

**TEACHERS' PRACTICES OF COMMUNICATIVE ACTIVITIES IN  
ENGLISH CLASSROOM**

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

**Submitted by**

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**Faculty of Education**

**Tribhuvan University**

**Kirtipur, Kathmandu, Nepal**

**2019**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Yadav Poudel** has completed this research work of his M.Ed. thesis entitled **Teachers' Practices of Communicative Activities in English Classroom** under my guidance and supervision:

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## DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; on part of it was earlier submitted for the candidature of research degree to any university.

Date: 30-06-2019

.....

**Yadav Poudel**

## **Dedication**

**Dedicated**

**to**

**my parents and teachers who have dedicated their entire life to enlighten my life.**

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## ABSTRACT

The present study entitled "**Teachers' Practices of Communicative Activities in English Classroom**" explores the teachers' practices and perceptions on the use of communicative activities, and to identify the specific activities that they used to keep students engaged in classroom. The study was based on classroom ethnography. To fulfill the objectives of the study, five teachers of Baglung district were selected as the sample by using purposive non-random sampling strategy. Six classes of each teacher were observed and daily diary was maintained to record every minute classroom activities. Likewise, the participants were interviewed with the help of interview guidelines. The data obtained from participants were descriptively analyzed and interpreted by developing themes from the objectives and the research questions. The major findings of the research presents that teachers used activities like; question answer, group-work, pair-work, pictures description, role play, experience sharing etc. in their classrooms to engage the learners in communication. From the responses of the participant teachers, it can be inferred that teachers were familiar with the theoretical concept of communicative language teaching. The teachers perceived the concept of communicative language teaching as essential and inevitable for the development of potential skills in English.

This thesis consists of five chapters. Chapter one includes background of the study, statements of the problem, objective of the study, research questions, significance of the study, delimitation and operational definition of the key terms. Chapter two consists of review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework of the research. Likewise, the third chapter deals with the methods and procedures of the study. It includes design of study, population, sample, sampling strategies, research tools, source of data, data collection procedures, data analysis and interpretation procedures and ethical consideration of the study. Similarly, the fourth chapter incorporates of the results. Chapter five consists of findings, conclusion and recommendations. Overall discussion is followed by references and appendices.

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## ACRONYMS AND ABBREVIATIONS

CLT:	Communicative Language Teaching
ELT:	English Language Teaching
EFL:	English as a Foreign Language
i.e:	that is to say
&:	and
ibid:	that has just mentioned
pg:	pag. No
e.g:	example