CHAPTER ONE

INTRODUCTION

This study is concerned with 'Teachers' perception towards and practices of techniques used in teaching communicative functions at lower secondary level' in case of Sindhuli district. In this study, the researcher attempts to explore the techniques used by teacher for teaching communicative functions. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Language is a purposeful human activity. We use it to communicate ideas, feelings and emotions, experiences, joys and sorrows with each other. Through the use of language we have created structurally complex social network. It can be used in all human being affairs where language play pivotal role to communicate, exchange ideas, establish and maintain relationship. Language is like cloth. It is like cloth in that sense that is how and in which style we want to wear we can do. Therefore, this kind of open and free option of language use we have different functional areas of language. This means there are different areas where we human beings use language. They are technically called different functional areas of language. The following are some of the notable areas of language use.

⟩ Action
⟩ Description
⟩ Personal information
⟩ Narration
⟩ Past and present events
⟩ Comparison
⟩ Explanation

Similarly, the purpose for which a piece of language is used is simply known as language function. So, we can say that what a language does its function or what we can do through the use of language is its function. For example, we can greet , invite , thank , welcome , request, ask, etc. through the language and thus greeting ,inviting, thanking, welcoming, requesting, asking are the functions of language. Therefore, the term communicative function can be defined as the purpose for which an utterance or a unit of language is used. (Richards & Rodgers 2001)

The aim of English language teaching in Nepal is to enable the learners to interact with others fluently and correctly in the English language. Teaching English means teaching different levels, skills and aspects of the English language. English language teaching (ELT) has crossed many developments to reach this day. To give a comprehensible picture of theoretical foundation of language teaching and learning is challenging task in language pedagogy i.e. it is a tough task to bridge gaps between theory and practice. Brown (1994, p.1) writes that there are no instant recipes. No quick and easy method is guaranteed to provide success. Every learner is unique. To teach communicative functions different teachers use different techniques and methods so this study attempts to find out the teacher's perception towards and practices of techniques used in teaching communicative functions at lower secondary level schools of Sindhuli district.

1.2 Statement of the Problem

Different techniques and methods have emerged to teach communicative functions. Many people advocate for effective teaching. To make teaching effective, it is necessary to apply those techniques like pair work, group work, discussion, interaction, role play, dialogue, debate, project work, discovery technique and problem solving in teaching communicative functions. However it is practicing or not is yet a matter of debate. So to find out the reality I became interested in this area. Here, I want to find out the teacher's perception towards and practices of techniques used in teaching communicative functions

and application of those techniques at lower secondary level English classrooms of Lampantar and Jarayotar VDC.

Here, I want to find out how those techniques are applied for communicative functions in the classroom. And next reason behind selecting this topic is that how there is mismatch between policy and practice at the ground level. Although several research works have been carried out in the department related to the language function, to my knowledge this is the first research teachers' perception towards and practices of techniques used in teaching communicative functions at lower secondary level ELT classroom of Sindhuli district.

1.3 Objectives of the Study

The objectives of this study were as follows:

  i.   To find out the teachers' perception towards and practices of techniques used in teaching communicative functions.
  ii. To suggest some pedagogical implication based on the findings of the study.

1.4 Research Questions

The following were the research questions of this study.

  i.   What perception do the teachers have towards and practices of techniques used in teaching communicative functions at lower secondary level?
  ii. What types of techniques are used in teaching communicative functions?

1.5 Significance of the Study

Since the main objective of the study is to find out the teachers' perception towards and practices of techniques used in teaching communicative functions,

this study will provide insight to them who are directly or indirectly involve in teaching learning activities. The teachers will be benefited in the sense that they will get more ideas about the techniques used to teach communicative functions and their applications in the field of ELT. Similarly textbook writers and syllabus designers will be benefited in the sense that research work will reveal the lacking of textbook and syllabus which ultimately will give pressure to design the syllabus as per the demand of time and society and bring some necessary changes in textbook accordingly. Likewise, other associated stakeholders will find this research significant to bring some necessary changes in the field of English language teaching and learning. Furthermore, this study will also open the door to do research in the similar area of the other district.

1.6 Delimitations of the Study

It was difficult to include large area in this kind of small research because of limited time and resources, so the researcher was bound to limit the study within a selected area. This study had the following delimitations:

i. This study was limited to the techniques used to teach communicative functions.

ii. The population of this study was limited only lower secondary level English teachers of public schools of Lampantar and Jarayotar VDC.

iii. The primary data of this study was collected through questionnaire and class observation.

iv. The study was limited with only thirty respondents.

v. The researcher observed ten different classes.

1.7 Operational Definition of the Key Terms

Perception : It means belief or opinion, often held by many people and based on how things seem.

Function : The purpose for which a particular utterance is used.

Communicative : In this study communicative refers to the will to talk or give information.

Strategy : A plan designed to achieve a long terms goal.

Materials : In this study the word 'material' denotes the person who learn language.

Technique : In this study the word 'technique' denotes the classroom activities to achieve the certain goal of language teaching

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part consists of the review of related theoretical and empirical literature as well as implications to the present study. Moreover, theoretical and conceptual frameworks are also included under this part.

2.1 Review of Related Theoretical Literature

This part deals with the different theoretical background of the study.

2.1.1 An Introduction about Methods and Techniques

In the field of language learning and teaching, a number of methods and techniques had been introduced. Some methods came and got popularity and went and some are still in practice. Nowadays, so many new methods and techniques are entered in the field of English language teaching (ELT). Recent methods are very practical and useful rather than the traditional ones. They are practical but teachers are still in confusion how to apply them in ELT classrooms. So, most of them are using traditional methods and techniques while teaching communicative functions.

In this modern era, traditional methods could not work properly so against of those methods and techniques new methods came into practice. They came to solve the burning challenges of ELT teachers. There are new methods and techniques are emerged but they are not in well practice because of lack of knowledge, skills, materials and resources.

Teaching and learning of English language as a second and foreign language require a number of explicit theories, principles and procedures that help the teachers to develop skill, knowledge and attitude in their students' academic as well as interactional ability in English as a second language (ESL). As the

emergence of new methods and techniques, it opposes the traditional ranking system of education and supports student centered learning. As a result, linguist and SLA researchers have developed different students centered techniques, methods, approaches and principles for effective and successful language teaching and learning. Though SLA researchers and language teaching methodologist often recommend one or another technique and methods for teaching and learning a second language, no particular and single method or approach has been seen as perfect in the specific context of teaching and learning. To address these challenges the researcher has considered the teacher's perception towards and practices of techniques used in teaching communicative functions for this study. Similarly, the researcher has mentioned some definitions about method and techniques given by different scholars, they are:

Anthony (1963 as cited in Richards & Rodgers 2001), defines … 'Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic a method is procedural. Within one approach there can be many methods …' (p. 19).

According to Richards & Rodgers (2001), method 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: technique is the level at which classroom procedures are described.'

Similarly, Anthony (1963, as cited in Richards & Rodgers, 2001) '…. A technique is implementation that which actually takes place in a classroom. It is a particular trick stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistence with a method, and therefore in harmony with an approach as well' (p. 19).

From above discussion, we know that methods tend to be primarily concerned with teacher and students roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to varieties of audiences in a variety of context. A technique is any of wide variety of exercises, activities or devices used in the language classroom for realizing lesson objectives.

2.1.2 Language Functions

A function refers to the purpose for which a particular utterance is used such function is categorized as socializing, making a query, getting things done, and so on. Language functions can be broadly classified as grammatical functions and communicative functions.

2.1.2.1 Grammatical Functions

Grammatical functions deals with the relationship that a constituent in a sentence has with another constituent. For example, in the sentence, 'Daisy eats rice'. 'Daisy' is the subject of verb, 'eats' and the 'rice' has the functions of being the object of the verb. Similarly, without language, we cannot express our thought emotion, feelings and ideas to communicate in a proper manner where language plays vital roles.

2.1.2.2 Communicative Functions

A function in language refers to the purpose for which an utterance or a unit of language is used. Such functions are often described as categories of behaviors e.g. asking, requesting, narrating and apologizing. The functional use of language cannot be determined simply by studying the grammatical structures of sentences but also the purposes for which they are used. Following are the examples how the imperative sentences are used for carrying out different functions:

) Give me that pen. (order)

) Pass the salt, please. (request)

) Turn right at the corner. (instruction)

) Try the fried potatoes. (suggestion)

) Come on Saturday. (invitation)

A communicative function of a language refers to the communicative goal for which a language is used in a community. According to Ur (2013), "A function is some kind of a purpose usually involving interaction between at least two people. Examples would be suggesting, promising, apologizing and greeting." In the same way, Blundell & Higgens (2009), "Language functions are the purposes for which people speak or write."

Similarly, according to Sthapit (2000, p. 41), "A thing can be said to have at least three facets: substances, form and functions." For example, the three facets of a glass can be described as:

Substance   :   glass, steel, paper or plastic

Form   :   cylindrical with one end open.

Functions   :   serving liquid.

Similarly, a language can be said to have the following three facets:

Substance   :   sounds\letters and punctuation marks.

Form   :   patterns of sounds\letters, words and
                              phrases.

Functions   :   communicative message.

So, what is function? The functions of things are the purpose it serves."

Similarly, (Hymes, 1972) presented seven different language functions they are:

    i.   The instrumental function: Using language to get things.

   ii.   The regulatory functions: Using language to control the behavior of others.

  iii.   The interactional function: Using language to create interaction with others.

   iv.   The personal functions: Using language to express personal feelings and meanings.

    v.   The heuristic function: Using language to learn and to discover.

   vi.   The imaginative function: Using language to create a world of the imagination.

  vii.   The representational function: Using language to communicate information.

In the same way, Wilkins (1976) lists the following functions:

    i.   **Modality**: To express degrees of certainty, necessity, conviction, volition, obligation and tolerance

   ii.   **Moral discipline and evaluation**: Judgment, approval, disapproval

  iii.   **Suasion:** Persuasion, recommendations, predictions

   iv.   **Argumen**t: Relating to the exchange of information and views

    v.   **Rational inquiry and exposition**: Authors' note , similar in subcategories to argument and evaluation

   vi.   **Personal emotions**: Positive and negative

  vii.   **Emotional relations**: Greetings, flattery and hostility.

  viii.   **Interpersonal relations**: Politeness and status, degree of formality and informality

Likewise, Van Ek (1975) distinguishes six main functions of communication:

i. Imparting and seeking factual information (indentifying, reporting, correcting and asking.)

ii. Expressing and finding out intellectual attitudes (expressing and inquiring about agreement and disagreement, accepting or declining and offer or invitation.)

iii. Expressing and finding out emotional attitude (pleasure or displeasure, surprise, hope and intention)

iv. Expressing and finding out moral attitudes (apologizing and expressing approval or disapproval.)

v. Getting things done (suggesting a course of action, advising and Warning.)

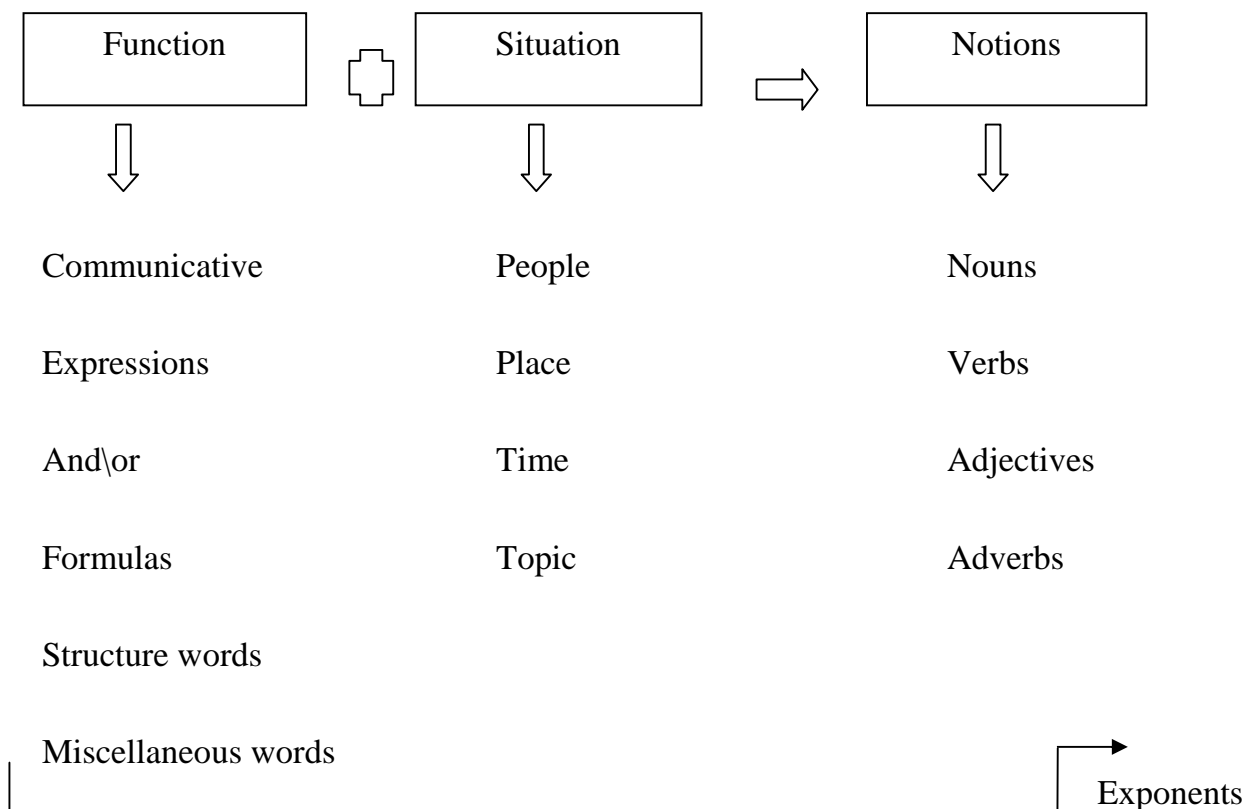vi. Socializing (greeting and leaving people, attracting attention and proposing a toast.)

2.1.3 Exponents of Communicative Function

Exponents are language utterances or forms a speaker uses to express a message to indicate and awareness of elements in the situation and to keep to the topic when it is important to do so, as in the interview. (Finocchiaro & Erumfit, 1983)

The selection of exponents largely depends upon the linguistic competence and the situation to be encountered. It also depends upon the personalities involved in speaking and the degree of formality to be observed. For example, in the case of requesting someone to open the door, the following exponents can be possible:

⟩ Please open the door.

⟩ Open the door, please.

⟩ Would you open the door?

⟩ I wonder if you would mind opening the door.

⟩ It might be a good idea to open the door.

Finocchiaro & Brumfit, 1983, give the following diagram which shows the elements that determined the exponents, they are follows:

Function	Situation	Notions

| ⇓ | ⇓ | ⇓ |

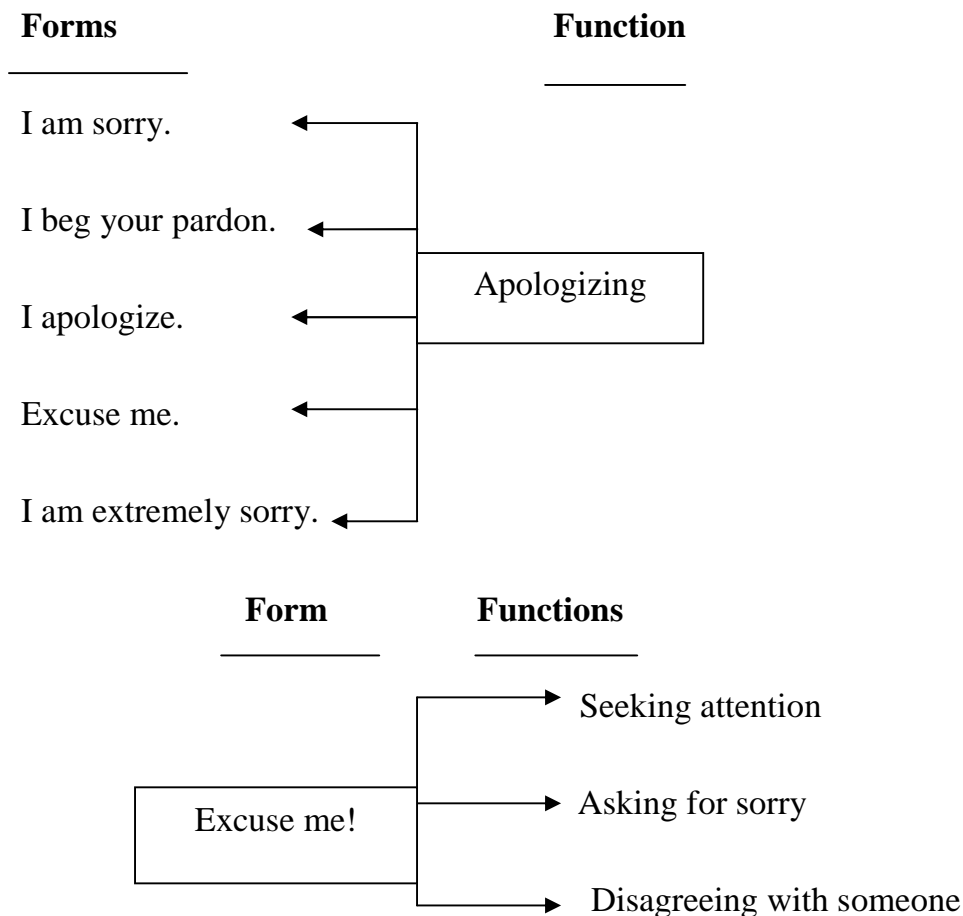| Communicative | People | Nouns |
Expressions	Place	Verbs
And\or	Time	Adjectives
Formulas	Topic	Adverbs
Structure words		
Miscellaneous words		

Exponents

2.1.4 Form Function Relation

Form refers to the structure and function refers to the purpose for which we use the language. So, we express the functions of language with the help of exponents. These exponents are called forms. For example:

Form	Function
Let me welcome you to this program!	Welcoming

In this example we perform the function of welcoming through the exponent, i.e. 'Let me welcome you to this program.' So it is clear that form and function are inter-related but sometimes one form can serve many functions and

different forms can serve the same function. So it is said that there is not one-to-one correspondence between the form and function. For example,

Forms   **Function**

I am sorry.

I beg your pardon.

                                                    Apologizing

I apologize.

Excuse me.

I am extremely sorry.

           Form   **Functions**

                                         Seeking attention

           Excuse me!   Asking for sorry

                                         Disagreeing with someone

2.1.5 Techniques of Teaching Communicative Functions

Education**,** almost every other area of our society, has evolved in leaps and bound in recent years. Traditional teaching techniques were, based mainly on a teacher explaining a topic and students taking note, however they are still be useful on occasion but education today revolves more around encouraging the student to awaken their curiosity and desire to learn.

A number of different teaching techniques have emerged due to this change in education. Many of teaching techniques are actually new however the use of technology in the classroom has simply given education a new lease of life allowing us to approach old ideas in new ways.

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'…. A technique is implementation that which actually takes place in a classroom. It is a particular trick stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistence with a method, and therefore in harmony with an approach as well. Anthony (1963, as cited in Richards & Rodgers, 2001, p.19)

2.1.5.1 Classroom Interaction

Classroom interaction is an activity which can be conducted in the ELT classroom to attract students towards teaching and learning. Some of the techniques are presented below:

ʃ **Individual Learning:** It is opposed to the concept of whole – class teaching –lock step learning in which all students learn same thing using same materials. In this technique, the teacher can provide different supplementary books, tapes, cassettes and so on. The teacher can also provide project work to the students. Individual learning fosters learner's autonomy.

ʃ **Pair Work**: Pair work is one of the important learner centered technique which is often used in a communicative classroom. It is a management task for developing communicative ability (Cross, 1992). Pair work makes student engage in interaction to each other. During pair work the teacher has two roles; a monitor and resource in the pair work.

ʃ **Group Work:** It is useful for teaching students in an interactive way. It encourages broader skills of co- operation. Similarly it promotes learners autonomy by allowing students to make their own decision in the group.

ʃ **Project Work**: The project work is an activity which centers on the completion of the task, and usually requires an extended amount of independent work either by an individual student or by a group of students. Much of this work takes places outside the classroom.

ʃ **Role Play:** This is a classroom activity which gives the students an opportunity to practice the language the aspect of roles behavior, and the actual role they may need outside the classroom. Role play is an ideal

vehicle for developing fluency, and it also offers a focal point in lesson integrating the four skills. It is simple and brief technique to organize in the classroom. It is highly flexible initiative and imaginative. It helps students to bring outside classroom. It encourages students to talk and communicate ideas with friends.

∫ **Discovery Technique**: Discovery technique is the technique where students are given examples of language and told to find out how they work to discover the grammar rules rather than be told them (Harmer, 2007, p. 29), discovery technique help to teach vocabulary which allow students to activate their previous knowledge and to share what they know.

According to Richards &Rodgers (2001), discovery technique is based on the following principles:

➢ Learners develop processes associated with discovery and inquiry by observing, inferring, formulating, hypothesis, predicating and communicating.
➢ Textbooks are not sole sources of learning
➢ Conclusion are considered tentative not final.

∫ **Problem Solving**: Where the learner is given a situation and problem and must work out a solution. Such activities are said to require higher order thinking such as problem solving activities are more useful intermediate and advanced level. A very good way of getting students to discover grammatical rules is to present them with examples of incorrect English and then encourage them to discover what is wrong and why. It involves using the imagination to make oneself into another character or into a different place. It consists of six different elements: situations, problem, solution, surface reality and background emotions, planning and underlying reality. It helps to acquire meaningful, fluent interaction in the target language.

∫ **Simulation:** The idea of a simulation is to create the pretense of real –life situation in the classroom. Students simulate the real world. A simulation is

an event. It is not taught. The students have roles, administrator, duties and responsibilities, as king, manager, explorer, and administrator.

2.1.6 Introduction to the Communicative Functions

Communicative function refers to the communicative goal for which a unit of a language is used in community to accomplish a certain purpose, for example; Greeting, requesting, asking for permission. According to Ur (2013, p. 92),"A function is some kind of communicative act, it is the use of language to achieve a purpose, usually involving interaction between at least two people." Here function refers to the communicative goal to accomplish a certain purpose. Language serves the purpose of describing people or stating events. For example, request, command, order, advice, instruct these communicative functions of language are employed to accomplish certain goals with several functions.

Among different communicative functions, the researcher has considered the following communicative functions for this study.

i.   **Apologizing:** We apologize when we realize that we are sorry for doing something among or causing a problem. We say I'm sorry.' 'Pardon me', 'I beg your pardon', 'I apologize' usually.

ii. **Describing place:** Descriptions are made using the given clues. While describing place: Its size, its people and their culture, famous temple, special characterize should be mentioned.

iii. **Requesting:** Requesting refers to asking for something or asking somebody to do something in a polite or formal way. According to the degree of politeness, different structures are used for making a request. For example, Give me some water, Give me some water, please, Can you give me some water? Could you give me some water? Would you mind giving me some water? Or 'I wonder if you could give me some water' are all different

forms of request which can be used to ask for some water. However, each of them is used in a different situation.

iv. **Describing a person:** While describing people, a better way is to say what sort of person he or she is. It is better to mention some striking characteristics and perhaps give an assessment of his or her character. Here are some of the characteristics we use to describe someone they are: general personal impression, age, height, weight, build or figure, face, hair, eyes, complexion.

v. **Comparison:** While making comparison, we use comparative words like, than, compared to, on the whole, I consider….to be greatly inferior\ superior to …, on balance, by and large and all in all.

vi. **Expressing likes and dislikes**: Like refers to the preference and dislikes refers to the deny , to express likes and dislikes we used different exponents they are: I like you very much…, I love the sound , I love him, I like dancing, I really enjoy, I'm crazy, I have the particular fondness for…,. On the other hand to express dislikes we use, I particularly dislike.., I'm not very keen on.., I find difficult to get on with.., she hates parties, he makes me sick.

2.1.7 Problem in Teaching Communicative Functions

Teaching communicative functions is one of the complex tasks. Teachers have faced different problems while teaching communicative functions at lower secondary level. They have faced problems while selecting teaching materials in teaching communicative functions. Similarly, they also have faced problems in dividing class into groups or in pairs because there is heterogeneous group of students in the classroom. So, I hope this study might be help to solve those problems. Similarly, this research will be beneficial to the teachers of lower secondary level who teach English in the classroom. Likewise, this research also will be helpful to remove such problems while teaching communicative functions in the classroom.

2.1.8 An Introduction to Perception

Simply, perception refers to the ability to see, hear or become aware of something through the senses. It is a way of understanding or interpreting something. In other word, it is the ability to understand the nature of something.

Similarly, perception refers to the way that one thing about someone or something or the impression one has of it. To be precise, it means the understanding of somebody of something. Obviously, perception varies from one person to another. It is perception that determines the behavior and the belief system of the people. Sometimes, if the perception is positive towards something, it helps to bring out expected result in the field of interest. Thus, perception is a term that is used to refer to the way one behaves. Hence, the term in this study indicates how the teachers think on classroom activities for language functions. How they teach language functions at lower secondary level. Similarly, what will be the effective way to teach language function?

2.2 Review of Empirical Literature

The researcher needs to draw knowledge from the previous studies since they provide foundation to the present studies. Very little research has been carried out on the teacher's perception towards and practices of techniques used in teaching communicative functions. However, some researchers in the department of English education have carried out research about strategy used in teaching communicative functions, effectiveness of pair work teach communicative functions, perception on and use of learner centered technique used in ELT, communicative language teaching, techniques used in language teaching and learning and their condition is very limited places. Here, this section is an attempt to review the related studies, articles and reports. Some of them are as follows:

Bastola (2016) wrote an article entitled "English Language Teaching Techniques: A Discussion' in journal of NELTA. In this article, he has presented various techniques\methods of teaching English dealing with classroom environment, class participation and resources for active learning. He concludes that the effectiveness of English language teaching depends on the techniques used in the classroom teaching.

Bhatt (2015) carried out research entitled 'Effectiveness of pair work technique in teaching communicative functions.' Her main objective was to find out effectiveness of pair work technique in teaching communication functions. She selected thirty-two students of grade 10 from a school of Kanchanpur district, using simple random sampling procedure. She used both primary and secondary sources of data. She administered pre-test and post-test to know the progress of students. She followed an experimental research design and found out that pair work technique was more effective in teaching communicative functions than conventional teacher centered techniques.

Similarly, Gharti (2015) carried out research entitled 'Teachers' perception on and use of learner centered techniques in ELT classroom.' His main objectives were to find out English teachers' perception on learner centered techniques and their use in ELT classroom addressing students' differences in terms of age, level, needs, interest, language learning styles, and so on. He purposively selected twenty secondary level English teachers from twenty schools of Kathmandu valley. He administered questionnaire and checklist to collect data. He followed survey design and found out that 65% of them used group work, pair work, discovery, techniques and project work in the ELT classroom but they were weak in its application.

In the same way, K.C. (2011) carried out research entitled 'Strategies adopted in teaching language functions at secondary level.' He attempt to find out the strategies used in teaching language functions in private as well as community schools. The comparison has been made in three aspects viz. indirectly related

aspects, sample of lesson presentation and actual strategies or techniques used. He followed comparative research design. Through the study he found out that the position of private schools' teachers and private school was found comparatively better than the position of community schools' teachers and community schools.

Likewise, Sapkota (2015) carried out research entitled 'Strategies used in teaching communicative functions.' He tries to attempt that strategies used by the teacher in teaching communicative functions at secondary level. He selected fifteen secondary schools of Syangja district and fifteen teachers from each of the selected schools as sample using non-random sampling procedures. He administered questionnaire and classroom observation checklist to collect data. Through the study he found that teacher use role play, group work, pair work, discussion, demonstration ,explanation, picture description , oral interview as the major strategies for teaching communicative functions.

Sharma (2009) carried out a research entitled "Teachers knowledge of teaching techniques and their application."The objectives of this study were to identify teachers' knowledge of teaching techniques and their application in English language classroom and to compare such knowledge with actual applications in classroom. He selected 12 government –aided secondary level schools as sample using purposive non-random judgmental sampling procedure. He administered questionnaire and classroom observation, checklist to collect data. The finding of this study showed that almost all the teachers had knowledge about teaching techniques but all the techniques were not effectively applied by those teachers in actual classroom. Mostly, lecture technique in classroom was found to be applied but other techniques were not found being practiced.

Although some researchers have been conducted the research in the area of learning strategies, no research has been carried out perception of teachers' towards and practices of techniques used in teaching communicative functions. So, I hope this study might be new in the department.
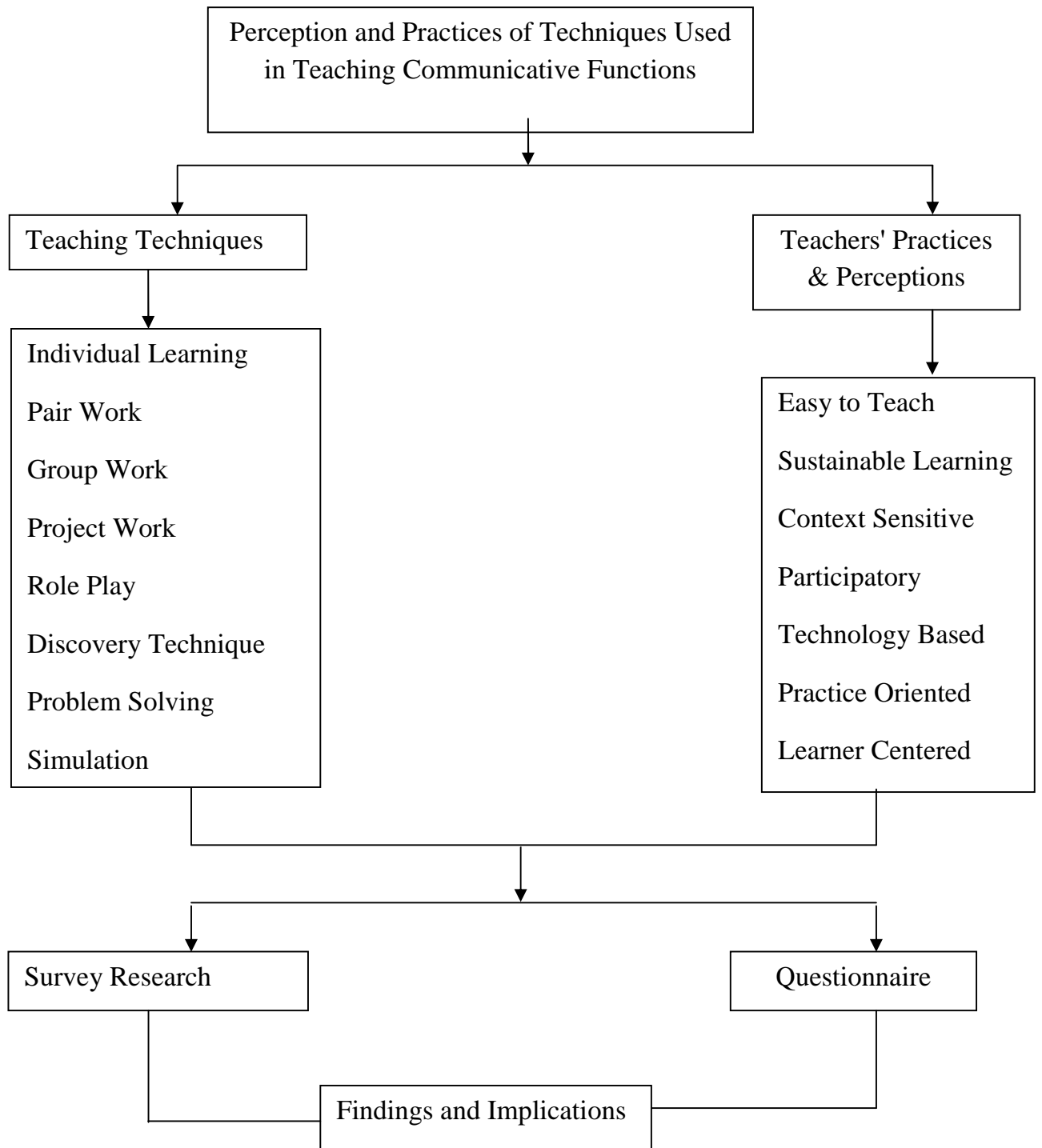
2.3 Implication of the Study

By reviewing the literature, the researcher will get lots of insights for the study. Review of literature provides a theoretical background to the study and widens the area of knowledge in the related topic. To broaden my knowledge, I have consulted different sources like, thesis, books, articles, reports, journals, magazines, those studies helped me to formulate objectives, make research questions, to develop conceptual framework, and to improve methodology and data collection tools.

For this study I reviewed various research works of previous researchers. Like Bhatt (2015), Gharti (2015), Sharma (2009), K.C (2011), Sapkota (2015), are some to name. Apart from these, I have consulted various books written by many scholars such as Richards and Rodgers' approach and method in language, Freemans' techniques and principles in language teaching and Harmer's the practice of English language teaching.

In this regard, the aforementioned studies have their own value and importance in their respective fields; nevertheless, none of the researches have been done earlier in this area of 'teachers' perceptions towards and practices of techniques used in teaching communicative functions.'

2.4 Conceptual Framework

The conceptual framework of my research study will be as follows:

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┌─────────────────────────────────────────────┐
│  Perception and Practices of Techniques Used │
│      in Teaching Communicative Functions     │
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┌──────────────────────┐              ┌──────────────────────┐
│  Teaching Techniques  │              │  Teachers' Practices  │
│                       │              │     & Perceptions     │
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┌──────────────────────┐              ┌──────────────────────┐
│  Individual Learning  │              │  Easy to Teach        │
│                       │              │                       │
│  Pair Work            │              │  Sustainable Learning │
│                       │              │                       │
│  Group Work           │              │  Context Sensitive    │
│                       │              │                       │
│  Project Work         │              │  Participatory        │
│                       │              │                       │
│  Role Play            │              │  Technology Based     │
│                       │              │                       │
│  Discovery Technique  │              │  Practice Oriented    │
│                       │              │                       │
│  Problem Solving      │              │  Learner Centered     │
│                       │              │                       │
│  Simulation           │              │                       │
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┌──────────────────────┐              ┌──────────────────────┐
│   Survey Research     │              │    Questionnaire      │
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            │  Findings and Implications    │
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CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodological procedure for data collection during the field study. The researcher adopted the survey design. Regarding the methodology, population and sample, sampling procedures, tools of data collection, analysis and interpretation procedures have been dealt.

3.1 Design of the Study

This present research work was based on survey design. Survey design has used for this study because it helped me to find out related information regarding the 'Teachers' perception towards and practices of techniques used in teaching communicative functions at Lower Secondary Level'. It is the research design that has to be carried out in a large scale. Survey, as a technique, is widely practiced in the field of social and educational researches.

Surveys are the most commonly used descriptive method in educational research, and may vary in scope for large scale governmental investigation through to small- scale studies carried out by single researcher. The purpose of survey research is generally to obtain a snapshot of condition…

Likewise, Nunan (2010, p.140) states, "Surveys are widely used for collecting data in most areas of social inquiry from politics to sociology, from educational to linguistics."

From aforementioned definition we can come to the conclusion i.e. survey research can be carried out in educational sectors.

In nutshell, survey research is conducted to eliminate important educational issues and data are collected from population. Then those answers which are given by sample population are thought that whole group has given same type of information. It means, researchers generalize the result obtained from the

sample to the whole population. It may scope from a large investigation like census to a small scale study like school improvement plan (SIP) or even small classroom study.

In this study, the researcher collected required data from the concerned authorities visiting on the fields. They were humbly requested to provide the data naturally without any interruption. The collected raw data are analyzed and interpreted descriptively to derive findings.

3.2 Population, Sample and Sampling Strategy

English teachers teaching at lower secondary level of public schools of Lampantar and Jarayotar VDC was the study population. 30 lower secondary level English teachers were   sample of this study.

Purposive non-random sampling procedure was used to select the population for this study. Adopting this procedure, 30 lower secondary level English language teachers of ten public schools of Lampantar and Jarayotar VDC was selected as a sample. Three English teachers were selected from each school. Thus, sample size of this study was 30. Similarly, the researcher observed the ten different English classes of lower secondary level.

3.3 Research Tools

Questionnaire and classroom observation were used as the tools for data collection. These tools were used because they are supposed to be effective, appropriate and feasible. Furthermore, a set of questionnaire consisting of closed-ended and open ended questions were used for data collection.

3.4 Sources of Data

Primary data were collected through data collection tools i.e. questionnaire and classroom observation and secondary data were collected through books, theses, articles, journals and web.

3.5 Data Collection Procedures

To collect the data, the researcher has followed the following procedures:

i. The researcher went to the field, i.e. Sindhuli district and she visited the different lower secondary level public schools in order to establish rapport with the authorities and get permission to carry out research by explaining briefly the purpose of the study.

ii. After getting the permission from the school authorities, she requested to the English teachers to fill up the questionnaire.

iii. The purposive non- random sampling procedures was used to select the sample unit.

iv. Then, the researcher has observed the ten actual classrooms teaching of English.

v. Prepared questionnaire were handed to sample population to collect the data or information appealing them to complete within a week, as per the limited time.

vi. At last, the questionnaires were gathered thanking for their co-operation for the study.

3.6 Data Analysis and Interpretation Procedures

This study, being a survey research has characteristics of both qualitative and qualitative analysis. In this study, the researcher has analyzed the raw data more descriptively and less statistically.

3.7 Ethical Considerations

Following considerations have taken into my research:

i. At first I took permission from the school administration.

ii. Then, I gave short information about my research to the respondent teachers.

iii. I built trust with the respondents.

iv.   Then, I identified the problem of my research.

v.   I did not culturally, ethically, socially bias the participants while selecting them as a respondent.

vi.   I have respected the respondents answer.

vii.   I honestly assure you that the response made by you will be used only for the present study and remain confidential.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

In this chapter, I have presented the analysis and interpretation of data which were collected from the sample. The raw data were analyzed both qualitatively and quantitatively. The qualitative data were analyzed and interpreted descriptively in a narrative form. Contrary to it, the qualitative data were analyzed and interpreted by using simple statistical tools such as measure of frequency and percentile. The researcher has presented the data in frequency tabulation and figure as per their nature and need.

4.1 Analysis of Data and Interpretation of Results

In this section the researcher has analyzed the collected data in the sub-headings such as, analysis of perceptions related questions and practice related questions.

4.1.1 Analysis and Interpretation of Data on the Basis of Questionnaire

4.1.1.1 Analysis and interpretation of data obtained through perception

related questions

4.1.1.2 Analysis and interpretation of data obtained through practice

related questions

In this session the researcher has analyzed the perception and practice related questions: to find out what sort of techniques are used by the teacher to teach communicative functions at lower secondary level. The obtained data has been presented in the next page:

4.1.1.1 Perception Related Questions

The researcher used to find out the teachers perception towards the techniques used to teach communicative functions at lower secondary level. She has analyzed the open ended questions no. 1, 5, 6 and close ended questions no. 9.13,14,16,17,18 and 20 in the following way.

1. Interaction between Teachers and Students or Interaction among Students.

In this item, the researcher tried to find out teachers view on preference of interaction between teachers and students or among students. The obtained data shows that almost all teachers preferred interaction between teachers and students due to the following reasons:

) To develop communicative power to the students.

) To promotes language skill.

) To develop speaking ability

) To get good result.

) To develop communicative competence.

) Makes them able to speak and can talk frequently.

) Make correction while committing mistakes and build confidence.

) To decrease hesitation and fear to speak.

) To learn in natural environment.

) To examine themselves and help to progress.

Few teachers argue that let them for interaction among students because they may speak in natural way.

As the above discussion shows that most of the teachers have been practice interaction between teachers and students to teach communicative functions.

5. Suggestions for Curriculum

In this item, the researcher asked "Do you want to give any suggestions about teaching communicative functions which are mentioned in the lower secondary level curriculum?" The responses given by respondents are, most of the teacher replied 'no' and few teachers have given following suggestions:

- Include more conversations.
- Include more practical activities.
- Include colored pictures.

As the above discussion shows that lower secondary curriculum is enough.

6. Advices for Teachers of English

In this item, the researcher asked "What advice do you want to give to the teachers of English who teach English at lower secondary level while teaching communicative functions?" The responses given by respondents are presented blow:

- Use student centered techniques.
- To be familiar with students.
- Precede the task teach through simple to complex.
- Use teachers guide, communicative approach.
- Give different situations and ask them to prepare dialogue and present in the classroom.
- Use visual aids than theory education because it can give clear concept to students.
- Be dutiful and trained.
- Considered with subject expert or school supervisor, if you feel any difficulties in course of teaching.
- Use authentic materials.
- Speak English with students frequently.
- Behave with students like friend

⟩ Involve students in group work and make them active in the class by asking different questions according to the context.

9. Preferred Activities

In this item, the researcher asked "Which activity do you prefer most to teach communicative functions?" The responses obtained from the respondents are presented below:

Figure 1

Preferred Activities
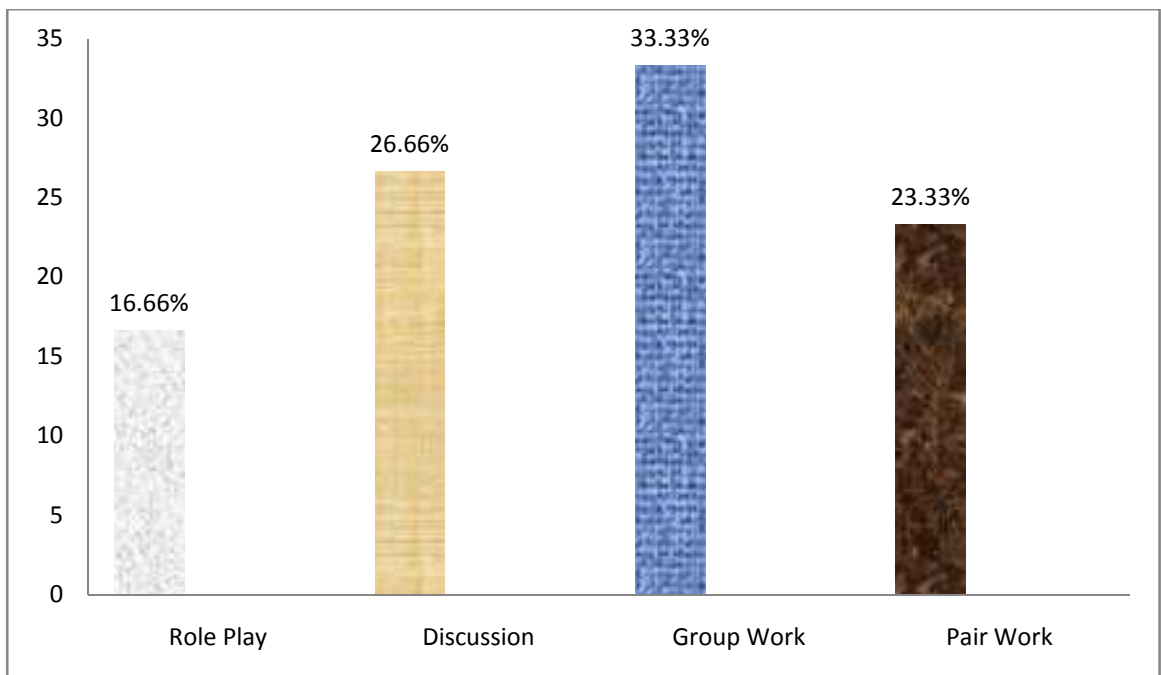
Above figure shows that 10 teacher's (i.e.33.33%) preferred group work technique. Eight teachers (i.e. 26.66%) preferred discussion. Seven teachers (i.e. 23.33%) preferred pair work and five teachers (i.e. 16.66) preferred role play technique to teach communicative functions. It shows that there are quiet differences between techniques but among them most of the teachers considered group work technique to teach communicative functions.

13. Dramatization Technique

In this item, the researcher tried to find out whether teachers preferred dramatization technique to teach communicative functions or not. It shows that 27 teachers (i.e. 90%) preferred and only 3 teachers (i.e. 10%) didn't prefer dramatization technique to teach communicative functions. It shows that most of the teachers considered dramatization technique to test communicative ability of the students.

14. Group Work in Teaching

In this item the researcher tried to find out whether the teachers preferred group work while teaching or not. The obtained data shows that 30 teachers (i.e. 100%) preferred group work in teaching. It shows that group work is thought to be an appropriate technique to teach communicative functions.

16. Teachers View towards Who Work in a Group Learn More or Individually

In this item, the researcher tried to find out teachers views regarding the students who work in group learn more or individually. The obtained data shows that 30 teachers (i.e. 100%) viewed that students who work in group learn more than individually. This shows that teachers' make participate their students to work in a group.

17. Dividing the Class

In this item, the researcher tried to find out teachers view how they divide the class while teaching communicative functions. The obtained data shows that 17 teachers (i.e.56.66%) divided the class in group. Thirteen teachers (i.e. 43.33) divided the class in pair. This shows that divide the class according to the number of students of the classroom.

19. Asked by Your Mates to Observe

In this item the researcher asked "Have you ever been asked by your mates to observe the class while teaching communicative functions?" The responses obtained from the respondents are: 20 teachers (i.e. 66.66%) replied 'no' and 10 teachers (i.e. 33.33%) replied 'yes'. This shows that classroom observation is an essential part of teaching but most of the teachers haven't practiced yet.

20. Following Other Materials

In this item the researcher tried to find out whether the teachers use other materials except books and teachers guide or not. The researcher collected information from the teachers and found that 27 (i.e. 90%) used other materials also. Less number of teachers (i.e. 10%) didn't use other materials. This shows that it is better to use other materials also except books and teachers guide to teach communicative functions at lower secondary level.

4.1.1.2. Practiced Related Questions

The researcher used practice related questions to find out the techniques used by teacher to teach communicative functions at lower secondary level. She has analyzed the questions no. 1, 2, 3, 4, 5, 6, 7, 8, 10, 12, and 15 in the following way:

1. Role Play

As play different role in the class the selected teachers were asked how often they let their students to play different roles. The responses given by respondents are presented in next page:
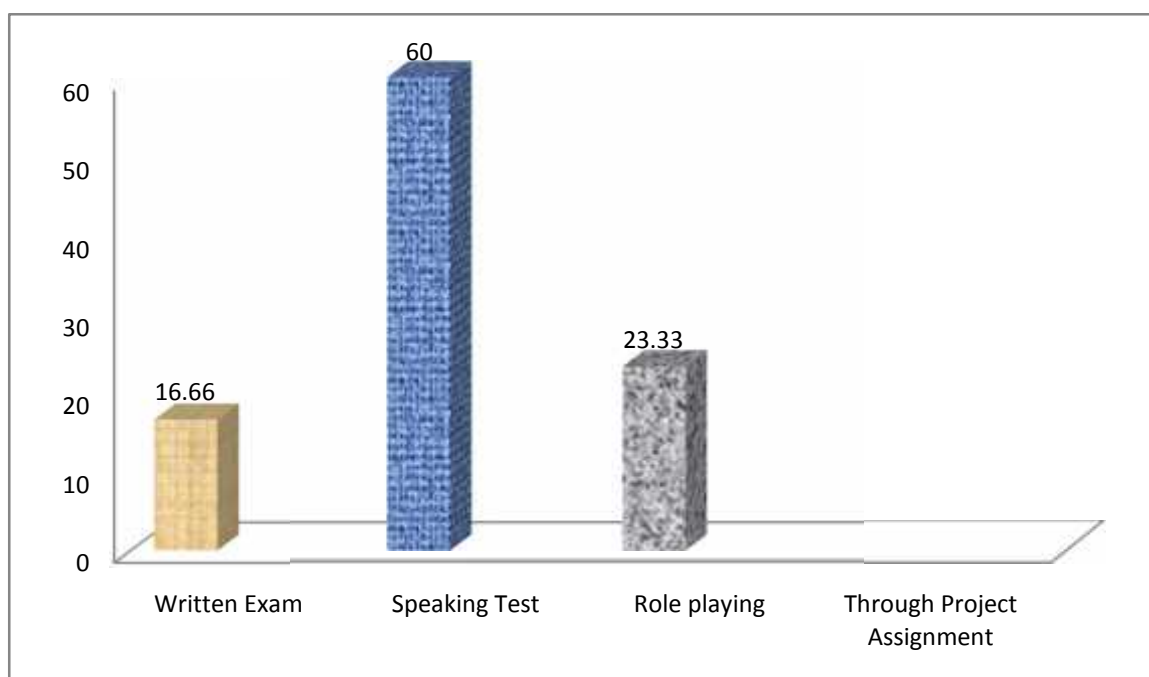
Figure 2

Role Play
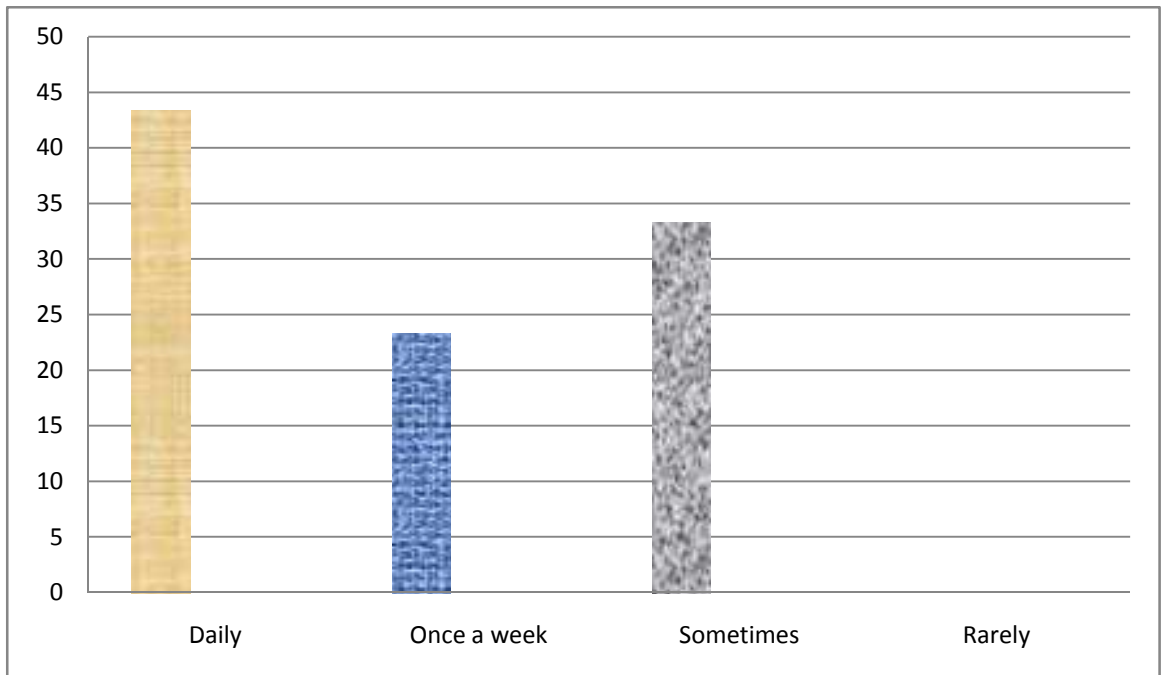
As presented above, 13 teachers (i.e. 43.33%) let their students play different roles in teaching communicative functions. Similarly, 7 teachers (i.e. 23.33%) let students play different roles once in a week likewise, 10 teachers (i.e. 33.33%) sometimes let their students play different roles. This shows that role play is taken as the frequently used technique in teaching communicative functions.

2. Frequently Used Tools

The researcher has analyzed the tools which were most frequently used to test communicative functions. The obtained data has been presented in the next page:

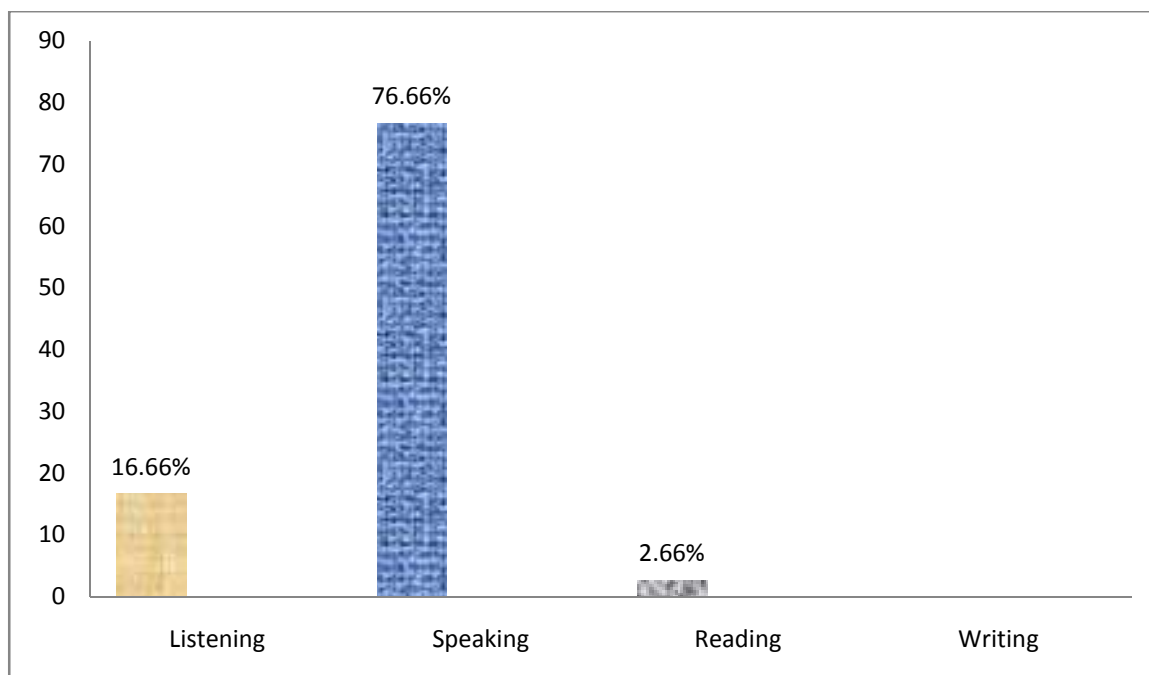**Figure 3**

Frequently Used Tools

The above figure shows that eighteen teachers (i.e. 60%) used speaking. Seven teachers (i.e. 23.33%) used 'role play'. Five teachers (i.e. 16.66%) used 'written exam' to test communicative functions. But none of them prefer to use project assignment to test communicative functions. It shows that speaking is thought to be as the best tool to test communicative ability of the students.

3. Language Skill

The researcher has analyzed the teachers view on prioritized language skill to teach communicative functions on the basis of responses given by respondents are presented the next page:
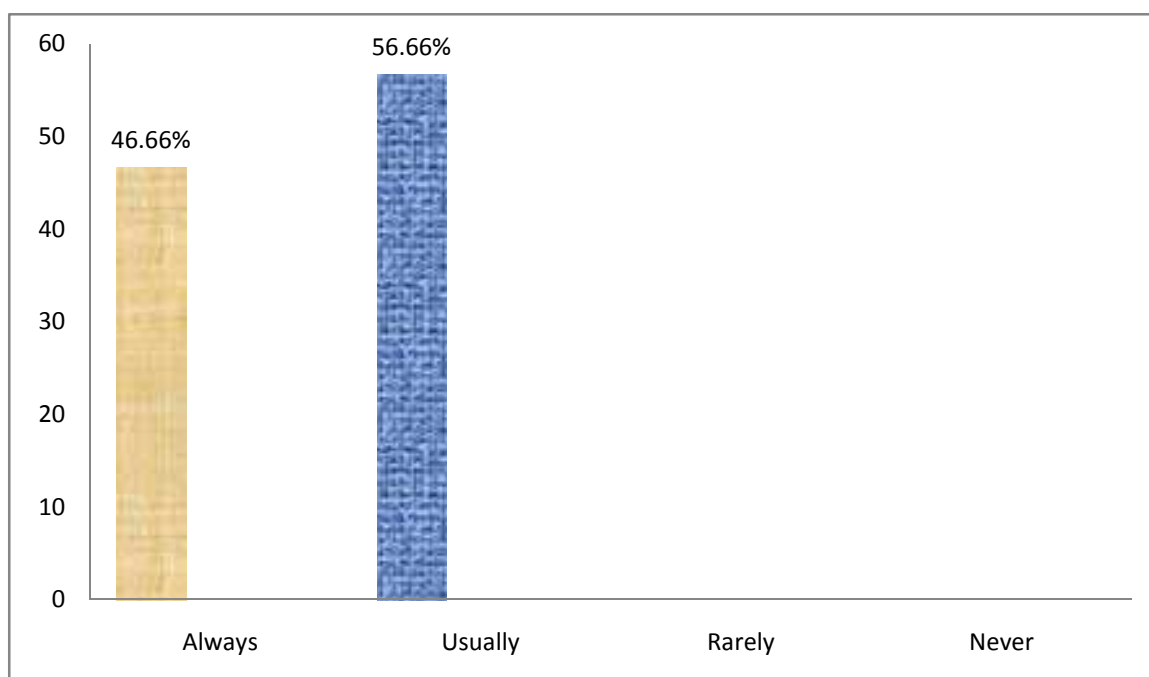
Figure 4

Language Skill

The above figure shows that twenty-three teachers (i.e. 76%) focused on 'speaking skill'. Five teachers (i.e. 16.66%) focused listening. Two teachers (i.e. 6.66%) focused on reading skill. But none of them focused writing skill in teaching communicative functions. It shows that speaking is thought to be useful skill to teach communicative functions.

4. Practiced through Dialogue

The researcher has analyzed the teachers view on how often they taught communicative functions through dialogue on the basis of given data in the next page:

Figure 5

Practiced through Dialogue

As the above figure shows that seventeen teachers (i.e. 56.66%) 'Usually' teach through dialogue. Fourteen teachers (i.e. 46.66%) 'Always' teach through dialogue. But none of them chose rarely and never. It shows that practiced through dialogue is considered as the best technique in teaching communicative functions.

5. Practiced in a Pair or Group Work

The researcher has analyzed the teachers' view, how often they practiced in a pair or group work in teaching communicative functions on the basis of the given data in the next page:

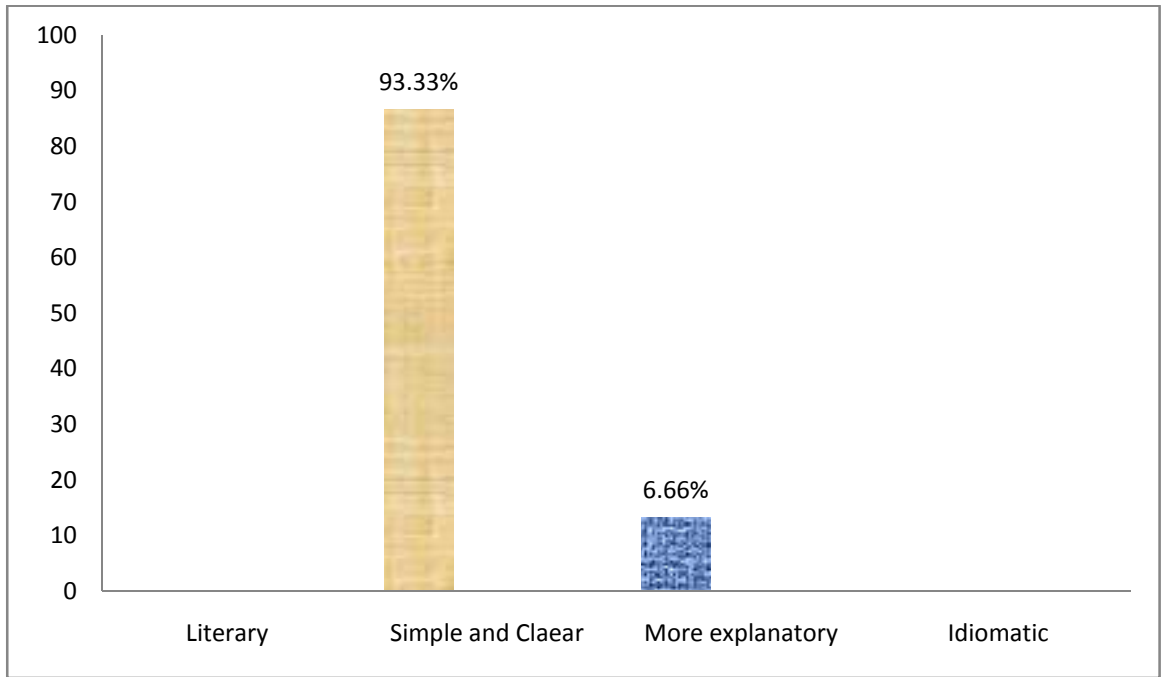**Figure 6**

Practiced in a Pair or Group Work
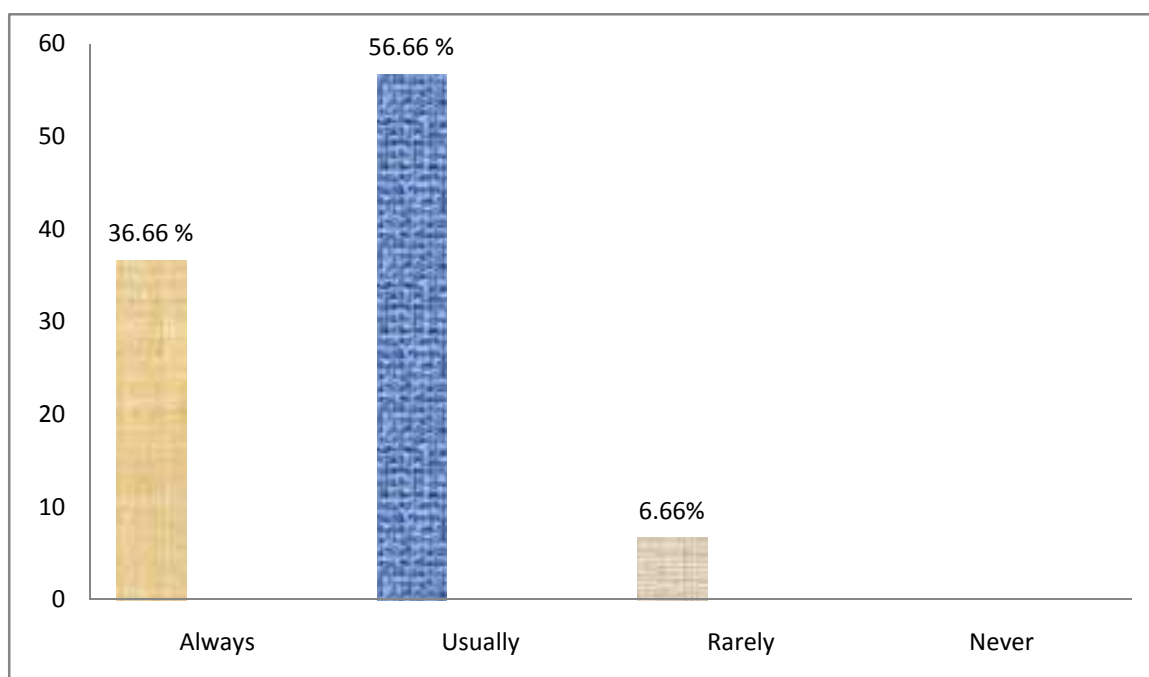
As the above figure shows that seventeen teachers (i.e. 56.66%) 'Usually' made students in a pair or group in teaching. Eleven teachers (i.e. 36.66%) 'Always' and two teachers (i.e. 6.66%) 'Rarely' made students in pair or group. This shows that most of the teachers usually practiced in pair or group work to teach communicative functions.

6. Used Language

The researcher has analyzed the language which is used by teacher in teaching communicative functions on the basis of given data in the next page:
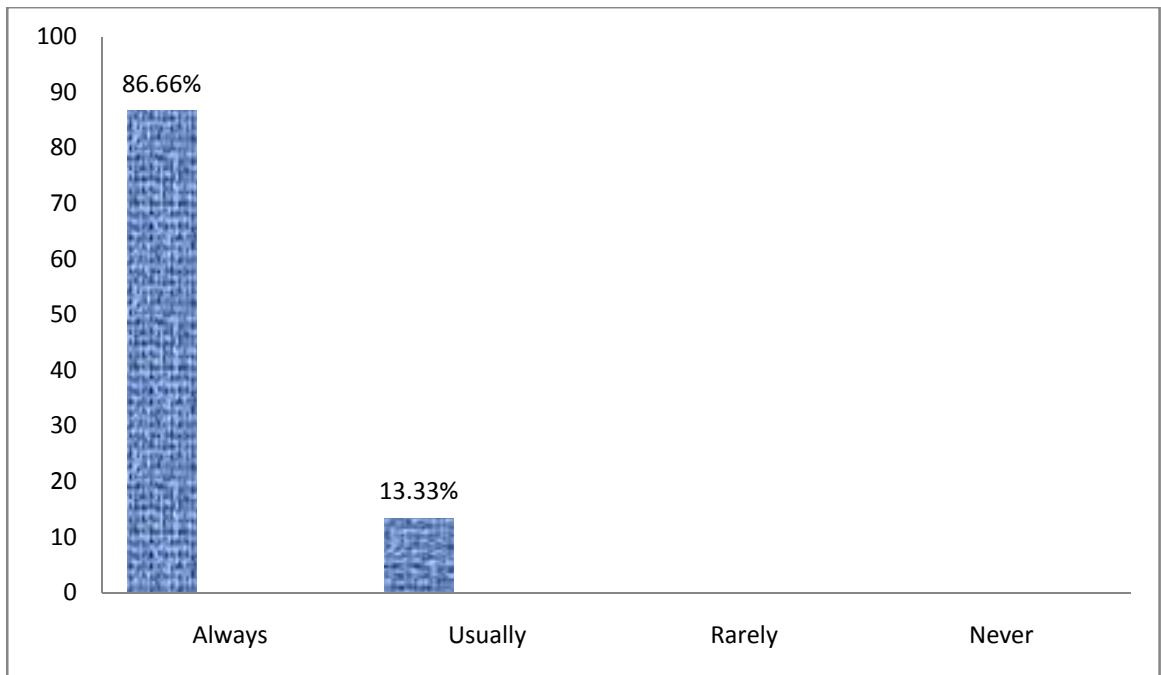
Figure 7

Used Language

As the above figure shows those 28 teachers (i.e. 93.33%) used simple and clear language and less number of teachers (i.e. 6.66%) used more explanatory language to teach communicative functions. It shows that simple and clear language is considered as an appropriate in teaching communicative functions.

7. Interaction with Students

The researcher has analyzed teacher's view how often they interact with students in teaching communicative functions on the basis of given data in the next page:
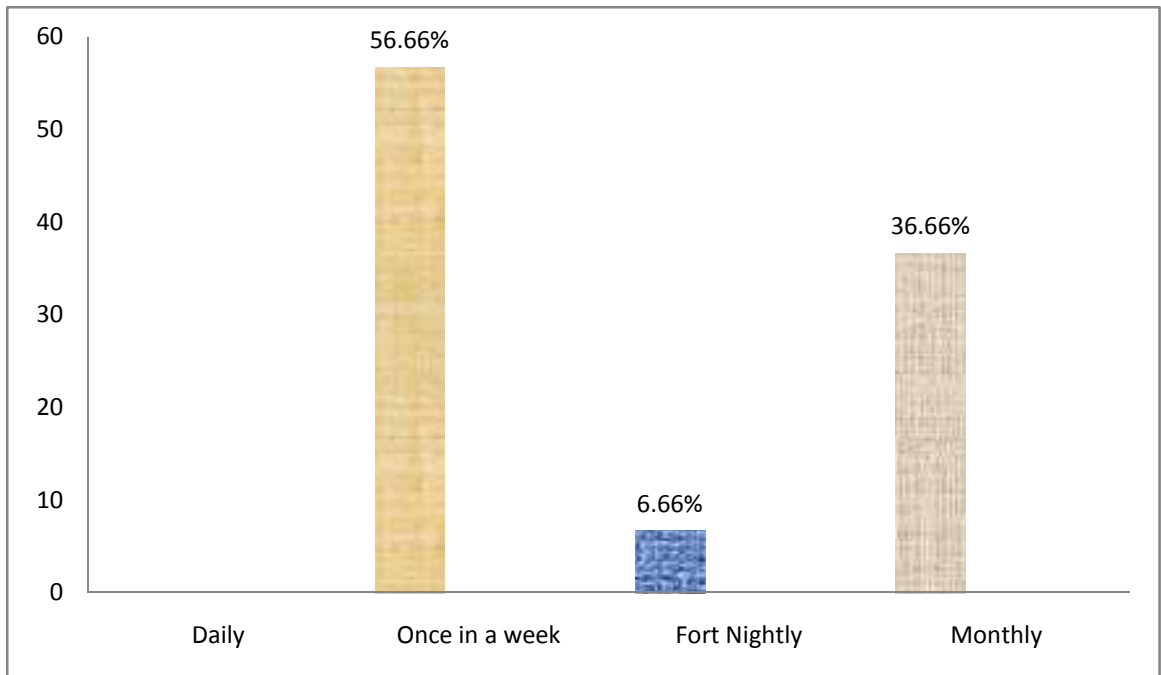
Figure 8

Interaction with Students

As the above figure shows that 26 teachers (i.e. 86%) always interact with the students and only four teachers (i.e. 13.33%) usually interact with students. as the above discussion shows that always interaction with students is thought to be better while teaching communicative functions.

8. Used Cassette Player

In this item, the researcher asked "How often do you use cassette player in the classroom to teach communicative functions?" The responses given by respondents are presented in the next page:
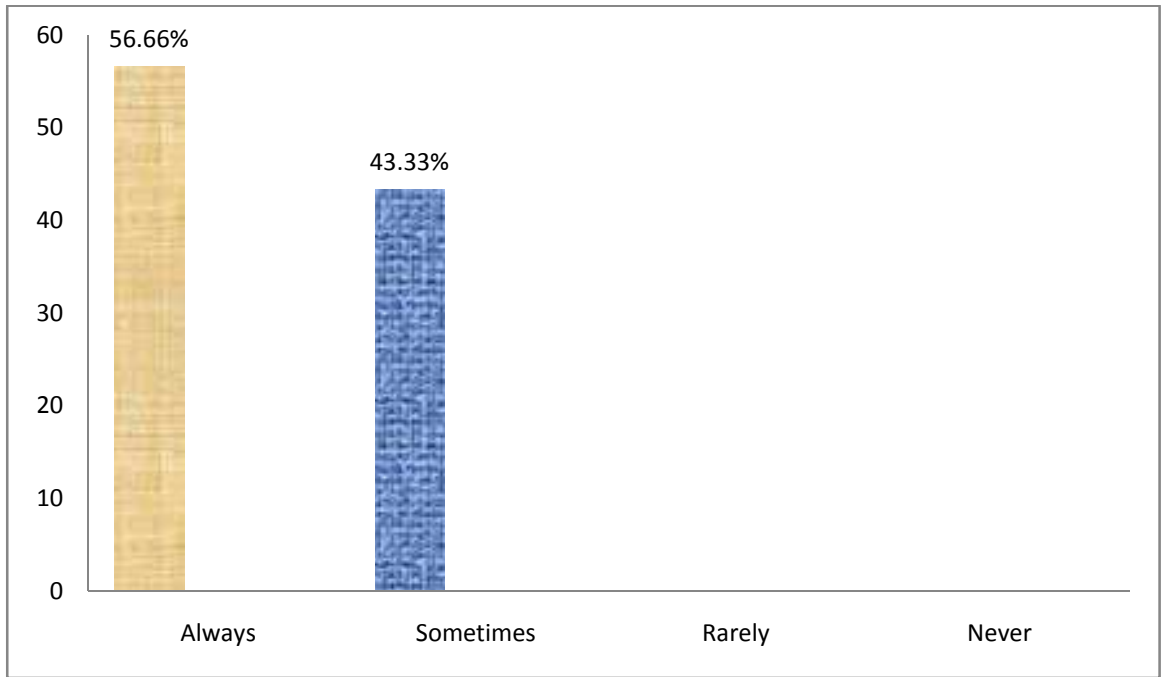
Figure 9

Used Cassette player

As the above figure shows that 17 teacher (i.e. 56.66%) used cassette player once in a week. Eleven teachers (i.e. 36.66%) used cassette player monthly and two teachers (i.e. 6.66%) used fort nightly. But none of them used cassette player daily. It shows that used cassette player once in a week is better in communicative functions classroom.

10. Used Dictionary

The researcher has analyzed the teachers view on used dictionary for the unfamiliar word meaning on the basis of given data in the next page:

Figure 10

Used Dictionary

As the above figure shows that 17 teachers (i.e. 56.66%) always asked the students to use dictionary for unfamiliar words. Thirteen teachers (i.e. 43.33%) sometimes asked the students to use dictionary. This shows that always used dictionary for word meaning is considered as better to teach communicative functions.

11. Debate Competition

The researcher has analyzed the teachers view on participating students in debate competition on the basis of given data in the next page:

Figure 1

Debate Competition
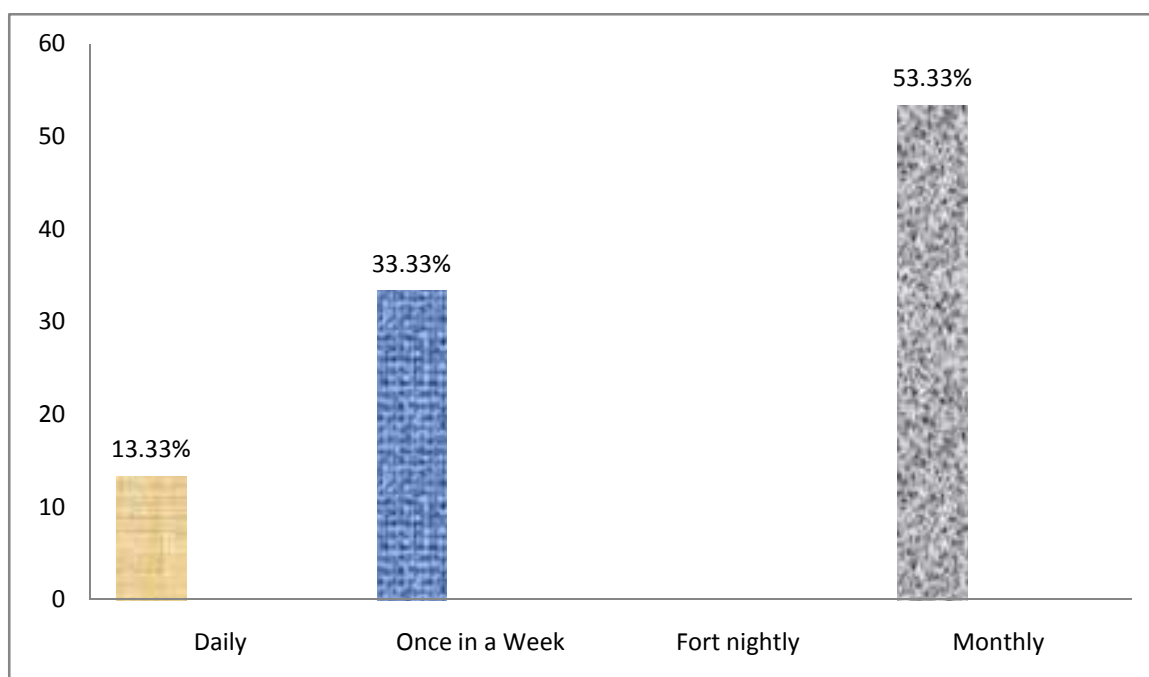
As the above figure shows that 16 teachers (i.e. 53.33%) monthly participated the students in debate competition. Ten teachers (i.e. 33.33%) participated once in a week and four teachers (i.e. 13.33%) daily participated students in debate competition. This shows that teacher's make their students participated monthly in debate competition is thought to be better to develop communicative ability.

12. Teaching through Language Games

The researcher has analyzed the teachers view on how often they teach through language games on the basis of given data below:

Figure 12

Teaching through Language Games
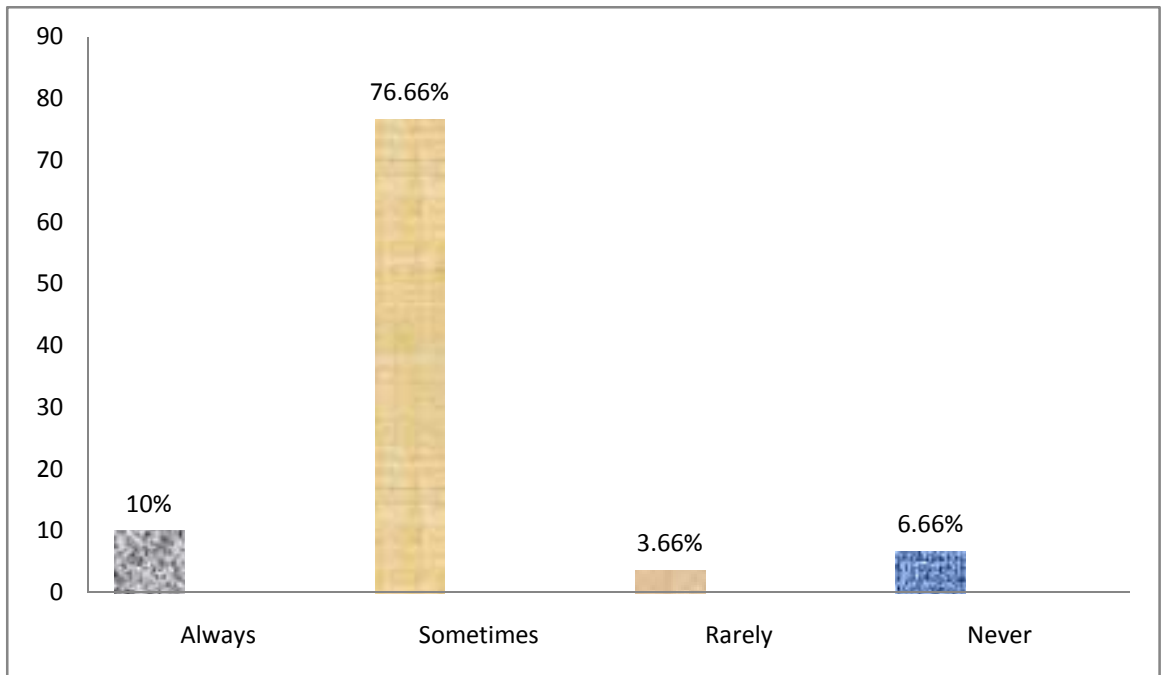
As the above data shows that 23 teachers (i.e. 76.66%) sometime teach through language games. Three teachers (i.e. 10%) always teach through language games. Less number of teachers (i.e. 6.66%) rarely teaches through language games and two teachers (i.e. 6.66%) never teach through language games. It shows that it is thought to be better to teach communicative functions sometime through the use of language games.

15. Types of Group

The researcher has analyzed the teachers view on practices of type of group to teach communicative fictions on the basis of given data in the next page:

Table 1

Types of Group

S.N.	Item	Smaller		Larger	
		F	**%**	**F**	**%**
1.	Teachers practices on type of group	28	93.33	2	6.66

Above figure shows that 28 (i.e. 93.33%) practiced smaller group. Less number of teachers (i.e. 6.66%) practiced larger group to teach communicative functions. It shows that smaller group is better to teach communicative functions.

4.1.1.3 Analysis and Interpretation of Data Obtained through Classroom Observation.

While observing the classroom the researcher found that most of the teachers were using learner centered techniques in their communicative functions classrooms. Like communicative method, group-work, pair-work, discussion, role play, question – answer in learning.

The researcher has analyzed the observation form in the following way:

Table 2

Used Techniques

S.N	Focuses Techniques while Teaching Communicative Functions	Frequently		Sometimes		Seldom	
		Frequency	%	Frequency	%	Frequency	%
1.	Discussion	8	80%	2	20%	-	-
2.	Role play	2	20%	8	80%	-	-
3.	Pair work	2	20%	8	80%	-	-
4.	Group work	-	-	2	20%	8	80%
5.	Project work	-	-	2	20%	8	80%
6.	Discovery technique	-	-	3	30%	7	70%
7.	Problem solving	5	50%	5	50%	-	-
8.	Simulation	-	-	-	-	10	100%
9.	Reading aloud	7	70%	3	30%	-	-
10.	Picture description	6	60%	4	40%	-	-
11.	Oral interview	8	80%	2	20%	-	-
12.	Describing situation	2	20%	3	30%	5	50%
13.	Interaction with students	10	100%	-	-	-	-
14.	Strip story	-	-	-	-	10	100%
15.	Story telling	2	20%	3	30%	5	50%
16.	Request for information	3	30%	2	20%	5	50%
17.	Interpreting	3	30%	5	50%	2	20%
18.	Request for elaboration	6	60%	4	40%		

From the above record of classroom observation, the researcher found that teachers were not focusing on only one technique while teaching communicative functions at lower secondary level. The above table shows that teachers used different techniques in different situation.

In item one, the researcher found that discussion technique was focused by eight teachers (i.e. 80%) frequently whereas two teachers (i.e. 20%) sometimes focused it. It shows that most of the teacher frequently used discussion activity to teach communicative functions at lower secondary level.

In the item two, the researcher found that role play technique used by two teachers (i.e. 20%) frequently whereas eight teachers (i.e. 80%) sometimes focused it. It shows that teachers sometimes focused role play technique to teach.

In the item three, the researcher found that pair work used by two teachers (i.e. 20%) frequently whereas eight teachers (i.e. 80%) sometimes practiced it. It shows that teachers sometimes practiced pair work to teach communicative functions.

In the item four, the researcher found that group work used by four teachers (i.e. 40%) always focused it and three teachers (i.e. 30%) sometimes whereas three teachers (i.e. 30%) did not focus on group work. It shows that most of the teachers focused on group work to teach communicative functions.

In the item five, the researcher found that project work used by two teachers (i.e. 20%) sometimes whereas eight teachers (i.e. 80%) didn't focus it in communicative functions classroom.

In item six, the researcher found that discovery technique used by two teachers (i.e. 20%) sometimes whereas most of the teachers that is eight teachers (80%) didn't focus discovery technique.

In item seven, the researcher found that problem solving technique used by five teachers (i.e. 50%) always whereas five teachers (i.e. 50%) sometimes focused problem solving technique to teach communicative functions.

In item eight, the researcher found that simulation technique didn't practiced by only one teacher in the communicative classroom.

In item nine, the researcher found that reading aloud activity was used by eight teachers (i.e. 80%) always whereas only two teachers (20%) sometimes in the communicative functions classroom. This shows that teachers always focused on reading aloud in the classroom.

In item ten, the researcher found that picture description practiced sometimes by four teachers (i.e. 40%) whereas six teachers (i.e. 60%) always used it. This shows that most of the teachers always focused on picture description activity.

In item eleven, the researcher found that oral interview eight teachers (i.e. 80%) always used in the communicative functions classroom whereas two teachers (i.e. 20%) sometimes practiced it. This shows that most of the teachers focused oral interview in the communicative functions classroom.

In item twelve, the researcher found that many of the teachers (i.e. 50%) sometimes used describing technique whereas less number of teacher (i.e. 30%) frequently used and only two teachers (i.e. 20%) didn't focus on this technique while teaching. This shows that most of the teachers sometimes used describing technique to teach.

In item thirteen, the researcher found that almost all teachers (i.e. 100%) frequently interacted with students while teaching communicative functions.

In item fourteen, the researcher found that no one practiced strip story while teaching communicative functions.

In item fifteen, the researcher found that story telling used by three teachers (i.e. 30%) always used in the classroom whereas seven teachers (i.e. 70%)

sometimes used story telling in the communicative functions classroom. It shows that most of the teachers considered sometimes story telling in the classroom.

In item sixteen, the researcher found that most of the teachers (60%) frequently asked questions and requested for information while teaching communicative functions and less number of teachers (40%) Sometimes asked questions and requested for information. This shows that teachers frequently asked questions and requested for information to teach communicative functions.

In item seventeen, five teachers (i.e. 50%) sometimes applied interpreting activity while teaching communicative functions whereas three teachers (i.e. 30%) frequently applied this technique and only two teachers (i.e. 20%) teachers did not apply in the classroom. It shows that most of the teachers sometimes apply interpreting technique to teach communicative functions at lower secondary level.

 In item eighteen, the researcher found that most of the teachers (60%) frequently asked questions and requested for elaboration while teaching communicative functions and less number of teachers (40%) sometimes asked questions and requested for elaboration. This shows that teachers frequently asked questions and requested for elaboration to teach communicative functions.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Findings

From the analysis and interpretation of the information obtained, the researcher has drawn the following findings: The findings drawn are categorized into two different areas. They are:

a. Teachers' perception towards techniques used to teach communicative functions.
b. Practices of techniques while teaching communicative functions.

5.1.1 Teachers' Perception towards Techniques Used in Teaching Communicative Functions

On the basis of the data interpretation the following findings have been drawn:

i. Most of the teachers (i.e.80) have positive attitudes towards the learner centered techniques (i.e. pair work, group work, discussion, dialogue, role play, interaction between teachers and students) and they have been using those techniques in teaching communicative functions.

ii. The teachers' teaching English are well familiar with learner centered techniques.

iii. Most of the teachers preferred to use interaction between teachers and students to teach communicative functions, due to the following reason:

〕 To promote language skill.

〕 To develop speaking ability

〕 To get good result.

〕 To develop communicative competence.

〕 Makes them able to speak and can talk frequently.

〕 Make correction while committing mistakes and build confidence.

⟩ To decrease hesitation and fear to speak.

⟩ To learn in natural environment.

⟩ To examine students and help to progress.

iv. Most of the teachers suggested the use dictionary for difficult words and expand the knowledge.

v. Teachers have given following suggestions to the English teachers:

⟩ Use student centered techniques.

⟩ To be familiar with students.

⟩ Teach through simple to complex.

⟩ Use teachers guide, communicative approach.

⟩ Give different situations and ask them to prepare dialogue and present in the classroom.

⟩ Use visual aids than theory education because it can give clear concept to students.

⟩ To be dutiful and trained.

⟩ Use authentic materials.

⟩ Speak English with students frequently.

⟩ Behave with students like friend

⟩ Involve students in group work and make them active in the class by asking different questions according to the context

vi. They practiced student – centered techniques to promote a feeling of co-operation in their teaching. Communicative activities were practiced to the great extent in their teaching to teach communicative functions.

5.1.2 Practices of Techniques While Teaching Communicative Functions.

i. They were found to be using group work and pair work as the teaching technique.

ii. Speaking test was practiced to the great extent to test the student's communicative ability.

iii. Apart from books and teachers guide, they were found to use magazines, newspapers, websites, and other recommended materials.

iv. Using dictionary, participating students in debate competition, teaching through interaction were also found the major techniques for teaching communicative functions.

v. Most of the activities used by teachers were student – centered. During the period of classroom observation, they were found to use role play, pair work, group work, interaction between teachers and students, techniques to their students. It means, all those activities were related to communicative techniques

5.2 Conclusion

From the analysis and interpretation of the data, the researcher comes to the conclusion that is most of the teachers used learner centered techniques i.e., interaction between teachers and students, group work, pair work, discussion, questions –answer, dialogue in their communicative functions classroom.

The conclusions of my study are as follow:

i. Change is inevitable. As the need of modern era, we also change our trends of teaching.

ii. Most of the teachers (i.e. 80%) have positive attitudes towards learner centered techniques (i.e. pair work, group work, discussion, and role play, interaction between teachers and students, dialogue) and they have been using those techniques in teaching communicative functions.

iii. As much as possible we engage our learners in the classroom activities. We provide sufficient time for discussion and ask them to write and present their task in the classroom. Teachers are positive towards learner centered techniques and they also applied those techniques in the classrooms. Learners feel free and they learn effectively through

interaction between teachers and students, discussion, pair- work, individual task, group work, question -answer and so on.

iv. Modern time is the period of science and technology. Learners learn many things from their self-learning. They search everything in internet, they discuss with their teachers on Face book, Skype and so on. They also feel free and entertain with interaction rather than book and board.

v. While teacher teach through learner- centered way, they know the level of the learners where they are and they teach in such way what is necessary for whom. It is also helpful to identify the level and personal interest of individual learners so learner centered activities are very helpful to identifies individual differences.

vi. While teacher teach through interaction between teachers and students, questions-answer , discussion, group work , it develop the learners following ability:

) To promotes language skill.

) To develop speaking ability

) To develop communicative competence.

) Makes them able to speak and can talk frequently.

) Make correction while committing mistakes and build confidence.

) To decrease hesitation and fear to speak.

) Get chance to learn in natural environment.

) To examine students and help them to progress.

vii. Most of the teachers preferred interaction between teachers and students, group work, pair work, discussion, question- answer, role play, and follow communicative approach to teach communicative functions.

5.3 Recommendations

Being based on the findings, the researcher has provided policy related, practice related and further research related recommendations for the pedagogical implications.

5.3.1 Policy Related

Policy is a principle to guide discussion and achieve rationale outcomes. The implications of this study at this level are as follows:

)   This study suggests that the policy makers should launch different types of student – centered techniques at lower secondary level English.

)   Similarly, this study also suggests the policy makers should provide different trainings to the teachers who teach English especially communicative functions.

)   Though all techniques have equal importance in developing communicative ability of the students, the policy makers should give much attention in role play, group work, dialogue, to develop communicative ability of the students while designing curriculum.

)   For the professional development of the teachers, engaging them in teachers' training and helps them for their skill development.

)   School management committee should employ the teacher who has good language.

5.3.2 Practice Related

i.   Teachers have positive attitudes towards learner centered techniques.

ii.   Teachers are teaching according to the need, interest, situation and context. They also paid due attention towards learner's individual differences.

iii. Teachers should practice their skills and modern teaching methods in the classrooms.

5.3.3 Further Research Related

Due to the delimitations of my research, I could not include some area in my research study. Some of those areas can be recommended as follows:

i. This research is only the starting point in Department of English Education, T.U., Kirtipur. Hence, other researchers can look into the details of this area.

ii. This research study is limited only in the Sindhuli. Other researcher can carried out from other part of the country.

iii. One can have researched to find out the effectiveness of learner centered techniques in secondary level.

iv. Effectiveness of pair work in teaching communicative functions.

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Appendix- 1

Dear sir/madam,

This questionnaire is a research tool for getting information for my research work entitled *'Teachers' perception towards and practices of techniques used in teaching communicative functions.'* Under the supervision of Prof. *Dr. Anju Giri, Department of English Education, University Campus, T.U. Kirtipur, Kathmandu.* Your cooperation in responding the questionnaire and your response will have a great value in accomplishing my research. I appreciate your perception assure you that your response will be completely anonymous. Please, feel free to put your response as required by the questionnaire. I honestly assure you that the response made by you will be used only for the present study and remain confidential.

Researcher
Januka Kafle

Questionnaire for the Teachers

Name of the Teacher: **Class:**

Name of the School: **Date:**

Circle the appropriate option of given below:

1. How often do you let your students play different roles like students to students, teacher to students?
      a) Daily
      b) Once a week
      c) Sometimes
      d) Rarely

2. Which of the following tools do you use most frequently to test the students communicative functions?
      a) Written exam
      b) Speaking
      c) Role playing
      d) Through project assignment

3. Which of the language skill do you prioritize to teach communicative functions?
      a) Listening
      b) Speaking
      c) Reading
      d) Writing

4. How often do you make your students practicing dialogue in the class?
      a) Always
      b) Usually
      c) Rarely
      d) Never

5. How often do you make your students practice in a pair or group?

    a) Always

    b) Usually

    c) Rarely

    d) Never

6. What type of language do you use to teach communicative functions?

    a) Literary

    b) Simple and clear

    c) More explanatory

    d) Idiomatic

7. How often do you interact with the students in the classroom?

    a) Always

    b) Usually

    c) Rarely

    d) Never

8. How often do you use cassette player in the classroom to teach communicative functions?

    a) Daily

    b) Once in a week

    c) Fort nightly

    d) Monthly

9. Which activity do you prefer most to teach communicative functions?

    a) Role play

    b) Discussion

    c) Group work

    d) Pair work

10. How often do you make your students using dictionary for the unfamiliar word meaning?

    a) Always

    b) Sometimes

    c) Rarely

       d) Never

11. How often do you make your students participate in debate competition?

       a) Daily

       b) Once in a week

       c) Fort nightly

       d) Monthly

12. How often do you teach your students through language games?

       a) Always

       b) Sometimes

       c) Rarely

       d) Never

13. Do you prefer to use dramatization technique to teach communicative functions?

       a) Yes

       b) No

14. Do you think group work is an appropriate technique to teach communicative functions at lower secondary level?

       a) Yes

       b) No

15. What type of groups do you practice while teaching communicative functions in the lower secondary level?

       a) Smaller

       b) Larger

16. Do you think students who work in group learn more than those who work individually while teaching communicative functions?

       a) Yes

       b) No

17. How do you divide the class while teaching communicative functions?

       a) In pair

       b) In group

18. Do you believe role play technique as an important technique in crowed class to teach communicative functions?

     a) Yes

     b) No

19. Have you ever been asked by your mates to observe the class while teaching communicative functions?

     a) Yes

     b) No

20. Do you follow other material except book and teachers guide while teaching communicative functions?

     a) Yes

     b) No

Group –B

1. Do you prefer to use the interaction between teachers and students or interaction among students to teach communicative functions? Why?

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2. Do you practice students centered techniques in the classroom while teaching communicative functions? If yes, which technique do you practice most in the classroom?

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3. Which technique is best to teach communicative functions? Why?

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4. Which strategy do you prefer most while teaching communicative functions?

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5. Do you want to give any suggestion about teaching communicative functions which are mentioned in the lower secondary level curriculum? If yes, mention your suggestion here?

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6. What advice do you want to give to the teachers of English who teach English at lower secondary level while teaching communicative functions?

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Thank you for your assistance

Januka Kafle

Department of English Education

T.U Kirtipur, Kathmandu

Appendix 2

CLASSROOM OBSERVATION FORM

Teacher's Name: **Date:**

Name of the School: **No. of Students:**

Gender:

S.N.	Focuses on Techniques while Teaching Communicative Functions	Frequently	Sometimes	Seldom
1.	Discussion			
2.	Role Play			
3.	Pair Work			
4.	Group Works			
5.	Project Work			
6.	Discovery Technique			
7.	Problem Solving			
8.	Simulation			
9.	Reading Aloud			
10	Picture Description			
11.	Oral Interview			
12.	Describing Situation			
13.	Interaction with Students			
14.	Strip Story			
15	Story Telling			
16.	Request for Information			
17.	Interpreting			
18.	Request for Elaboration			