

**USE OF COMMUNICATIVE LANGUAGE TEACHING
IN EFL CLASSROOM: TEACHERS' PERCEPTIONS
AND PRACTICES**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

Submitted by

Ramesh Sunar

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2018

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ramesh Sunar** has prepared this thesis entitled **Use of Communicative Language Teaching in EFL Classroom: Teachers' Perceptions and Practices** under my guidance and supervision.

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 18/05/2018

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Ramesh Sunar

DEDICATION

Dedicated

to

My ideal parents and brother

Who devoted their entire life for my study and made me what I am today.

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Ramesh Sunar

ABSTRACT

The present study entitled **Use of Communicative Language Teaching in EFL Classroom: Teachers' perceptions and Practices** aimed to find out the perceptions of teachers and their practices in the classroom on the use of communicative language teaching. For this study, six English language teachers were selected and five classes of each teacher (i.e.30 classes) were observed from Kalikot district. The sample of this study was selected through purposive non random sampling procedure. Interview and classroom observation were used as main tools for data collection. The data collected from the field was analyzed only qualitatively. The major finding of this study was that the all teachers have clear and positive perceptions on CLT but they were not using communicative language teaching in secondary level to enhance linguistic competence because large class size, over-crowded classroom, domination of GT method, lack of teaching aids, infrastructures, teacher training and low level of language proficiency of learners.

The present research is divided into five chapters. The first chapter includes with the general background, statement of problem, objectives of the study, research questions significance of the study, delimitation and operational definitional of the key terms. The second chapter consists with the review of related literature and conceptual framework. The third chapter includes with the design of the study, population, sample, sampling strategy, sources of data, data collection tools and techniques, data collection procedures, data analysis and interpretation procedure, and ethical considerations. Similarly, the fourth chapter deals of analysis and interpretations of the data collected from the respondents. The Chapter five consists of findings, conclusion and recommendations. The recommendations of further presented three levels as policy, practice and further research, references and appendixes are attached at the end.

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LIST OF SYMBOLS, ABBREVIATIONS AND ACRONYMS

CLT : Communicative Language Teaching

CUP : Cambridge University Press

EFL : English as Foreign Language

ELT : English Language Teaching

GTM : Grammar Translation Method

M.Ed. : Master of Education

OUP : Oxford University Press

p : Page

Prof : Professor

T : Teacher

T.U. : Tribhuvan University