

**TEACHING ENGLISH THROUGH COMMUNICATIVE
METHODS IN GRADE EIGHT**

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

**Submitted to
Faculty of Education
Tribhuvan University
Koshi Multiple Campus, Biratnagar
Morang, Nepal**

**Submitted by
Sangita Kumari Singh
Exam Roll No.: 2270054
T. U. Reg. No.: 9-2-426-25-2010**

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RECOMMENDATION FOR ACCEPTANCE

This thesis entitled "**Teaching English through Communicative Method in Grade Eight**" submitted by **Mrs. Sangita Kumari Singh** in Partial fulfillment for requirement of Master's Degree in English Education has been approved.

I recommend the thesis for acceptance.

Date:

Mr. Ganesh Prasad Dulal

Head

Department of English Education

Koshi Multiple Campus, Biratnagar

Morang, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following research guidance committee.

Thesis Evaluation Committee

Signature

Mr. Ganesh Prasad Dulal

Head

Department of English Education

Koshi Multiple Campus, Biratnagar

Mr. Ganesh Prasad Dulal

Supervisor

Department of English Education

Koshi Multiple Campus, Biratnagar

Mr. Ram Bishwas Tharu

Lecturer

Department of English Education

Koshi Multiple Campus, Biratnagar

Date:

EVALUATION AND APPROVAL

Thesis entitled "**Teaching English through Communicative Method in Grade Eight**" submitted by **Mrs. Sangita Kumari Singh** in partial fulfillment for Master of Education in English has been approved by following thesis evaluation committee.

Signature

Mr. Ganesh Prasad Dulal

Head,

Department of English Education

Koshi Multiple Campus, Biratnagar

.....

Expert

Department of English Education

.....

Mr. Ganesh Prasad Dulal

Supervisor

Department of English Education

Koshi Multiple Campus, Biratnagar

.
Date:

DECLARATION

I hereby declare that the work presented in this thesis has not been submitted elsewhere for the award of any degree. All sources of information have been specially acknowledged by reference to the authors of institutions.

Date: September 26, 2021

Sangita Kumari Singh

DEDICATION

All my family members who have devoted their entire life to make me what I am today. It is especially dedicated to my parents who have nursed me to be in this position, my husband; Bir Bahadur Tamang who supported financially and intellectually during my study.

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Sangita Kumari Singh

ABSTRACT

The present study entitled "**Teaching English Through Communicative Method in Grade Eight**" is an attempt to identify the perception of communicative method, communicative activities used in classroom, some problems related to communicative method, explore the role of students' activities and to suggest participatory method in ELT classroom as learner-centered techniques used in classroom activities used by English language teachers of grade eight. It is a mixed research with both quantitative research and qualitative research. In order to collect the data, the primary and secondary sources were used. Five English teachers and one hundred students of grade eight from five different schools were taken as informants. The main tools for data collection were observation check-list and questionnaires. The raw data obtained from them were analyzed and interpreted descriptively and by using simple statistical method like percentile and presented in tabulated form. After analysis and interpretation of the data, it was found that perception of teachers towards communicative method is acceptably good. They faced different problems during classroom activities while using communicative method. They were using learner-centered techniques like pair work, group work, role play and discussions with motivating students for active participation resulted in positive results for students in ELT classroom.

This thesis has been divided into five different chapters. The first chapter, 'Introduction' deals with general background, statement of the problem, objectives of the study, research questions, significance of the study, limitation of the study and operational definitions of key terms. Similarly chapter two deals with the review of related theoretical literature, empirical literature, implication of the review of the study and conceptual framework. The third chapter consists of methodology of the

study. It gives information about the method and design of the study, population and sample, sampling procedure, data collecting tools and data collection procedure. The fourth chapter includes the analysis and interpretation of the data obtained from the field which is presented in tabulated form and analyzed with simple statistical tools and descriptive method. It also includes summary of the findings. Accordingly the last, fifth chapter includes the conclusion and recommendations for policy related, practice related and further related. This chapter is followed by references and appendices.

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ABBREVIATIONS

SLA - Second Language Acquisition

ELT - English language Teaching

T. U. - Tribhuvan University