# **CHAPTER ONE**

## INTRODUCTION

This study entitled **Teachers' Perception on the Role of the Learner in Communicative Language Teaching**. This section consists of general background, statement of problem, objectives of the study, delimitations of the study and operational definition of the key terms.

# 1.1 Background of the Study

Communicative language teaching (CLT) is presently dominant and popular method of English language teaching. Scholars argue that every language should be communicative. It involves reading, writing, grammar, and culture. The primary goal of language teaching is enabling students to use the language to communicate. In this context, Brown (2007) adds that students in a Communicative language teaching classroom need to use the target language in meaningful contexts. In communicative language teaching learners acquire second language through interaction with others rather than rote memorization and grammar rule learning. Richards and Rodgers (2001) described Communicative language teaching as an approach rather than a method, since it represents a philosophy of teaching that is based on communicative language use.

An approach as a set of theories about the nature of language and of language learning. It is axiomatic, as it takes a number of assumptions as a starting point. A method, on the other hand, is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented. Harmer (2007) presents a major stand of communicative language teaching. He believes on the essential belief that if students are involved in meaning focused communicative activities then language learning will take care of itself. Now, it

is commonly accepted as the most efficient method by the professions and is being practiced worldwide.

Furthermore, in communicative language teaching, language teaching is based on a view of language as communication, that is, language is seen as a social tool which speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing (Berns, 1990).

A key tenet of the practice of communicative language teaching is learner centered and consider learners' backgrounds and language learning needs. (Littlewood, 2011). Therefore, the actual practice of communicative language teaching depends on the context in which it is practiced.

Communicative Language Teaching is learner centered teaching method which keeps the students talking time at the center in the classroom. Now, all the classroom procedures like drilling, interaction, discussion and so on are discussed under an umbrella term in communicative language teaching. This method gives equal priority to the all language skills. Teaching is presently dominant and popular method of English language teaching. Scholars argue that every language should be communicative. Richards and Rodgers (2001, p. 158) states "the communicative approach in language teaching starts from a theory of language as a means of communication". Therefore, this method occupies on important place in today's English language teaching classroom. This method of language teaching and learning is understood as learning to communicate through communication. The emphasis is put on the meaningful and motivated use of language by the students who communicate in order to achieve a certain goal. The central goal of teaching and learning according to communicative language teaching is to develop communicative skills on the part of learners. These skills can be achieved when students are engaged in practicing communication in real life setting. This means under this method, the teachers has to design the activities which reflect real life situations.

Therefore, this method tries to bridge the gap between skill getting in the classroom situation and skill using in real life situations various scholars have defined communicative language teaching variously. Ellis (2003, p. 340) defines communicative language teaching as "an approach to teaching that is directed at developing communicative abilities in the learners either by teaching aspects of communicative competence or by creating condition for learners to learn through communicating" interdependence of language and communication.

By analyzing these definitions, it can be said that communicative language teaching aimed to develop communicative skills and abilities on the language learners. Similarly, this method helps to develop communicative competence on the part of learners. This method assumes that learners learn a language through using it to communicate and meaningful communication should be the goal of classroom teaching and learning activities.

Hence, communicative language teaching is one of the most successful and popular method of English language teaching in contemporary world, a number of issues are identified for the proper implementation of this method in EFL context. According to Hedge (2008), the sociolinguistic contexts, availability of resource, lack of communicative needs, and quality of teachers are major issues in applying communicative language teaching in classroom. Similarly, school environment plays significant role in adopting communicative language teaching in classroom teaching. But in the context of Nepal, some of the research studies have shown that there is different teaching environment in public and private school and college and different situation of communicative classroom, this study aims to find out the perception of teacher educator towards communicative language teaching and to analyze the role of learner for adaptation of communicative language teaching.

#### 1.2 Statement of the Problem

Communicative approach to language teaching is an method to ELT that gives special attention on communicative functions and competence on learners. According to Ellis (2003), Communicative language teaching aims to develop the ability to use language that may involve two general purposes: the interactional functions, where language is used to establish and maintain contact and the transactional function, where language is used to exchange information Communicative language teaching, then, is directed at enabling learners to functions interactively and transitionally in target language (as cited in Sharma 2012, p.78) The goal of Communicative language teaching is to developed communicative competence on the part of learners. This means language learners should be able to produce grammatically as well as contextually appropriate form of language. Therefore, vaims to make learning meaningful, comprehensive and purposeful.

In our context the research of "teachers belief on practice of communicative language teaching, English teacher beliefs, practices and problems encountered in using communicative language teaching and challenges faced by teachers of English in applying communicative approach showed that many English language teachers are still using grammar translation method to teach English language. Grammar translation method can not include four language skills. It focuses mostly second language skill(reading and writing). Pandey (2012) carried out a research on communicative language teaching and found that teachers were using grammar translation method to deliver classroom instruction and there was one way communication in classroom. Similarly, there was not communicative environment on the other hand though the teachers have wider knowledge on the theory of communicative approach, they do not apply this method in classroom properly. Likewise, there are different communicative classroom situation. Some teachers and learners of M.Ed. level student are interested in developing communicative skills in classroom teaching. However, they are less successful to implement communicative

approach. Communicative language teaching seems to be very difficult to achieve for students who are learning English as a foreign language or in Nepali context. This is especially true in Nepalese context where students do not have opportunity to listen English outside the classroom. Therefore, various communicative activities and students centered task should be introduced in the classroom.

That's why problems are same regarding the implementation of communicative language teaching. Therefore, research is needed to explore the teacher educator perception on the role of the learner in communicative language teaching and influence of classroom environment to implement communicative approach in classroom. Moreover, research is needed to compare the English language teaching situation with reference to the communicative approach in master level classroom.

# 1.3 Objectives of the Study

The objectives of this study were as follows:

- To explore teacher's perceptions on the role of the learner in communicative language teaching.
- To analyze the role of the learner in implementation of communicative language teaching classroom.
- J To suggest pedagogical implication.

# 1.4 Research Questions

The research questions of this study were follows:

- How do the secondary level teachers perceive the role of the learners in communicative language teaching?
- What is the role of the learners to apply communicative language teaching in classroom?

## 1.5 Significance of the Study

This study is significant for those who are interested in teaching and learning English language. This study included the theory of communicative language teaching which would be beneficial for students and teachers to get in depth information about communicative language teaching. They would get knowledge about communicative competence, theoretical assumptions of communicative language teaching, role of teachers and learners on a communicative classroom and issues of applying communicative language teaching in EFL context. Similarly, this study consisted the review of different research work carried out on practice and challenges faced by English language teachers to adopt communicative language teaching in Nepal. So, this study would provide information about practices and problems faced by teachers to adopt communicative language teaching in classroom to other researchers who are interested in carrying out research in this area.

This study was primarily related to find out the perception towards communicative language teaching and role of learner to implement communicative language teaching in classroom.

Similarly, this study would be guideline for those teachers who are teaching English language it would help to provide techniques and principles to makes a classroom communicative. On the other hand, the finding of the study would be help to make aware socio-cultural aspects of communicative language teaching to stakeholders and teachers. So, this study would give the guidelines to other researchers to carry out research work by using classroom.

# 1.6 Delimitations of the Study

The following are the delimitations of this study.

- This study was limited to find out teachers perception on the role of the learner in communicative teaching and analyze the role of the learners to implementation communicative language teaching in the classroom.
- This study was limited to only thirty teacher of secondary level from Kathmandu district of Nepal.
- This study was limited to survey research design
- ) Open ended and close ended questionnaires were included for data collection.

# 1.7 Operational Definition of Key Terms

**Perception**- It refers to the ability to see, hear, or become aware something through the senses.

**Communicative Competence**: - It refers to person's ability to communicate information and ideas in a foreign language.

**Discourse Competence**: - It denotes to ability of the language users organize the supra sentential features to make well-formed piece of language.

**Communicative Activity**: - It refers to an activity to express and share the ideas and feelings between two persons

# **CHAPTER TWO**

# REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consist the detail review of theoretical literature, review of empirical literature, implication of review for the study and conceptual framework.

#### 2.1 Review of Theoretical Literature

In this section, the major discussions were made regarding to major theories related to communicative language teaching and its use in the classroom. My discussion particularly focused on principal of communicative language teaching and communicative competence, theoretical assumption of communicative language teaching, communicative classroom, role of teachers, use of communicative strategies or instructional material in communicative and use of authentic materials.

## 2.1.1 Principles of Communicative Language Teaching

Richards and Rodgers (2001) write that communicative language teaching refers to a divers set of principles that reflect a communicative views on language and language learning which can support a variety of classroom procedures. These principles are

- a) Learners learn a language through using it to communicate.
- b) Authentic and meaningful communication should be the goal of classroom activities that involves the integration of different languages.
- c) Fluency is an important dimension of communication.
- d) Communication involves the integration of different language skills.
- e) Learning is a process of creative construction and involves trial and error. (p.172)

In communicative language teaching learner learn a language by practically they use language by communicative each other. Communicative language teaching advocates the use of language materials authentic, which makes situation real and motivate. In communicative language teaching method, the teachers use authentic material like as role play, strip story and by using related things.

In language teaching and learning process, fluency is one of the necessary dimension without good fluency of teacher the learner cannot learn properly and the teacher cannot teach properly. It is quality of speaking, so it is major principle of communicative language teaching. In language teaching and learning process, four language skills have great role. Four-language skills are speaking, listening, reading and writing. Among them two are receptive skills (listening and speaking), it helps comprehension and production. Reading and writing are productive skills. They help in creation.

In language learning process, the learner first starts from listening then speaking, when the learner get environment, first the learner learn from primary skill listening and speaking. Then, they start to learn secondary language skill reading and writing. If communication involves integrations of different language skill, then communication will be meaningful so four language skill have great role in language skill have great role in language teaching so communicative language teaching includes four language skills.

Error in language is natural process. It appears due to incomplete learning, slip of tongue, lack of practice. Errors are the sign of learning a language, error are corrected by teacher and learner themselves. So, communicative language teaching is presently dominant and popular method of English language teaching. (Harmer, 2007)

#### **2.1.2** Communicative Competence

Communicative language teaching is one of the dominant approach to foreign and second language teaching. In this method, language learning is aimed at developing communicative competence on the part of learners. Oxford advanced learner dictionary (7th edition) defines communicative competence as "person's ability to communicate information and ideas in foreign language". Therefore, communicative competence refers to the language users grammatical knowledge of syntax, morphology, phonology and social knowledge about how and when to use utterance appropriately. Communicative competence states that a language learner should have ability to produce grammatically as well as contextually appropriate form of language.

Communicative competence is the major component of communicative language teaching. The concept of communicative competence is introduced by Hymes (1972). Hymes original ideas was that speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in a language, they also need to know how language is used by members of a speech community to accomplish their purpose. Hymes (ibid) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of sociolinguistic perspective in to Chomsky's linguistic view of competence. In other words communicative competence views that a language learner should have ability to communicate with grammatically structured sentence and he/she should have ability to maintain social relationship with participants. This means language learner should have knowledge about what to speak to whom, how to speak to whom and when to speak to whom. In Hymes view, a person who acquires communicative competence acquires both the knowledge and ability for language use with respect to whether something is formally possible and whether something is appropriate in relation to context in which it is used and evaluated.

In an attempt to clarify the concept of communicative competence, Widdowson (1983) made distinction between competence and capacity. In his definition of these two notions, he applied insight that he gained discourse analysis and pragmatic. In this respect he defined competence i.e., communicative competence in terms of linguistics and sociolinguistic conventions. Under capacity, which he often referred to as procedures or communicative capacity? So, communicative competence includes knowledge of how to use language in social context in order to fulfill communicative functions and knowledge of how to combine utterances. Communication is over all global function of language. Communicative language teaching focuses on the language as medium of communication recognizes that all communication has social purpose.

## 2.1.3 Theoretical Assumption of Communicative Language Teaching

The theory of language of communicative method is language is a means of communication and meaningful communication is the goal of language teaching and learning. The second theory of language as social process. Richards and Rodgers (2001, p.161) states that language is system for expression of meaning. The primary function of language is to allow interaction and communication. The structure of language reflects its functional and communicative uses. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as examplified in discourse.

In communicative language teaching, communication has social purpose. Classroom activities maximize opportunities for learners to use target language in communicative way for meaningful activities. One of the linguistic theories underlying the communicative approach is Hallidy's functional account a language use. According to Halliday (1970, p.145) linguistic is concerned with the description of speech acts or texts, since only though the study of language use. All are the function of language, there for all components of meaning

brought into focus. This we have focused on the importance of context to understand the language function and language use.

The theory of communicative language teaching includes different components. Communicative language teaching aims to develop communicative competence on language learners. Canale and Swain (1980) have identified for components of communicative competence. They are grammatical competence, socio-linguistic competence, discourse competence and strategic competence. (As cited in Richards and Rodgers (2001 P.160)

Grammatical Competence: - According to Richards' and Rodgers (2001 P. 160) grammatical competence refers to what Chomsky Calls linguistic competence and what Hymes intends by what is "formally possible". This competence is concerned with the knowledge and ability about target language itself, its form and meaning. This competence involves the knowledge of spelling, pronunciation vocabulary, word formation, grammatical structure and linguistics semantic. A important point for teachers to note that grammatical or linguistic competence is an integral part of communicative competence. It is impossible to be a communicatively competent without being grammatically or linguistically competent.

Socio-linguistic Competence: - Socio-linguistic competence generally, considered to involve two kinds of ability: first, the ability to use language to achieve desired communicative goals, and next, the ability to make choice of language form and interpret them according the social context of their use. Richards and Rodgers (2001, p.160) specifically, notes that socio-linguistic competence refers to understand of the social context in which communicative text place including relationships, the shared information of the participants and the communicative purpose of communication. Therefore, this competence involves the learners ability of knowing how to use language in order to achieve certain communicative goals in interaction and making one's language appropriate to the social context in which communication takes place.

**Discourse Competence:** - Discourse competence is concerned with the ability of the language users to organize the supra-sentential features to make well-formed discourse. In other words, the ability to produce as well as comprehend the cohesive and coherent discourse is known as discourse competence Richard's and Rodgers (2001, p.160) defines discourse competence as "interpretation of individual message elements in terms of their interconnectedness and how meaning is represented in real relationship to entire discourse or text". So this competence consists the knowledge of achieving coherence and coherence in spoken and written communication and the ability to organize shared information with new information.

Strategic Competence:— This competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair and redirect communication Canale and Swin (1980) defines strategic competence as the ability to cope in an authentic communication situation and to keep communication channel open. Therefore, this competence involves the knowledge of how to use communication strategies to handle the breakdown in communication and make communication effective.

Communicative method is very much interesting and motivating on the part of the students. So they will not take language learning as a burden. Montaigne writes, "without method without book, without grammar rules, without a whip and without tears. I had learned Latin as proper as that of my school/master. (as cited in Richards and Rodgers, 2001, p.157)

In relation to the description, the use of communicative methods in language teaching plays a significant role. The instruction of the communicative method is based on the areas of the learner's interest or aim. For examples, if the students give interest in tourism or say if their aim is to be a tourist guide, that

we can develop a unit around it (tourism). The communicative method is a learner-cantered method of language teaching. In this method, students are allowed to engage in different kinds of activities and each student is allowed to progress though prescribed material at his/her own rate. It views language as a means of communication so it is effective method of teaching. Authentic use of materials makes authentic use of language. It links student's classroom environment with outside classroom environment. These means, it bridges the gap between 'skill-getting' in the classroom situation and 'skill-using' in the real life situation. It develops feeling of confidence on the use of real language. It fosters learners autonomy. Students are not taught directly but they are encouraged to be involved in learning. This method is suitable even for mixed class. Students are not only learning but also using language. This is what we call learning by doing.

#### 2.1.4 Communicative Classroom

Communicative classroom is present day need and demand for teaching English in EFL context, which helps student to learn a language by creating natural environment inside the classroom. While teaching English in classroom teacher should conduct the communicative activities like role play, group discussion, pair work, strip story, and information gap activities. So, communicative tasks involve learner face-to-face interaction in classroom. These activities support the language acquisition. Communicative activities provides an opportunity to the learners to practice communication by maintaining a conversation.

Regarding managing the communicative classroom, Hedge (2008, p.62) argues that many communicative tasks involve learner face-to-face encounter in the classroom. Interaction in work in small group provides a basis for language acquisition. It also gives student practice in communicating and negotiating meaning in establishing positive rapport, in maintaining conversation with appropriate turn talking, and at the same time all them to establish how well

they can understand and make them self-understand. In communicative activities, work in small group also has substantial value. For example: if student collaborate while revising drafts of writing, they can suggest improvement correct error and generally act as editors while reading each other work.

The communicative classroom is related to the systematic well-organized and planned activities conducted in the classroom while teaching a language. In these activities, teacher maintains discipline and provide feedback. So, communicative classroom should be interactive, collaborative and mostly participate learners in activities. By engaging the learners in various tasks in classroom, language learning can be made natural and more effective. Learners can be motivated make more active and responsible for their own learning from classroom task.

Similarly, Hedge (2008, p.63) says, "communicative classroom involves the teachers in the wide range of roles beyond that of providing and presenting new language". In a good communicative classroom teacher spends time for managing classroom, setting up activities, organizing materials guiding students in a group work encouraging contributions, monitoring activities and diagnosing the further need of students. The teachers' role can be demonstrated by analyzing the group work in different form of interaction of students. In the communicative classroom teachers and students try to consider how to develop high level of accuracy in use of grammar pronunciation and vocabulary.

The effectiveness of communication classroom or teaching learning process depends upon how teachers apply the communicative rules, activities and strategies in communicative classroom. So, without sound atmosphere inside the classroom communicative activities may not success the learners learn effectively or teacher can teach well in classroom.

#### 2.1.4.1 The Use of Authentic Materials

The authentic materials are used in communicative language teaching classroom to create an authentic context in which learners can develop their communicative competence. Materials that give learners a feel of using real life language are called authentic materials. According to Nunan (1989, p. 54), 'A rule of thumb for authentic material is any material which has not been specifically produced for the purposes of language teaching.' Authentic materials can include audio, audiovisual and printed materials. For example, TV news and programs, TV and radio commercials, music, movies, announcements at public places such as railway stations, airports, supermarkets, newspapers, magazines, photographs, paintings, drawings etc. Teachers need to select authentic materials considering the need, interests, level and culture of the students. Authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside the classroom. When choosing materials from the various sources, it is therefore worth taking into consideration that the aim should be to understand meaning and not form, especially when using literary texts with the emphasis being on what is being said and not necessarily on the literary form or stylistics. Suitability of content can be considered to be the most important of the three, in that the reading material should interest the students as well as be relevant to their needs. The texts should motivate as well as.

### 2.1.4.2 Role of Teacher in Communicative Classroom

Communicative approach is a learner's centered approach. This method is based on social and humanistic view of language teaching. Communicative language teaching seeks for developing and fostering learner's autonomy. So teacher role is facilitator rather than autocratic in communicative classroom. The major roles of the teacher are to facilitate the communication between learner's tasks either by creating situation or providing them imputes. As result,

the students face difficulty in communication situation so a teacher has to play vital role of facilitator. The communicative activity depends upon the teacher skill quality and discipline as well as behavior in teaching and learning English language. For better communicating activities teacher play actor's role in classroom. Breen and Candalin (1980, p.99). The teacher has two roles. The first role is to facilitate communication among all participants in the classroom and between the participants and various activities and task. The second role is to act as an independent participant within teaching and learning process. A third role of teacher is that of researcher and learner with much to contribute in terms of appropriate knowledge and abilities actual and observed experience of nature of learning, organizational capacity (as cited in Richards and Rodgers, 2001.p.167)

Various scholars presents the role of teachers in communicative classroom Harmer (2008 p.108) presents the role of teachers as below:

Controller: - Controller is one of the major roles of teacher in communicative classroom. The teacher inside the classroom should be able to control unnecessary talk and discussion. Harmer (2008) believes when teacher acts as controllers, they are in the charge of class and of the activity taking place and are often leading form front. Controllers take the register, tell students things, organize drills, read aloud and in other various ways exemplify the qualities of teacher fronted classroom.

**Facilitator**: - This is the major role of teacher in communicative language teaching classroom. A variety of communicative activities can be done in the classroom. Students sometime may not be able to do these activities in a proper way. They may get struck. In such situation the teachers provides them different prompts and encourage them to do given activities creatively. The role of facilitator is similar to that of prompter.

Participant: - The teacher in the communicative classroom is not an authority. He sometimes becomes a student and interacts with the students as a friend. Harmer (2008) summaries the role of participant as there are also times, when we might want to join an activity not as a teacher, but also as participant in our own right. Teacher should not be afraid to participate since it only won't improve atmosphere in class, but it will as also give students a chance to practice English someone who speaks it better than they do.

**Richards and Rodgers** (2007, pp. 167-168) provides a three others roles of the teacher in communicative language teaching method. These roles of teacher are as below:

Need Analyst: - In a communicative classroom, the teacher has to conduct the activities according to the need of students. The teacher should assume responsibilities for determining and responding to the learners language needs. It may be done informally and personally asking students perception of his/her learning style, learning assets and learning goals, this may done formally through administering a need assessment instrument e.g. Questionnaire and interview. Therefore, conducting classroom activities, a teacher should understand. Level of students backgrounds of students and actual need and demand of student. This means a teacher should understand what students can learn and what they want to learn. (Richards and Rodgers, 2007, pp. 167-168)

Counselor: The teacher should provide good counseling she/he has to be a source of counseling so that students are encouraged to interact effectively, as a counselor she/he can paraphrase vague ideas of students, confirm to their ideas and provide feedback. Students face difficulties and get stuck in learning if they do not get feedback and are not motivated by teachers while learning a language. So a teacher should encourage them to learn a language by encouraging them to participate in interaction, providing corrective feedback and engaging them in various activities inside the classroom. (Harmer, 2008, p. 108)

**Prompter**: - Teacher needs to encourage students to participate or needs to participate to make suggestions about how students may proceed in an activity. About the role of prompter Harmer (2008, p.109) states, "When we prompt, we need to do it sensitively encouragingly but with discretion. If we are to adamant, we risk taking initiative away from students. If on the other hand, we are to retiring, we cannot supply the right amount of encouragement". The motivation and encouragement of teachers can play the positive role for students learning.

The above mentioned role of teachers in communicative in classroom.

Teachers' role have been extended from wisdom provider instructor and dictor to facilitatator, researcher need analyst, student courage group process manager. With teachers' guidance, students in communicative language teaching classroom learn the target language by means of interaction and eventually develop their own language skills. Similarly, students in communicative language teaching classroom play the role of meaning negotiators, communicators, discovers, contributors of knowledge, skills and experiences and they entertain learning from pair work, group work. Thus, the realization of goals of communicative language teaching is the function of joint efforts of teachers and students.

#### 2.1.4.3 Role of the Instructional Materials

A good teaching is always supported by the ample instructional materials, the materials which are used for teaching purposes, in the second language teaching classes. In this regard, teaching materials are useful for successful teaching. The teacher without teaching materials does not teach, instead, the one wastes the time of his or her own and the learners'. So, the instructional materials are used to support communicative activities. Therefore, instructional materials do have important roles for making the class more communicative. In his respect, Richards and Rodgers (2010, p. 168) says:

A wide variety of materials have been used to support communicative approaches to language teaching . . . communicative language teaching view (s) materials as a way of influencing the quality of classroom interaction and language use. Materials thus have the primary role of promoting communicative language use.

That is the reason, why the communication is never possible without the use of communicative materials. The teacher should use as real as possible objects and speech in order to maintain the quality in the classroom. In this regard, Richards and Rodgers (ibid, pp. 169-170) provide the following three kinds of instructional materials:

- Text-based materials: Text-based materials are those materials which are directly concerned with the teaching learning materials. These kinds of materials have a great importance for maintaining the communicative activities in the classroom. That is the reason, why we need to rely on the text based materials. The course books and the language syllabuses are some of the text-based materials.
- Task-based materials: The materials which are used for communication and developing the communicative language classes are the task-based materials. These kinds of materials include "a variety of games, role plays, simulations" (p. 169), etc. These all the materials help in maintaining the communication in the classes. Moreover, the teachers' hand books, students-interaction practice books and other reference materials are the task-based materials for communicative classes.
- Realia: The real objectives which are used in teaching are known as realia. The relias are useful and variety keeping materials. The authenticity is brought through the realia. That is the reason why it is really important to use the realia for communication. The realia should be from the real life. The realia include language based realia like signs, magazines,

advertisements, newspapers, graphics or visuals and so on. Moreover, different kinds of objects which support communicative activities and exercises should also be used.

The above mentioned instructional material are very important to help teachers teach effectively and to help students learn better. The purpose is to ensure that students are engaged as they learn and both the students and the teacher are enjoying the lesson. It helps the learner to achieve communicative competence and proficiency in language teaching. It is the technique as well as method in teaching learning process.

## 2.1.4.4 Teaching Strategies in Communicative Language Teaching

Teaching strategies refers to structure, system, methods, techniques, procedures and process that a teacher uses during instruction.

# **Role Play**

Role play is an oral activity usually done in pairs. It is also very important activities in communicative language teaching. In role play students pretend they are in various social contexts and have anxiety of social role. In role play activities the teacher gives information to the learners such as who they are and what they think at feel. Meanwhile, in role play strategy the teacher did not focus on certain students. As stated by Brown (2007) and Rowley and Hunt (1998) that treating students fairly impartially and with respect is a must for teacher in secondary.

## **Group Work**

Group work is a collaborative when large activity groups are necessary the activity may demand it where the number of students in a group depends on the number of lines in the poem. It dramatically increases the number of talking opportunities for individual students. It promotes learner autonomy by allowing student to make their own decision in the group (Jeremy Harmer)

#### Pair Work

In pair work, students can practice language together, study a text, research languages or take part in information gap activities. They can write dialogues, predict the content of reading texts or compare notes. It dramatically increase the amount of speaking time any one students gets in the class. It allows students to work and interact independently without the necessary guidance of the teacher. Thus, promoting learner independence.

#### Drill

A drill is a repeated practice. It is very important to use for habit formation. Particularly drill are used to teach pronunciation, stress and notion. It is very useful teaching speaking in large classes. In teaching learning process teacher can use different kind of drill as needed.

## **Story Telling**

Students an briefly summarize a tale of store they heard from somebody before hand or they may create their own stories to tell their classmates. Story telling fosters creative thinking and help students express ideas, feelings. Learning is most effective when it takes place in social environment that provides authentic social clues about how knowledge in social context.

## **Finding the Difference**

Differences between two pictures. Two pictures are provided to the students which significant differences. Students find the differences between two pictures and speak in the classes in group. It is very effective strategy to develop students speaking ability.

#### 2.1.4.5 Context

Learning context are those context in which the students learn easily in a joyful environment. The environment is always guided by the learning context. In

realistic term learning is a process of gaining knowledge and context is an environment in which the learner learns better and successfully. In this sense, learning contexts are good environments for learning infact language learning cannot take place without the learning contexts. Contexts can be libraries, pair learning circles, reading classes and so on. Learner can get more learning exposure in the learning classes. Learning contexts make the learning environment fruitful and meaningful. Learning contexts are as follows:

The place and means of instruction.
 The class sizes
 Managing mixed ability
 Linguistic context

### The Place and Means of Instruction

Learning take in different places and in different styles. In learning, the learner can apply different techniques of learning. Similarly, a teacher can also apply the different instructional technique too. There are different places like schools colleges, language institutes, etc. In these places, the teacher has to motivate the learner to learn the language. In this regard Harmer (2007) says:

A huge number of students learn English in primary and secondary classroom around the world. They have not chosen to these themselves but learn because English is on the curriculum.

## The Class Sizes in Learning Contexts

One of the most important variables to consult is a class sizes in learning the language. The learning is guided by the class sizes. That means, is the class sizes are large in number there is difficulty in teaching and learning. Teacher cannot provide the equal chance to the pupil to take part in the communication.

Harmer (2007) point outs the size of the class in a way that the size is guided by the number of the students. Some students like to study in the large sizes of the classes and some prefer individual classes. In this case the teacher has to face with the difficulties in teaching in small class with single students. Some teacher have to face a large classes with the students of more than hundred students too.

#### **Mixed Abilities of the Learners**

A teacher is an antist, a manager a guide as facilitator in a class. While teaching the teacher is a good source of knowledge for the learners in a sense that the teacher has information of all the relevant sources. The class in which the students are found in a variety of classes, such class is known as mixed class. In other words, the class in which the learners are found in a different equality and nature such class is known as a mixed class. In the mixed classes the learners are found in a variety of learning styles and strategies. That means there can be different types of students in a single class. The greatest challenging for a teacher is to have a mixed ability classes. In a mixed ability classes a teacher cannot manage the classes in an equal pace.

## 2.2 Review of the Related Empirical Literature

In this section, different related research works carried out under the department of English education TU Kirtipur have been reviewed. Koirala (2013) carried out the study entitled "Attitudes of Teachers towards Communicative Approach." The major objective of this study was to find out the real attitude secondary level English teachers of Ramechap and Sindhuli districts towards communicative approach. He selected forty teachers as the sample through non-random sampling procedures. He used questionnaire as the tool for collecting data. The major finding of his research was that many ELT teachers appreciated communicative approach but felt difficult to use.

Dhami (2014) conducted a research on "Strategies Used for developing Speaking Skills a case of teacher educator. The study was carried out to find out the problems that are faced while developing speaking skill. The data were collected from fifty-five students of Med. Second year majority in English. The respondents were selected from different campuses in Kathmandu district. The data were collected through survey questionnaire. The strategies being used for developing speaking skills were found as involving in discussion, continuous practicing speaking, using English as means of communication watching English movies, use of materials, avoiding hesitation, delivering speech in front of mirror, developing positive attitudes towards English

Manjona (2015) wrote an article based on her research entitled "English Teachers Beliefs, Practices and Problems Encountered in Using communicative language teaching". The major objective of this study was to find out teachers belief on communicative language teaching. She found that the teachers have mixed feelings for communicative language teaching. She also found that among twenty respondents, ten of them always use communicative language teaching in teaching English to their students. The respondents were sampled through mixed sampling procedure. Questionnaire and observation were the tools of data collection. She concluded that the teachers are still confused on how communicative language teaching is viewed in terms of learning.

Tamang (2015) carried out a research on "Beliefs of English Teachers on the Use of Electronic Media for Professional Development" with the main purpose to find out the use of electronic media for teacher professional development. She used questionnaire as a tool to collect data and applied non random sampling procedure. Thirty teachers were selected from fifteen different schools of Bhaktapur district. She found that the respondents agreed that electronic media was very useful and essential tool for teachers professional development.

Sah (2016) carried out a research work on 'title challenges faced by teachers of English in applying communicative approach'. The objective of his study was to find out challenges faced by teachers in teaching English and to explore the teacher's perception about communicative approach and its use in Nepal. His research was based on survey design. The samples of his study were 30 English teachers who were teaching in Dhannusha district and the sample was selected with purposive non – random sampling strategy. Similarly, he used questionnaire as research tool in order to collect data for his study. The finding of his study showed that the English language teacher believed that language is learnt through communication but they had problem regarding how to best engage the learners in communication. Likewise, it was found problem in application of communicative approach due to the lack of physical facilities and large size of class. Teachers had problem to control the classroom and involving all students in teaching learning activities. Similarly, his study found that grammar translation method was dominant in classroom. The classroom was mostly dominated by teachers one way communication. Students felt to shy to speak in front of the class due to fear of making mistakes and there was low participation of students in classroom activities. Only active and talkative students spoke frequently inn classroom. There was poor English environment in school and lack of motivation to students for speaking. So from a study it was found that teachers could not play the role of participants, motivator and students were passive listeners.

Shrestha (2016) carried out research entitled "teachers' belief on practice of communicative language teaching with the aim to find out beliefs of the English teachers on the use of communicative language teaching in ELT classes and problem faced by them to implement ELT at secondary level school of Sunsari district. The population of his study consisted of 30 secondary level English teachers and sampled through non – random sampling strategy. The design used in this research was survey and the data collection tools were questionnaire interview and classroom observation. From his study

he found that it is best way to learn and teach with communicative language teaching and majority of teachers feel difficulty to apply it in to real comfort. Likewise this study shows that though teachers try to implement communicative language teaching in classroom, EFL learners were not active enthusiastic, motivated and engaged in learning. Thus students were not improving proficiency in English. Nepalese learners of English felt difficulty in learning English because of mother tongue interference and they did not have enough exposure and practice of English.

# 2.3 Implications of the Review for the Study

From the review of the literature, I got information about related study. Firstly provides the theoretical background to the study and broadens the knowledge to the related research area. I have got insight about theory and trends and provided a clear path to walk by Harmer, Richards and Rodgers and Brown, etc. I have got an idea of theoretical background of communicative learning teaching which helped to establish the link between the related studies, and develop critical thinking about the finding and methodology from Dhami (2014), Koirala (2013), Sharma, Sah (2016) and Shrestha.

After reviewing these research works and literature of I have got knowledge about communicative competence, theoretical assumption of communicative language teaching method communicative classroom and activities role of the learners teachers in communicative classroom. Similarly, by reviewing different thesis and article, I have got knowledge about teacher's perception on communicative language teaching. I have clear map from the review of literature. On the other hand after reviewing various articles, books and theses related to communicative language teaching and research methodology. I have clear idea to carry out the research and also methodology, sample and sampling procedures, research design, data collection tool etc.

The act of reviewing related literature helped me to be more confident and courageous and provided theoretical and practical idea. Finally, all the reviewed documents helped me to broaden the knowledge or related studies in order to get idea.

# 2.4 Conceptual Framework

A conceptual framework is the representation of understanding of theories by researcher and his/her own conceptual ligation of relationship between different variable while carrying out this research, with the consultancy of different theories related to the study and literature review following conceptual framework is developed.

From the above mentioned conceptual framework, language can be drawn that language teacher should use different strategies of communicative language teaching on the basis of context and situation by using teaching strategies such as drill, pair work, group work, role play recitation, discussion, describing map. Similarly in course of teaching period the teacher play role as a facilitator, organizer guide counselor etc. The teacher responsibility is that to make their student as an active participator in learning activities. In communicative language teaching, the context of teaching, teaching strategies, instructional materials and teachers play the vital role.

# **CHAPTER THREE**

## METHOD AND PROCEDURES OF THE STUDY

This section deals with design of the study, population sampling strategy, study area/field, data collection tools and techniques, data collection procedure, data analysis and interpretation procedure.

# 3.1 Design and Method of the Study

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. Survey research is the most popular design of research in social science including in the field of education. Mostly psychologist, anthropologist, economics, linguist, political scientists and statisticians have developed procedures and methods of survey research design. Survey is the most commonly used descriptive methods in educational research and may vary in scope from large- scale governmental investigations through to small scale studies carried out by a single research (Cohen & Manion, 1985 as cited in Nunan 1992, p.140). Surveys are used mostly on large scale where a huge population is required to be included in research. The purpose of survey research generally is to obtain the snapshot of condition, attitudes and or events at a single point of time. Similarly, Nunan (1992, p.140) states, "surveys are widely used for challenging data in most are of social inquiry from politics to sociology, from educational to linguists". A large population is covered using sampling.

The design of this study was survey. The research design is widely used in social science and educational researches. Primarily, it is carried out in search of attitudes, beliefs, and behaviour of a large population. It is mostly useful to generalize the finding to a particular problem on the basis of the data obtained from the large sample of related universe. A large population is covered using

sampling. So, data are collected at a single point of time to see the overview of the situation or phenomenon.

Likewise, the survey has some features which are given below:

- a) Survey research has wide and inclusive coverage. The notion of survey implies the idea that the research should have wide coverage.
- b) It is conducted at a specific point of time.
- c) Triangulation approach is used in data collection using multiple tools and sources.
- d) Mostly structured tools are used while collecting data.
- e) It is carried out in natural setting.

All these above discussion entitles that survey is one of the important research design used in educational investigations. This study also has to address the large number of population (study population) by selecting the sample population as the representative of the study population. For this reason, the survey research design was selected to complete this study.

During research, I took secondary level English teachers, perceptions on the role of learners in communicative language teaching by asking open ended and close ended questions. The main focus of this study was to find out perception, implementations of communicative language teaching in secondary level language teaching classroom and influence environment on implementation of communicative language teaching.

# 3.2 Population, Sample and Sampling Strategy

The population of my study were all the English teachers of Kathmandu district. Among them, I selected thirty secondary level English language teachers of community and private schools from Kathmandu district by using purposive random sampling procedure.

#### 3.3 Research Tools

For data collection, 27 close-ended and 7 open-ended questions were used as tools. The sample size were 30 secondary level English language teachers from private to community schools of Kathmandu district. This research applied analytical along with descriptive method to data analysis for gained responses.

#### 3.4 Sources of Data

In order to carry out this research, used both primary and secondary sources of data.

## 3.4.1 Primary Sources of Data

The primary sources of data were thirty English language teachers teaching at secondary level schools of Kathmandu district. I used open-ended and closed-ended questions for collecting primary data.

## 3.4.2 Secondary Sources of Data

In this research, I used secondary sources of data too, such as books, journals articles, unpublished research works and websites for my paper for widening my insight knowledge about related area such as Richards and Rodgers (2001), Harmer (2007), Littlewood (2011), Hedge (2008), Brown (2007) and Ghimire (2001), Koirala (2001), Sharma, and Shrestha (2016) etc.

#### 3.5 Data Collection Procedures

After preparing a set of questionnaires, I followed the following process for data collection. First of all, I visited different private and government schools from Kathmandu district and explained the purpose and process of the research to them and asked for permission, to carry out the research. After getting approval, from the secondary level English teachers, I handed the questionnaire

to the respective teacher to collect their views and perceptions toward learners role in communicative language teaching.

# 3.6 Data Analysis and Interpretation Procedure

Most of the survey research were qualitative and quantitative in nature. Being a survey research it had characteristics of both qualitative and quantitative analysis. Systematically, collected data were analyzed, interpreted and presented descriptively with the help of tables, illustrations and percentage.

#### 3.7 Ethical Considerations

Ethical consideration is the most important aspects of research. Researcher has to be serious in dealing with people involved in the study. It is professional standard of research which saves the respondents from the any harm and caused by the study. In the process of collecting data as well as in analyzing and interpretating the data I have considered all the ethical issues. At the time of data collection, I took permission from the participants. I have followed the systematic procedure of collecting data and used the data with the permission of my supervisor. The participation of participants was completely voluntary. To avoid the plagiarism, I have given credit to author, journals, thesis and other research works I have used for my study.

# **CHAPTER FOUR**

## ANALYSIS AND INTERPRETATION OF DATA

This chapter provides detail analysis and interpretation of the collected data. The collected data through quantitative tool has been analyzed and interpreted using descriptive and statistical procedure.

## 4.1 Analysis of Data and Interpretation of Results

The main purpose of this study was to explore teachers' perception on the role of the learner in communicative language teaching and to implement communicative language teaching.

Data have been analyzed and interpreted under the following sub heading.

- a. Teachers' perception on the role of the learners in communicative language teaching.
- b. Teachers' perception on the role of the teaching strategies in communicative language teaching.
- c. Instructional materials role in communicative language teaching.
- d. Teaching context role in communicative language teaching.

The response from secondary level English teachers towards their perception on the role of the learner in communicative language teaching are analyzed and interpreted under the following sub headings.

# 4.1.1 Teachers' Perception on the Role of the Learner in Communicative Language Teaching

Regarding the teachers' perception on the role of the learners in communicative language teaching I have put 27 responses of close-ended questions and 7 open-ended questions of the secondary level English teachers. Out of twenty

three questions, all question had the common alternative. The responses were collected from 30 teachers that have been discussed in following headings.

# 4.1.2 Analysis of Teachers' Perception on the Role of the Learner in Communicative Language Teaching

Perception is the process of recognizing and interpreting sensory stimuli. The following table shows the teachers perception on the role of the learners in communicative language teaching by secondary level English teachers.

Table 1

Teachers' Perception on the Role of the Learner in Communicative

Language Teaching

Situation		Responses								
			Agree				Disagree			
			SA		A		DA		SDA	
		NR	%	NR	%	NR	%	NR	%	
1.	Learner are active participant	16	53.33	14	46.66					
	in communicative language									
	teaching									
2.	Learners are receiver	1	33.33	16	53.33	4	13.33			
3.	The learners play the role to	4	13.33	26	86.66					
	develop leaner autonomy									
4.	The learner role make the	2	6.66	8	26.66	12	40	8	26	
	teacher passive participant in									
	communicative language									
	teaching									
5.	Learners are negotiator in			22	73.33	8	26.66			
	communicative language									
	teaching									

From the above table in item 1, learners are active participant in communicative language teaching. Most of the respondents presented that 30 participants (100%) agreed on the learners being active participant in communicative language teaching classroom. It could have been done to the interaction classroom. Regarding their subjective response as T1 said that learner is active participant in communicative language teaching in teaching learning process learners play vital role and learners are necessary to make learning fruitful.

T2 viewed: Learners play an active role to be actively participated. Learners role is very important in communicative language teaching because they are the scholars who have to improve their communication.

T3 expressed: The learner's role is active participant in communicative language teaching for producing the authentic language and communicate with others and also to develop the accuracy and fluency over the content which they are going to present. So, learner role is very important in communicative language teaching for interaction between the learners and user of the language for collaboration, creating meaning and purposeful interaction through language.

Learners have large number of role in the classroom equally with the learner. Learner should be active participant in their education learner's role is also to be motivated about his or her learning. This role is also tried to a teacher's role as well. However, if students are truly interested in learning, it is their job to think. Learner should be able to find some knowledge to apply this new learning too.

Learner role is a facilitator, their role is to take and give information instructions. Learners should be responsible for gathering materials needed for an assignment.

Item 2: The learners are taken as receiver, the result of responses displays that the almost 87 % NR 10, (33.33%) of them strongly agree and NR 16, (53.33%) agreed to the statement on the other hand 13.33% teacher remain disagree. Regarding their subjective response as T4 said the learner are receiver to understand and fulfill their role in learning the gospel. T5 said that learner have the role of receiver learn receive different kinds of knowledge from the teaching learning activities. Learner received knowledge, now thing from his/her teacher friends so learner are receiver in communicative language teaching.

Item 3: It shows that majority of 100% NR 4, 13.33 % strongly agree and NR 26, 86.66% agreed to the statement. Regarding their subjective response as T6 said that communicative language teaching focus to be active participant the learner so learner search, new things and practice so it creates learner autonomy. T7 said that communicative language teaching helps to be the learner autonomy and keep it active student to get new thing and to encourage students to reflect on their learning. The data shows that all most 100% teachers have positive perception on the role of the learner in communicative language teaching.

Item 4: It was designed to explore teachers' perception on the role of the learner in communicative language teaching. In the result of response, number of teacher i.e. NR 2, 6.66 strongly agreed NR 8, 26.66 % agreed agree to the statement on the other hand NR 12, 40% of teacher remain disagree and NR 8, 26.66% all most 66.66% teacher remain disagree. Regarding their subjective response as T8 said that *obviously in communicative language teaching learner are more active. Teacher remain passive participant as well as facilitator.* T9 said that *teachers suggests, need to assist learners provide them guidance.* It shows that communicative language teaching could not be teacher passive participant in communicative language teaching.

Item 5: It was designed to explore teachers' perception on the role of the learner in communicative language teaching the result of response displays NR 22, 73.33% agreed, agree and NR 8, 26.66% remain disagreed of this statement. Regarding their subjective response as T10 said that *learners are negotiator in communicative language teaching learner play active role in communicative language teaching so they prepare to get new thing and make plan to sound problem so learner are negotiator in communicative language teaching.* 

On the basis of above view learners' have great role, active participant, received to make learning successful, fruitful in teaching learning process as well as communicative language teaching. Communicative language teaching is impossible without the crucial role of the learners. Learner's role is negotiator between himself, the learning process and the object of learning. The learners should contribute as much as he gains, and learn in an interdependent way. Learners are expected to interact primarily with each other rather than with the teacher. In learner's role, learner give and receive information.

# 4.1.3 Analysis of Teachers' Perception on the Learners Growth in Communicative Language Teaching

Communicative language teaching emphasizes on learning to communicate through interaction in the target language to get opportunity to use authentic materials. The following table shows the learners growth in communicative language teaching.

Table 2

Teachers' Perception on the Learners Growth in Communicative

Language Teaching

Situation		Responses								
	Agree						sagree			
	SA			A		DA		A		
	NR	%	NR	%	NR	%	NR	%		
6. Learners make teaching	14	46.66	14	46.66	2	6.66				
learning process										
communicative										
7. Learners have the role of	8	26.66	22	73.33						
responsible for self learning										
8. Learners learning are	8	26.66	12	40	10	33.33				
independent way										
9. Learner have great role to	18	60	10	33.33	2	6.66	8	26		
develop fluency in										
communicative language										
teaching										
10. Learners' role makes the	12	40	48	60						
learner disciplined in										
communicative language										
teaching										

From the above table in item 6 learners make teaching learning process communicative, the result of the responses from the item 5 shows that NR 14, 46.66% strongly agreed ad NR, 14 46.66% agreed to the statement on the other hand very few NR 2, 6.66% disagreed. Regarding their subjective response as T10 said that *learner's make teaching learning process* communicative learners get opportunities to take part in pair work, group work and classroom activities.

From the above analysis, it has been concluded that almost teacher have agreed towards learner role in communicative language teaching.

Item 7: It shows that majority of 100% NR 8, 26.66% strongly agree NR, 22 73.33% agreed to the statement. Regarding their subjective response as T11 said replied *it supports learners in learner autonomy*. *It helps the learner to be more active participate in communicative language teaching*. Above data

shows that almost 100% teacher have positive impression towards on the role of the learner and growth in communicative language teaching.

Item 8: The result of responses from the item 8 shows that the NR 8, 26. 66% strongly agreed and NR 12, 40% agreed agree whereas minorities of teacher NR 10, 33.33% disagreed to this statement. Regarding their subjective response as T12 said *learner can learn by doing in communicative language teaching. It helps to increase self confidence of the learner*. As a whole data shows that mostly teacher have positive perception on the role of the learner in communicative language teaching.

Item 9: The result of responses from the item 9 shows that the NR 18, 60% strongly agreed and NR 10, 33.33% agreed agree whereas NR 2, 6.66% disagreed to this statement. Regarding their subjective response as T13 replied learner have great role to develop fluency. The learner can get more opportunities to develop their language skill specially it focus primary skill listening and speaking so it helps to develop learner fluency.

From the above analysis it has been concluded that almost teacher have seen good aspect and benefit for learner in communicative language teaching.

Item 10: The result of responses from the item 10 shows that the NR 12, 40% strongly agreed and NR 18, 60% agreed to this statement. Regarding their subjective response as T14 learners role make the learners discipline in communicative language teaching when the learners became more active and problem solver in communicative language teaching the learners discipline in communicative language teaching.

This data shows that almost 100% teacher have positive perception on the role of the learners in communicative language teaching.

On the basis of above view communicative language teaching helps to develop learners fluency, increase self confidence to make the learner more active and focus on primary language skill. Communicative language teaching focused on procedures for identifying learners needs on this resulted to make need analysis on essential component of communicate methodology. Communicative language teaching focuses on kind of classroom activities that could be used as the basis of communicative methodology such as group work, pair work etc.

# 4.1.3.1 Analysis of Teachers' Perception on the Role of the Learner in Practice of Communicative Language Teaching

Communicative language teaching emphasizes in learning by doing not only theoretically. It makes the learner more active. The following table shows the teacher perception on the role of the learner in practice of communicative language teaching.

Table 3

Teachers' Perception on the Role of the Learner in Practice of

Communicative Language Teaching

Situation		Responses								
	Agree					Disagree				
	SA		A		DA		SD	A		
	NR	%	NR	%	NR	%	NR	<b>%</b>		
11. The large class affects to	8	26.66	20	66.66	2	6.66				
implement in learner role in										
communicative language										
teaching										
12. Learning by doing is related	4	13.33	26	86.66						
to learner role in communicative										
language teaching										
13. the learner gets more	12	40	48	60						
opportunities to practice language										
in the classroom from										
communicative language										
teaching										
14. the learner follows other	10	33.33	12	40	8	26.6				
material except books and other						6				
guides in communicative										
language teaching										

From the above table, item 11 shows that NR 8, 26.66% strongly agreed and NR 20, 66.66% agreed, agree where as NR 2, 6.66% disagree to this statement. Regarding their subjective response as T15 said that *learner cannot get more opportunities to do different activities. It limited time in the large classroom affect to implementation in* communicative language teaching. This data shows that maximum teacher have positive perception on the role of the learner in practices of communicative language teaching.

The result of responses from the item 12 shows learning by doing is related to learner role in communicative language teaching that NR, 4 13.33% strongly agreed and NR 26, 86.66% agreed, agree to this statement. Regarding their subjective response as T16 said that *learning by doing is completely related in communicative language teaching. The learners get more opportunities to practice language in the classroom.* This data shows that almost 100% .

The result of responses from the item 13 show that NR 12, 40 % strongly agreed and NR 18, 60% agreed agree to this statement. Regarding their subjective response as T17 said *that it contribute and cooperate to team from each other*. This data shows that almost 100% teacher have positive perception on the role of the learner in practices of communicative language teaching.

The result of responses from the item 14 the learner follows other material except books and other guides in communicative language teaching that NR 10, 33.33 % strongly agreed and NR 12, 40% agreed and NR 8, 26.66% of the teacher remain disagreed to this statement. Regarding their subjective response as T18 said that *the learner follows other material except book and other guides. They can learn by interactive, discussion pair work group.* 

This data shows that on the great number of teacher have positive perception on the role of the learner in practices of communicative language teaching.

On the basis of overview without communication communicative language teaching is not possible in practice teaching learning process. In

communicative language teaching, learner are given an opportunity to express their individuality by having them share their ideas and opinions on a regular basis. It emphasizes on learning to communicate through interaction of target language.

# 4.1.3.2 Analysis of Teachers' Perception on the Use of the Strategies in Communicative Language Teaching

Learning strategies are used by students to help them understand information and solving problem. A learning strategy is a person's approach to learning and using information. The following table shows the teachers' perception on the use of the strategies in communicative language teaching.

Table 4

Teacher Perceptions' on the Use of the Teaching Strategies in

Communicative Language Teaching

Solution				Respo	onses	S						
	Agree				Disagree							
		SA		A	DA		SE	A				
	NR	%	NR	%	NR	%	NR	%				
15. The learners' role	14	46.66	16	53.33								
is related to group												
work, pair work role												
play in												
communicative												
language teaching.												
16. The learner's role	6	20	16	53.33	8	26.66						
is completely related												
to teaching strategies.												
17. language game is	12	40	18	60								
also related to learner												
role in												
communicative												
language teaching.												

From the above table the result of response from the item The learners' role is related to group work, pair work role play in communicative language teaching

shows that, NR 14, 46.66% strongly agree and NR 16, 53.33% agree to this statement. Regarding their subjective responses T19 said that *by using different teaching strategies communicative language teaching can be fruitful. Some teaching strategies are drill, pair work, group work, role play discussion telling story etc.* This data shows that mostly teacher supportive on the use of the strategies in communicative language teaching.

The result of response from the item the learner's role is completely related to teaching strategies shows that, NR 6, 20% strongly agree and NR 16, 53.33% agree and NR 8, 26.66% disagree to this statement. Regarding their subjective responses T20 said that *teaching strategies here gave role to make learner motivate active and learning process fruitful*. This data shows that mostly teacher also have positive perception on the use of the strategies in communicative language teaching.

On the basis of over view, on the use of teaching strategies have great role to make learner more active and motive and teaching learning process successful. Teaching and learning strategies are used to help the learner to understand information and solve problems in communicative language teaching teacher use the following learning strategies such as pair work, group work, role play recitation, discussion etc. which helps language teaching fruitful, motivate and successful. It encourages critical thinking in learner. It provides the opportunity for students to learn at their own way and successful.

# 4.1.3.3 Analysis of Teachers' Perception on the Teaching Context to Develop Communicative Language Teaching

The following table presents teachers' perception on teaching context to develop to communicate language teaching.

Table 5

Teachers' Perception on the Teaching Context to Develop Communicative

Language Teaching

Q.N. Item	Responses								
	Agree Disagree								
		SA		A	DA		S	A	
	NR	%	NR	%	NR	<b>%</b>	NR	<b>%</b>	
24. The seating arrangement of the	16	53.33	14	46.66					
student affects the learning of the									
learner									
25. Linguistic ability of the learner	4	13.33	26	86.66					
help teacher in applying									
communicative language teaching									
26. The learning is guided by the	2	6.66	8	26.66	12	40	8	26	
class sizes in communicative									
language teaching									
27. Teaching language skill the	2	2.66	10	33.33	18	60			
teacher can teach for language skill									
at the same time in communicative									
language teaching									
28. Presence of appropriate teaching	16	53.3	14	46.66					
materials in the class help in									
communicative language teaching									

From the table 5, it has been concluded that almost teacher have good perception on the seating arrangement of the student affect the learning of the learner in communicative language teaching. Majority of them 100% NR 16, 53.33% agreed NR 14, 46.66% agreed. Regarding their subjective responses T21 said that seating arrangement affects the learning process. It impacts the learning process. Students occupying the front rows are more attentive that those in the bank classroom arrangement point of view symbolizes their personality. The seating arrangement of the student affect the learning of the learners.

Item 25 linguistic ability of the learner help teacher in applying communicative language teaching, the result of responses displays that the majority of 86.66% agree and 13.33% strongly agree to the statement. Regarding their subjective responses T22 said that *linguistic ability of the learner help teacher in applying* 

communicative language teaching. It shows that in communicative language teaching linguistic ability of learner help teacher in communicative language teaching as positive role.

Item 26 the above table clearly display NR 2, 6.66 teacher strongly agree NR 8, 26.66 teacher agreed and NR 12, 40 teacher show disagree the NR 8, 26% teacher strongly disagree to this statement in communicative language teaching. Regarding their subjective responses T23 said that *educational institution so far however shows that the class size actually has little, the increase in population in school affects the class sizes.* The teacher cannot behave more student in the classroom. The student cannot get proper guidance in large student. It show that only classroom size cannot be guided the learning by the sizes of the class.

Item 27 It was designed to explore teachers' perception by teaching four language skill at the same time in communicative language teaching the result of response is plays the great number of teacher i.e. NR 2, 6.66 strongly agreed NR 8, 26.66% agreed to the statement on the other hand NR 12, 40% of teacher remain disagree and NR 8, 26.66% almost 66.66% teacher remain disagree. Regarding their subjective responses T24 said that *teacher cannot teach four language skill equally at the same time in communicative language teaching.* Everything cannot be leaded equally. It shows that the teacher cannot teach four language skill at the same time in communicative language teaching.

Item 28 The presence of appropriate teaching materials in the class help in communicative language teaching. It show that almost all teachers 100% have good perception on this statement. Regarding their subjective responses T24 said that *presence of appropriate teaching materials in the class help in communicative language teaching*. Teaching aids and material play very important role in implanting our subject matters very effective, interesting successfully and purposefully to the students. It use to meet the goal of teaching. It helps to create contents to touch and learn the language

meaningfully. It makes the classroom real life and interesting as well as motivate students learning. Majority of them 100% NR 16, 53.33 agrees and NR 14, 46.66% agreed so appropriate teaching material play great role in communicative language teaching.

On the basis of overview, teaching context has great role in communicative language teaching such as seating arrangement, teaching material, linguistic ability so communicative language teaching explore the learner speaking reading listening as writing skills. The environment has great role to learn successfully so learning context have to be good it helps to be better learning. Learner can get more learning exposure in the classes environment, friend and teachers. Learning context depend on the place and means or instruction, class sizes, managing mixed ability and linguistics context which affect the learning and teaching in communicative language teaching.

### **CHAPTER FIVE**

## FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter deals with findings, conclusion and recommendations of the research. On the basis of collected data, it is final and important stage of the research study.

### 5.1 Findings

The focus point of every research study is its findings. It is also the fulfillment of the objective of the study. This thesis entitled **Teachers' perception on the role of the learners in communicative language learning** was an attempt to find out the teachers' perception on the role of the learners in communicative language learning.

This study was mainly conducted considering the fact that it adds a brick in the field of ELT and helps English language teachers to make their class lively.

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

- Almost all teachers (i.e. 90%) strongly agreed on the active role of the learner in communicative language teaching. According to teachers, learners are active participants, receiver and negotiator to make themselves understood and to get new things knowledge, ideas, skills from different resources.
- Almost 70% teachers preferred on the use of strategies in communicative language teaching. It helped to implement fruitful implementation of variety of teaching methods and techniques and helped students take more responsibilities for their own learning.
- J It was found that 80% teachers were supportive about the benefit of communicative language teaching in language classroom. It increased

	fluency of target language. It helped to enable the learners to be more
	confident. Teaching strategies made learning easier to by implementing a
	variety of teaching method.
J	It was found mostly teachers and students preferred communicative
	language teaching in classroom, teaching. It made teaching learning
	fruitful.
J	Majority of teachers i.e. 60% viewed due to various affecting factors like
	large number of students in the classroom, lack of sufficient time, lack of
	authentic teaching materials and lack of physical facility teaching and
	learning is affected.
J	Learners had an effective role communicative language learning and in
	the classroom language teaching.
J	Instructional material helped the teachers to teach effectively and to help
	students learn better and ensured that students are engaged.
J	Communicative language learning helped to achieve competence and
	proficiency in English language teaching.
J	The pair work, group work, role play, recitation, discussion, speech
	talking to native speaker listening story, telling news stories were the
	techniques, strategies, which were practiced to enhance students
	communicative language abilities.
J	It was found that weak students took help from their friend in order to
	develop their communicative language abilities from communicative
	language teaching.
J	Similarly, teachers perceived that pair work group work were techniques
	which were practiced to enhance students communication.
J	Teachers were found to appreciate the learners to motivate them in order
	to develop their learning in communicative language abilities.
J	It was found that the use of learning and teaching strategies helped them
	to do better in developing their communicative language abilities.

After analysis and interpretation of data, I found that ELT teachers hold various types of perception of communicative language teaching. Each participating teachers agreed that there are advantages with this method. They also prescribed that it is the best way to learn and teach. Some of these teachers preferred using a variety of method of students language learning process but it requires a great deal of preparation for the teachers. They showed positive belief towards communicative language teaching. To be specific, almost all the respondents believed that communicative language teaching is the best to method teach English language. It makes the learner motivate and active. The maximum number of teachers said that communicative language teaching focuses on learners language skills (listening, speaking, reading and writing).

#### 5.2 Conclusion

The present study is a survey study which was aimed to find out the teachers perception on the role of the learners in communicative language teaching. The research mainly deal with the questions like teachers' perception in communicative language teaching, learners role in communicative language teaching. Both open and closed ended question were used to obtain data. My research was limited to thirty English teachers from Kathmandu district ward no. 14 and 15. This study was limited in open ended and close ended questionnaire as a tools for data collection.

As the main tool for data collection, I used questionnaire to elicit the required data for the study. The systematically collected data have been analyzed on the basis of questionnaire as a research tool. From the collected data, it was found that almost all teachers who participated in this study wanted to implement communicative language teaching language teaching in the classroom. Secondary level English teachers of Kathmandu district, 14 said that the lack of professional training, their preference of traditional method use of native language, large class size, school environment and facilities, examination

system of the country are the major issues in implementing communicative language teaching in the context of Nepal.

#### 5.3 Recommendations

On the basis of the findings from the analysis and interpretation of the data, some recommendation have been made. These are discussed in the following sub headings.

### **5.3.1 Policy Related**

- Students should be encouraged to use communicative language teaching by using various teaching strategies. For this government should provide adequate resources.
- It is found that most of the teachers of Kathmandu valley feel difficult and challenging to implement communicative language teaching. In this case, school management committee, district education office should make different policies.
- To implement communicative language teaching the government should make the provision for ELT teacher to be involved indifferent sorts of seminars, workshops as the part of teacher development progaramme where they can get chance to discuss current issues in communicative language teaching and may find a concrete solution for the betterment.

#### **5.3.2** Practice Related

- School and related stake holder should organize different workshops and seminar programmes to use communicative language teaching effectively.
- ) Shy, hesitation and anxious students should be encouraged to involved for communicative language teaching in the classroom.
- Teacher should create student centered and student friendly environment in the classroom and focus on interaction among them.

This is the era of science and technology so, students should be more active, cooperative, confident and should be familiar with newly innovative technologies like youtube, gmail, etc. There should be clear and fixed time management and classroom size, number of students should well managed properly. Students and teachers should work collaboratively in the classroom. Students should be encouraged to take active role in the learning process and to use the target language. It is essential to make communicative approach socially accepted by school authority. Basic teaching materials should be managed by school. Physical facilities of the classroom should be managed properly. Many language teachers find that there is large number of students in classroom. In this case, students should be taught by dividing them into different sections. **5.3.3** Further Research This research provides a valuable secondary source for other researchers. It was equally beneficial to include the respondents from other parts of the country to get more comprehensive picture of the existing situation of methodological aspect of communicative language teaching. The area of study was only limited to Kathmandu valley so further research can be carried in other districts of Nepal. This study was conducted in 2 wards (14 and 15) of Kathmandu valley, so other study can be conducted in other schools. Similarly, difference in learning of community school and private school students for the use of communicative language teaching in classroom

can be compared.

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## **Appendix**

I am going to carry out the research work entitled teacher perceptions on the role of the learner in communicative language teaching and to find out teachers" perception on the role of learners in communicative language teaching under the supervision of Ashok Sapkota, Teacher Assistance, Department of English Education, T.U. Kirtipur. Your co-operation in completion of this questionnaire will be of a greate value to me . I shall appreciate your personal opinions ,please give your response required .by the questionnaire. I assure you that the responses made by you will exclusively used only for the research study

Researcher: Pabitra Sapkota

Qι	estionnaire schedule to the English te	<u>eachers</u>
Na	me of the teacher:	
Ins	stitution:	
Le	vel :	
Ex	perience:	
	Objective	Question
	Set	A
Ple	ease tick the suitable answer.	
Pe	rception on the role of the learner's	in communicative language teaching
1.	Learners are active participant in con	nmunicative language teaching(CLT).
	a) Strongly Agree	b) Agree
	c) Disagree	d) Strongly Disagree
2.	The learners are receiver.	
	a) Strongly Agree	b) Agree
	c) Disagree	d) Strongly Disagree
3.	The learner plays the role to develop	learner autonomy.
	a) Strongly Agree	b) Agree
	c) Disagree	d) Strongly Disagree

4. The learner's role m	The learner's role make the teacher passive participant in communicative				
language teaching.					
a) Strongly Agree	b) Agree				
c) Disagree	d) Strongly Disagree				
5. Learner as negotiato	or in communicative language teaching.				
a) Strongly Agree	b) Agree				
c) Disagree	d) Strongly Disagree				
The Learners Growth	in Communicative Language Teaching				
6. Learner makes teach	ning learning process communicative.				
a) Strongly Agree	b) Agree				
c) Disagree	d) Strongly Disagree				
7. Learner has the role	of responsible for self-learning.				
a) Strongly Agree	b) Agree				
c) Disagree	d) Strongly Disagree				
8. Learner's learning is	s an independent way.				
a) Strongly Agree	b) Agree				
c) Disagree	d) Strongly Disagree				
9. Learner have great r	ole to develop fluency in communicative language				
teaching.					
a) Strongly Agree	b) Agree				
c) Disagree	d) Strongly Disagree				
10. Learner's role make	s the leaner disciplined as in communicative language				
teaching.					
a) Strongly Agree	b) Agree				
c) Disagree	d) Strongly Disagree				
Practices of communic	cative language teaching in language class room				
11. The large class affect	ets to implement in learner role in communicative				
language teaching.					
a) Strongly Agree	b) Agree				
c) Disagree	d) Strongly Disagree				

12. Learning by doing is related to learner role in communicative language							
teaching.							
a) Strongly Agree	b) Agree						
c) Disagree	d) Strongly Disagree						
13. The learner gets more opportunities	to practice language in the classroom						
form communicative language teaching.							
a) Strongly Agree	b) Agree						
c) Disagree	d) Strongly Disagree						
14. The leaner follow other material exc	ept books and other guides in						
communicative language teaching.							
a) Strongly Agree	b) Agree						
c) Disagree	d) Strongly Disagree						
The use of the strategies in communic	cative language teaching						
15. The learner role is related to group v	vork, pair works role play in						
communicative language teaching.							
a) Strongly Agree	b) Agree						
c) Disagree	d) Strongly Disagree						
16. The learner role is completely related to teaching strategies.							
a) Strongly Agree	b) Agree						
c) Disagree	d) Strongly Disagree						
17. Language game is also related to lea	rner role in communicative language						
teaching.							
a) Strongly Agree	b) Agree						
c) Disagree	d) Strongly Disagree						
18. Learner role is active participant in o	communicative language teaching.						
a) Strongly Agree	b) Agree						
c) Disagree	d) Strongly Disagree						
The benefit of communicative langua	ge teaching in language classroom						
19. Learner role helps for teaching writi	ng performance.						
a) Strongly Agree	b) Agree						
c) Disagree	d) Strongly Disagree						

20. The learner role includes for language skill for communicative language					
teaching.					
a) Strongly Agree	b) Agree				
c) Disagree	d) Strongly Disagree				
21. The learner role make the teacher pa	ssive participant.				
a) Strongly Agree	b) Agree				
c) Disagree	d) Strongly Disagree				
22. Teacher has dominant role to facilita	ate in the leaner role in communicative				
language teaching.					
a) Strongly Agree	b) Agree				
c) Disagree	d) Strongly Disagree				
The teaching context's to develop	communicative language teaching				
23. The seating arrangement of the stude	ent affect the learning of the learner				
a) Strongly Agree	b) Agree				
c) Disagree	d) Strongly Disagree				
24. Linguistic ability of the learner help	teacher in applying communicative				
language teaching					
a) Strongly Agree	b) Agree				
c) Disagree	d) Strongly Disagree				
25. The learning is guided by the class s	ize in communicative language				
teaching					
a) Strongly Agree	b) Agree				
c) Disagree	d) Strongly Disagree				
26. Teaching language skill the teacher	can teach four language skill at the				
same time in communicative langua	ge teaching				
a) Strongly Agree	b) Agree				
c) Disagree	d) Strongly Disagree				
27. Presence of appropriate teaching ma	terials in the class help in				
communicative language teaching					
a) Strongly Agree	b) Agree				
c) Disagree	d) Strongly Disagree				

# Set B

1.	How do you define Communicative language teaching?
2.	What is the learner's role in communicative language teaching?
3.	How does the learner's role active participant in communicative language teaching?
4.	Why do you think learner role is important or not in communicative language teaching?
1.	How do you define learner role in communicative language teaching?
2.	Mention some of advantage and disadvantage of learner role in communicative language teaching?
3.	How to apply learner role in communicative language teaching?