50 Minute	6
6.	51-60 Minute	17
7.	Above one Hour	6
8.	Not Responded	13

The data obtained from the questionnaire showed that the majority of the respondents spend less than half an hour in preparing for a lesson and a very few of them spent more than half an hour in preparing for a lesson.

This question was followed by a statement intended to find out the extent of satisfaction on the time spent in order to implement CLT in ELT class. The

statement used in the questionnaire was 'the time spent in preparing for an English lesson is sufficient to implement CLT in ELT class'. The responses obtained are presented in the figure below:

Figure No. 26: The Time you Spent in Preparing for a Lesson is Appropriate to Implement CLT

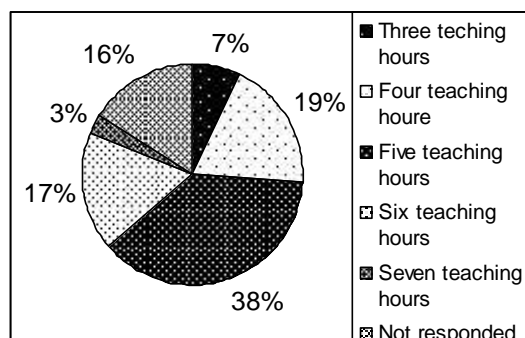


As the diagram above shows, 11% of the total respondents strongly agreed, 64% of them agreed, 6% marked undecided and 19% disagreed with the statement. It shows that the majority of the teachers do not spend sufficient amount of time in preparing for a lesson in comparison to a usual amount of time spent by the professional. However, they think the time they spent is appropriate.

3.2.10 Number of Teaching Hours to be Delivered

Since a large number of language classes decreases the possibility of being well prepared for a language lesson, which in turn cause interference in the implementation of CLT. The schematic presentation of the data obtained is as below:

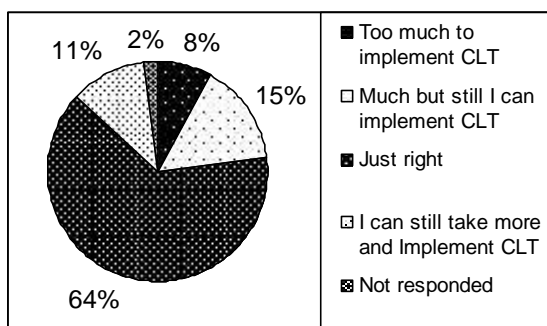
Figure No. 27: The Number of Teaching Hours a Teacher Delivers Per Day



The data obtained showed that 7% of the respondents had three teaching hours, 19% of them had four teaching hours, 38% had five teaching hours, 17% of them had six teaching hours and 3% of them had seven teaching hours per day in average, 16% of them did not respond to the statement. The data shows that the majority of the teachers deliver more than five teaching hours per day, which is much to implement CLT in relation to the usual practice in ELT.

The respondents were also requested to show their responses toward the appropriateness of the number of teaching hours they deliver in relation to the implementation of CLT.

Figure No. 28: Appropriateness of Teaching Hours to be Delivered



Sixty per cent of the total respondents responded that the number of teaching hours they deliver was just right, 11% of them thought they could still take more classes and implement CLT and 15% thought it was much but still they could implement CLT and 8% of them responded that it was too much to implement CLT. Although the number of teaching hours is relatively higher, the majority of the teachers thought it was just right for them and very few of them commented that it was too much for them. It might be because the frequently used traditional teacher centred methods do not demands much preparation from the side of teachers.

3.2.11 Teaching Materials in an ELT Classroom

The respondents were requested to mention the teaching materials they could get to use in their language classes. Most of them mentioned the following materials:

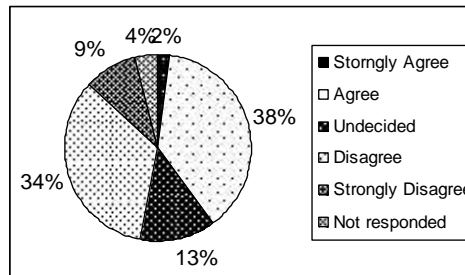
Realias	Maps and charts
Flash cards	Pictures
Pocket charts	

A very few of them mentioned the following:

Cassette player	CD player
Flannel board	Cut outs
Television	Computer

Another statement was intended to elicit the responses of the respondents toward the sufficiency of those teaching materials to implement CLT. The statement used in the questionnaire was 'the teaching materials you can get to use in your language class are sufficient to implement CLT'. The schematic presentation of the data obtained is as below:

Figure No. 29: Appropriateness of Teaching Materials Available



Among the total respondents, 2% strongly agreed with the statement, 38% agreed with the statement, 13% marked undecided, 34% disagreed and 9% strongly disagreed with the statement. Four per cent of them did not respond to the statement. Regarding the teaching materials available, the data obtained shows that different teachers have different level of access and skills to the resources. It also shows that the significant number of teachers are not aware of the minimally required teaching materials in their classes.

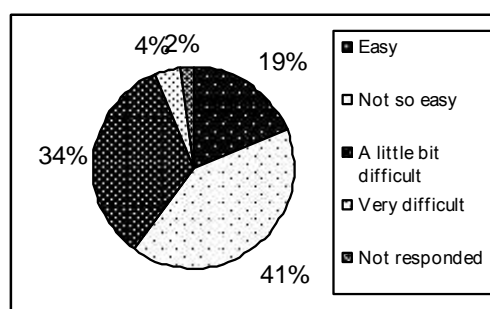
3.3 The Way Teachers and Learners are Accustomed to CLT

As it is said that 'first you have to make a habit then the habit will make you', the way teachers and learners are accustomed to CLT is also one of the important aspects in the realization of a teaching method. Therefore, the respondents were requested to show their responses towards the questions and statements that were intended to collect the information on the way teachers and learners are accustomed to it. The specific questions and/or statements used and the data obtained on them is as below.

3.3.1 Difficulty to get accustomed to CLT by the student

The respondents were requested to provide information on the extent of the difficulty level to accustom secondary level students in CLT. It was an overall statement that covers all the statement under this part. The question used was 'how easy is it to accustom the secondary level students in CLT?' The schematic presentation of the data obtained is as below:

Figure No. 30: How Easy it is to Accustom Students in CLT

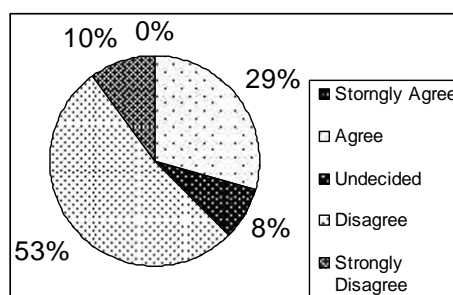


As the chart above shows, 19% of the total respondents responded that it was easy to get used to it, 41% of them marked not so easy, 34% of them marked a little bit difficult and 4% of them marked that the students were already accustomed to it. Two per cent of the total respondents did not respond to the question. It shows that for majority teachers it is difficult to accustom the students in CLT, which must have been leading them to implement the traditional teacher centred methods.

3.3.2 Attitude Toward Noise in CLT Class

As public theories in CLT usually recommend promoting STT in a language class, it contradicts with the traditional teaching methods with the pin drop silence in the language class, the respondents were requested to show their responses toward the noise in language class.

Figure No. 31: Noise is the Main Cause of Interference

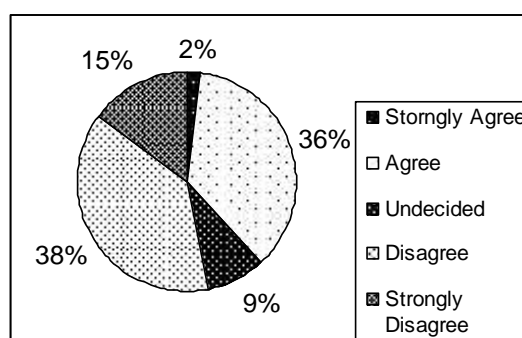


As the diagram above shows, 29% agreed with the statement, 8% marked undecided, 53% disagreed, and 10% strongly disagreed with the statement. None of them strongly agreed with the statement. On the basis of the data obtained the researcher is in the position to conclude that noise is not the main cause of interference for majority of secondary level English teachers.

3.3.3 Freedom to the Learners and Disciplinary Problems

To find out the teachers' perception of the interference caused by the freedom to the learners in CLT class and occurrence of the disciplinary problems, the teachers were requested to respond to the statement 'CLT is difficult to implement for me because it allows relatively much freedom to the learners and as a result disciplinary problems occur in a language class'. The schematic presentation of the data obtained in this topic is as below:

Figure No. 32: Freedom in CLT Class Invites Disciplinary Problem

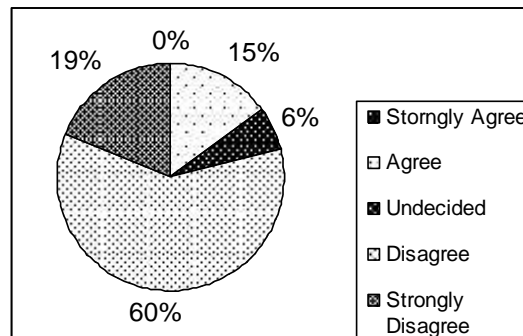


As the figure above shows, a very few i.e. 2% of the respondents strongly agreed, 36% of them agreed, 9% marked undecided, 38% disagreed and 15% strongly disagreed with the statement. It shows the number of teacher who considers freedom in CLT and disciplinary problems interrelation was significant. However, the public theories in CLT advocates learner centred approaches in ELT.

3.3.4 Behaving with Students as one of them

With the assumption that the teachers following traditional teaching methods expect the high level of respect from the side of students, the respondents were requested to respond to the statement 'CLT is difficult for me because in it I need to behave with the students as one of them and as a result they stop respecting me'. The schematic presentation of the data obtained is as below:

Figure No. 33 Behaving with Students as one of them Interferes

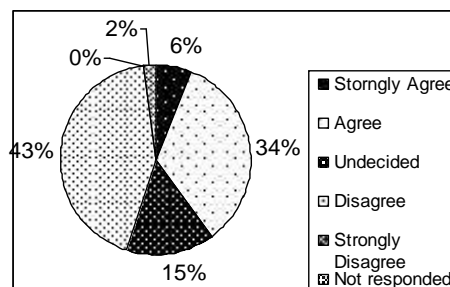


Among the total respondents, 15% agreed, 6% marked undecided, 60% disagreed and 19% strongly disagreed with the statement. It shows that for most of the teachers behaving with students as one of them was not the cause of interference, however for some of them it is.

3.3.5 Cultural Factors as a Cause of Interference

To find out the impact of the cultural aspects in the implementation of CLT, the respondents were requested to respond whether they faced any difficulty to implement CLT in ELT class because of the cultural factors (such as students do not want to share their personal information in the class). The following schematic presentation shows the data obtained.

Figure No. 34: Cultural Factors are the Cause of Interference



Six per cent of the total respondents strongly agreed with the statement, 34% of them agreed, 15% of them marked undecided, 43% disagreed with the statement and 2 % of them did not respond to the statement. It showed that the secondary level English teachers perceive cultural factors as interfering factors in CLT.

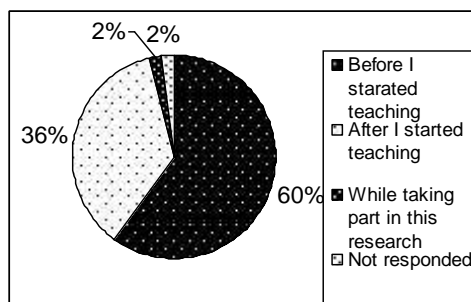
3.4 Personal Attachment and Access to CLT Theory and Practice

This section deals with the questions and statements intended to find out the personal attachment to CLT theory, its implementation, access to resources and opportunities to make the attachment stronger. The analysis and interpretation below shows the actual data obtained.

3.4.1 Exposure with Term CLT Itself

'How long have they been hearing the term communicative language teaching?' provides significant clues to find out the attachment with the CLT theory and practice, and access to the resources. Therefore, the respondents were requested to provide the information on when and where they heard the term communicative language teaching. The following schematic presentation shows the data obtained.

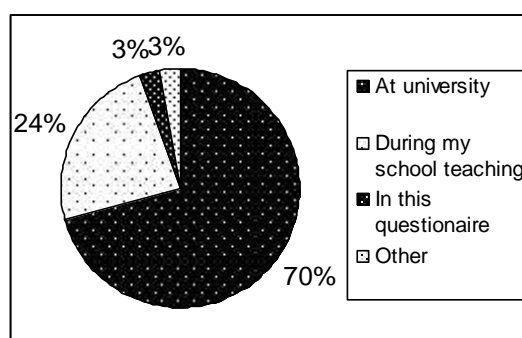
Figure No. 35: When the Respondents Heard the Term CLT



The majority of the respondents i.e. 60% of them opinioned that they heard of it before they started teaching, 36% of them responded after they started teaching, 2% of them heard while taking part in this research and 2% of them did not respond to the question. As the data showed that, the majority of the teachers were familiar with the term CLT when they started teaching, they have some kind of access to it.

Similarly, the respondents were also requested to provide the responses to the question where they heard the term CLT. The data obtained is as below.

Figure No. 36: Where the Respondents Heard the Term CLT

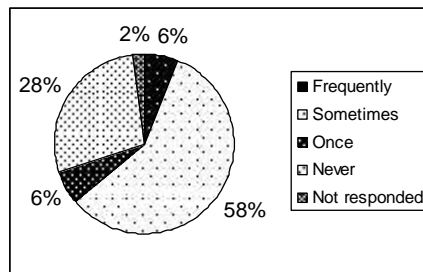


As the figure above shows, among the total respondents, the majority of respondents i.e. 51% responded that they heard the term CLT at university, 17% of them responded during their school teaching, 2% responded that they heard about it listening to the conversation of the university students and 2% of the respondent did not respond to the question. The careful observation of the data indicates the pre-service university courses have significantly contributed the expansion of CLT theory.

3.4.2 Opportunity to Observe CLT Class

Among the different ways of learning how to teach is by observing the experienced teachers classes is one. The respondents were requested to answer the question whether they have got any opportunity to observe an effective CLT class. The data obtained is presented as below:

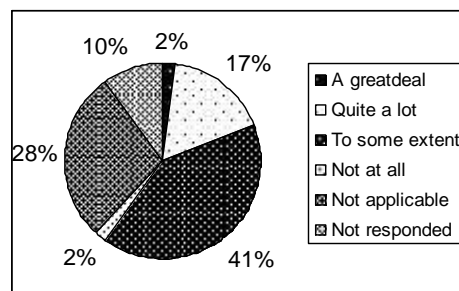
Figure No. 37: Opportunity to Observe CLT Class



The seven per cent of them responded that they had frequently got the opportunity, 58% responded that they sometime got such opportunity, 38% of them had never got such opportunity and 2% of them did not respond to this question.

Another statement was about the effectiveness of the class observed. The following figure shows the data obtained from the respondents.

Figure No. 38: Effectiveness of the CLT Class Observed

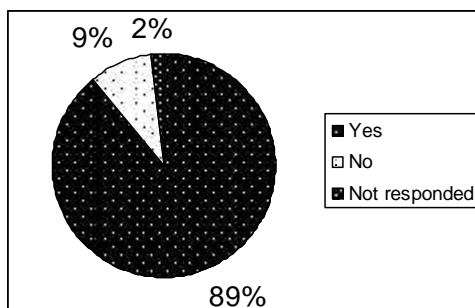


Regarding this, 2% of them found it effective to a great deal, 17% of them found quite a lot effective, 41% found it effective to some extent, and 2% of them responded not at all. Twenty percent of the total respondents did not respond to the statement. The data obtained in this section suggested that the most of the secondary level teachers have not got opportunity to involve in the experiential cycle of learning to sharpen the skills they possess.

3.4.3 Confidence of Secondary Level English Teacher

The respondents were asked as to whether they felt confident enough in the implementation of CLT in their class or not. The schematic presentation of the data obtained is as below:

Figure No.39: Confidence in the Respondents to Implement CLT

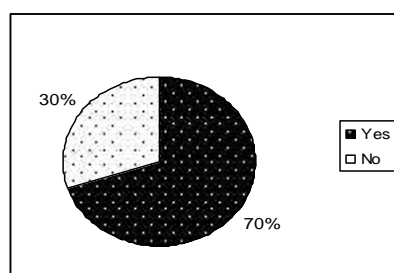


As the over leafed figure showed that most of the respondents i.e. 89% felt confident to implement it in their class, 9% of them did not feel confident and 2% of them did not respond to the question. It showed that the most of the teachers thought that they were confident to implement CLT in ELT class but as most of them have neither read any public theories in CLT nor have got opportunity to experience an effective CLT class, it simply seems that they are overestimating their proficiency.

3.4.4 Discussion Among ELT Professional

Under this topic, the respondents were requested if they had ever been asked by their colleagues (from their own or other schools) about CLT. The responses obtained are as below:

Figure No. 40: Have you ever been Asked About CLT by your Colleagues?

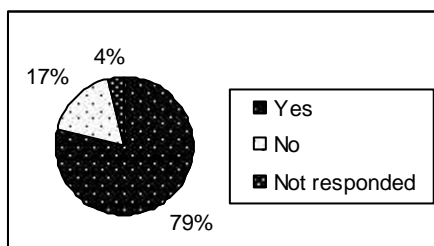


As the figure above shows, seventy per cent of them responded 'yes' and 30% of the responded 'no'. It showed that most of the respondents took part in some kinds of discussion in CLT. It shows that most of them at least have some chatting about CLT among the colleagues.

3.4.5 Access and Interest in Public Theories

The respondents were requested to provide the information on whether they had read any book in CLT and whether their trainers had recommended any book in CLT. The data obtained from the respondents on whether they had ever read any book in CLT is as below:

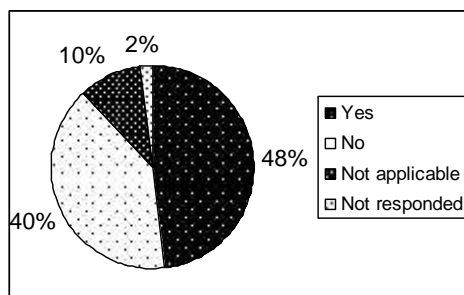
Figure No. 41: Have your Read any Book in CLT



Among the total respondents, 79% responded that they had read book in CLT, 17% had not read any book in CLT. Four per cent did not respond the question. They were also asked to name the book they had read. Among the total respondents, only 29% could remember the name of the book they read and 5% of them provided irrelevant names (such as the names of the books written to teach English not about teaching methodologies). It was also found that those who claimed to be confident to teach English using CLT named some grammar books as the books they have read in CLT.

The respondents were also asked if their trainers had ever recommended any book in CLT. The data obtained is presented as below:

Figure No. 42: Have your Trainers Recommended any Book (Article) in CLT

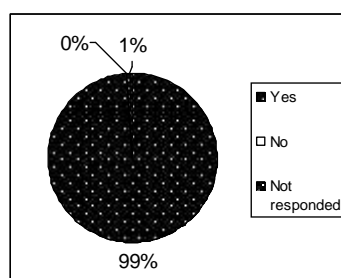


As the figure above shows, 48% of the total responded that their trainers recommended the book in CLT and 40% of them responded 'no', 10% of them responded not applicable because they had no training experience, and 2% of them did not respond to the question. It shows that even in the teacher training large number of secondary level teachers return without hearing the name of the text in CLT. This shows the extent to which the secondary level teachers are deprived of the opportunity to familiarize with CLT.

3.4.6 Interest to practice CLT in ELT Class

The respondents were asked whether they were interested to practice CLT in their classes and interestingly 99% of the total responded yes and 1% of them did not respond to the statement.

Figure No. 43: Are you Interested to Practice CLT in ELT Class



It entails that the secondary level English teachers are interested to implement CLT in their classes but the data obtained as the overall comment they have mentioned that they are not able to implement CLT in their classes which showed that the interest is not the single factor responsible for the implementation of CLT in an ELT class.

3.4.7 Overall comment of the respondents on CLT

The respondents were provided opportunity to say something they want about CLT or to share their opinions regarding the use of CLT. The representative ideas expressed under this topic are as below:

- CLT is mandatory in ELT class.
- CLT is in fact a real teaching method but it is a little bit challenging and needs a lot of trainings and exposure to the teachers.
- I think CLT is also possible depending upon the capacity and suitability of the environment.
- I am too much excited to know about CLT and different teaching techniques but since I have to teach in public school, I am not getting full support
- This is the best teaching method so far the other determining factors of its success such as number of students, access to the teaching materials to the instructors are making it difficult to implement.
- In the context of Nepal the CLT condition is poor.
- Textbook must be more communicative.
- Trainings are necessary for teachers.
- Teacher should be interested in CLT.
- We teach students not willing to speak English. So, however we try our best I think we have been unsuccessful. New techniques are invited.
- Theoretically all talk about CLT but a few of them implement it ... talked about it but never used in the classroom. So what I suggest is that teach only a little but only through CLT.
- It is difficult to use for shy, hesitated and less talkative students.

All the expression mentioned by the respondents showed that the implementation aspect of CLT was very poor in spite of some academic practice of CLT in teacher training programme. The main causes of this problem as mentioned by the respondents were the environmental constraints but the strategic competence to deal with such environmental constraints was another equally lacking aspect that affects the implementation of CLT.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

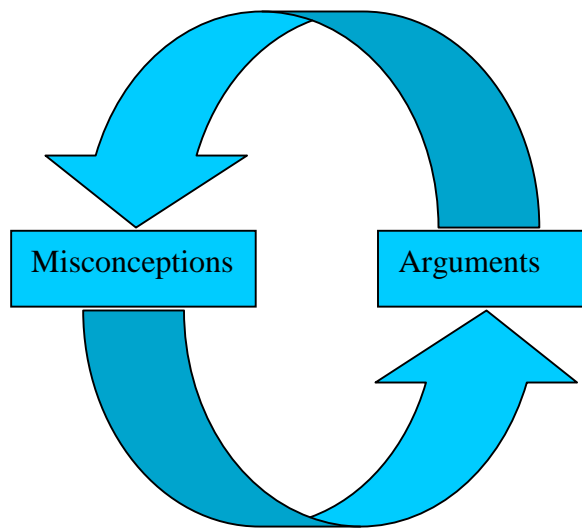
On the basis of the analysis and interpretation of the information obtained, the following findings are drawn. The findings are followed by the recommendation for pedagogical implications and suggestions for further research.

Finding of the Study

The major findings of the study are:

1. Different teachers perceive the communicative language teaching differently. The major variations were found in terms of appropriate number of students in a class, the way classroom management was done, dealing with errors, appropriateness of the textbook, examination system, etc. in CLT. The variation found can be categorized into two: **arguments** and **misconceptions**. The former refers to the case in which teachers were found to be familiar with the public theories in CLT but did not want to be rigid on what has been advocated by those public theories. The latter (misconceptions) were the ones, which were caused by the lack of information they had obtained about the CLT theory and practice. These two were found to be closely interrelated as it is presented in the figure below:

Figure No. 44: Misconceptions-Arguments Correlation



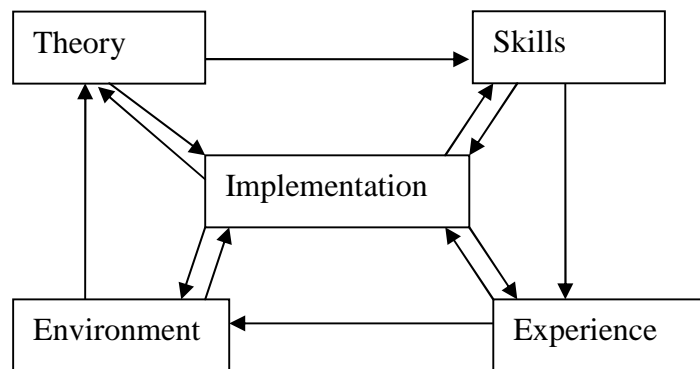
2. Teachers had better perception of the theoretical aspects of CLT in comparison to the way to deal with the local constraints to implement the theoretical knowledge obtained, which symbolized separation of knowledge from its practice in the actual field of implementation. This had the linkage with the nature of the teacher training we provide to our teachers which is also supported by Patel (1993, p. 4) in the words: 'One problem that can result ... is the complete separation of research on the one hand and practice on the other'. This might also because 'adult accept training only if it provides a response to the problems they face in their own particular situation' Bergnieres-Legerand-Deret (1991) (source: www.community.britishcouncil.org/csateacers)

3. Some of the teachers were found to have better perception of CLT and some of them were found to have relatively higher experience in CLT some of them showed the matured awareness of the environmental constraints in CLT. All those teachers complained of not having what they did not have. It showed that the implementation of a teaching method is

affected by the multi-dimensional association of at least the following four variables:

- a) Theory
- b) Skills
- c) Experience
- d) Environment

Figure No. 45: Interrelation of Different Variables Contributing to the Implementation of a Teaching Method



4. The secondary level English teachers did not have the objective awareness of the interference caused in the implementation of CLT or they did not want to share it. Causes behind the widespread use of the traditional teaching methods lay in different aspects of language teaching such as resources, level of motivation, determination, etc. As Reid (1994, p. 8) states in the paper Change in Language Classroom: Process and Intervention 'Change takes time, patience, and resources, and the more complex or difficult the change, the more time, patience, and resources it will takeover'.

5. The secondary level English teachers perceived that the textbook had positively influenced them to implement CLT in ELT class whereas the examination system being adopted was a cause of interference.
6. Teachers did not perceive the number of teaching hours as the main cause of the interference in the implementation of the teaching methods.
7. The secondary level English teachers spent very short time to prepare for an English lesson, which ultimately became one of the major causes of that led them to implement traditional methods. However, they seemed indifferent of this reality.
8. In spite of the fact that the majority of the learners were accustomed in traditional teaching methods, the secondary level English teachers did not think it too difficult to accustom them in CLT.
9. Most of the secondary level English teachers heard the term communicative language teaching before they started teaching and in some way, they had made an access to the materials dealing with CLT theory. However, a very few of them had utilized the opportunity at functional level.
10. The secondary level English teachers were deprived of the opportunity involving in the experiential learning cycle to develop their professional capacity and sharpen their language teaching skills. It was found that the large number of teachers had not got opportunity to experience a communicative ELT class or had experienced poorly performed one.

11. Most of the teachers overestimated their professional proficiency. For example: a teacher who had never got opportunity to observe a CLT class believed that s/he could take more than 7 teaching hours per day and still implement CLT in his/her ELT class which is rarely possible.
12. The secondary level English teachers were interested to implement CLT in ELT classes.

4.2 Recommendations for Pedagogical Implications

In the light of the findings obtained through the analysis and interpretation of the data the following recommendation are proposed for the pedagogical implications:

1. Teacher had relatively better perception of theoretical aspects but they lacked skills to implement the theory into practice, opportunity to experience the way theory works in actual classroom and working in several environmental constraints (such as large number of students). Therefore, it would be better if the institutions working in the field of teacher education make the teacher training programme more practical with essential focus on the strategies that can be adopted even in the environmental constraints to take maximum advantage from the methodology.
2. As it is said that the 'the eye sees not itself but by reflection' it seems necessary that the methodologists give priority to the reflective aspects of language teaching to help teachers make their perception of CLT better so that they can learn by experiencing in a natural way. For this, it is necessary to make the provision of reflection procedure in which the

trainee teachers can reflect on the trainers' activities and their own performance (first in a controlled situation and then in the actual classroom). For this, the trainers themselves need to demonstrate and provide the trainees opportunity to practice the methodology.

3. The teacher education should focus on the local constraints rather than imaginary ideal situation in order to minimize the gaps between the theories and practice and provide realistic perception of the language teaching methods.
4. ELT classroom is in many ways different from the other classes in which the primary focus is given on the content. Therefore the school management needs to be made familiar with the peculiarities and problems in the language classroom so that they can help to deal with some of the environmental constraints such as classroom management, complain about the noise in English classes.
5. The examination system we are adopting was also found as one of the cause of distraction from CLT language. Therefore, it is necessary to revise the examination system we are adopting.
6. Time spent in preparing for a lesson and numbers of teaching hours assigned to a teacher were also found to be the main cause of the interference in the implementation of CLT. So, there need to be the overall evaluation of the number of teaching hours a teacher can deliver in effective way and they need to be assigned the teaching hours accordingly.

7. In many cases, the teachers were found to over estimate their performance in comparison to the proficiency they have obtained. Therefore, they need to get some kind of self-evaluation mechanism to be completed with the school supervisor. For this there need to be provision of subject specific teacher mentor or supervisor to help them grow up professionally.
8. As most of the teachers were interested in using CLT in their language class, it seems essential to formulate specific plans policies in order to equip them with the knowledge and skills so as to convert their interest into determination.

Suggestions for Further Researchers

This study selected the 100 secondary level English teachers from the Kathmandu valley. Half of them were from Government aided school and rest of them were from the private schools. On the basis of the findings of this study, the researcher is in the position to suggest the further researchers to base their study on observation of the classroom environment and the opinions of the school administrators in the implementation of CLT. It is also suggested to focus the study on '*what provision is made for training teachers to implement theory and how the teachers are being prepared in the trainings to implement the skills learned in the trainings*'. It will also be equally beneficial to include the respondents from other parts of the country to get more comprehensive picture of the existing situation of methodological aspects of CLT.

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www.community.britishcouncil.org

APPENDIX I

Dear Sir/ Madam,

This questionnaire is a research tool for gathering information on communicative language teaching for my research entitled 'PERCEPTION OF COMMUNICATIVE LANGUAGE TEACHING BY SECONDARY LEVEL ENGLISH TEACHERS' for the partial fulfilment of my Master's degree in English Education at TU. The instrument is based on defining properties of CLT and constraints and context for it in the context of Nepal.

It will take about half an hour to read and show your response to the questionnaire. Except in a few cases you will be provided choices in the question itself. Please tick as applicable or put your response in brief where you are requested to write in your own words.

Your name and the name of your organization is optional. All the information collected through the questionnaire will be kept confidential. Please feel free while filling in the questionnaire.

Your participation is voluntary and if you decide to take part you are still free to withdraw at any stage.

If you have any queries regarding the questionnaire or research please do not hesitate to talk to the researcher in person or contact him on 9741054336 or send an email to pant.janak@yahoo.com

Thank you for your kind cooperation.

Janak Raj Pant

APPENDIX II

Name (optional):

Name of the school (optional)

Gender:

Teaching experience:years.

Previous training (related to English language teaching):

- 1)
- 2)
- 3)
- 4)

School (please tick one that suits you):

Government aided	<input type="checkbox"/>
Private	<input type="checkbox"/>

The following questions are related to the characteristics, your opinions of communicative language teaching and the situation you are dealing with. Please go through the questions and show your responses that are suitable to your situation. Most of the times you have to **circle the option** appropriate for you and in some cases you have to write some words or sentences.

PART: ONE

Defining properties of CLT

1. Communicative language teaching (henceforth CLT) means learning to use language.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
2. CLT means using English to learn English itself.
 - a. Strongly agree
 - b. Agree

- c. Undecided
 - d. Disagree
 - e. Strongly disagree
3. Knowledge of grammatical structure is completely avoided in communicative language class.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
4. The role of teacher is that of facilitator.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
5. CLT encourages simultaneous use of variety of sub-skills in holistic way.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
6. In CLT errors are immediately corrected by the teachers.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree

7. Use of authentic text is not necessary in CLT class.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree

8. CLT prepares learners for rehearsed situation.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree

9. The role of fluency and accuracy in CLT is:
 - a. Complementary
 - b. Fluency is more focused
 - c. Accuracy is more focused
 - d. Both of them are not focused

10. In CLT class learners are encouraged to make guesses and learn from their errors.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree

11. In CLT class students should have more time for talking than teachers.
 - a. Strongly agree
 - b. Agree
 - c. Undecided

- d. Disagree
 - e. Strongly disagree
12. Portfolio assessment (an assessment system in which students are continually evaluated and provided feedback and record of the task performed by the learner is kept updated) system is the best way of testing in CLT class.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
13. CLT makes learners really involved in their cognitive process by providing opportunity to work independently or in the group of students.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree

PART: TWO

Environmental constraints in CLT

14. The environment of your school to implement CLT is:
- a Very good
 - b Good
 - c Not good
 - d Bad
 - e Uncertain
15. What is the average number of students in a class at secondary level in your school?
.....
16. The number of student in a class at secondary level in my school is appropriate to implement CLT.
- a. Strongly agree

- b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
17. Although the number of student in a class is not appropriate to implement CLT, it (CLT) can successfully be implemented in CLT class with some modification.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
18. The classroom management (the way furniture are arranged, etc) is appropriate to implement CLT in my class.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
19. The English teacher training we have received is sufficient to implements CLT in ELT class.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
 - f. Not applicable
20. The textbook we are using have positively influenced us to implement CLT in ELT class.
- a. Strongly agree

- b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
21. Examination system we are practising exerts positive influence on in implementing CLT in ELT class.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
22. To what extent is the length of English class appropriate to practice CLT in ELT class?
- a A great deal
 - b Quite a lot
 - c To some extent
 - d Not at all
23. How much time do you spend in preparing for an English lesson?
.....
24. The time you spend in preparing for an English lesson is sufficient to implement CLT in ELT class?
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
25. What is the average number of teaching hour you are taking per day?
.....
26. Number of teaching hours you have is:
- a Too much to implement CLT
 - b Much but I can implement CLT in my class

- b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
31. CLT is difficult for me because it allows relatively much freedom to learners and disciplinarily problems occur in language class.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
32. CLT is difficult for me because in it I need to behave with students as one of them; as a result students stop respecting me.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
33. CLT is difficult to implement because cultural factors (such as student don't want to share their personal information in class) is the cause of interference.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree

PART: FOUR

Personal attachment and access to CLT theory and practice

34. When did you hear the term 'communicative language teaching first?
- a Before I started teaching
 - b After I started teaching

