

**A STUDY ON THE APPLICATION OF  
COMMUNICATIVE APPROACH IN ELT CLASSES**

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

**By  
Kul Raj Poudyal**

**Faculty of Education  
Tribhuvan University  
Janta Multiple Campus  
Itahari, Sunsari, Nepal**

**2015**

## **DECLARATION**

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

Date: 2071/10/07 (21<sup>st</sup> January 2015)

**Kul Raj Poudyal**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Kul Raj Poudyal** has prepared this thesis entitled "**A STUDY ON THE APPLICATION OF COMMUNICATIVE APPROACH IN ELT CLASSES**" under my guidance and supervision. I recommend this thesis for necessary evaluation and acceptance.

Date: 2071-10-10(24<sup>th</sup> January 2015)

\_\_\_\_\_

**Mr. Tirtha Raj Acharya (Guide)**

Lecturer

Department of English Education

Faculty of Education

Janta Multiple Campus

Itahari, Sunsari

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following 'Research Guidance Committee'.

Signature

**Mr. Kamal Raj Dahal**

Lecturer and Head

Department of English Education

Janta Multiple Campus,

Itahari, Sunsari

Chairperson

**Mr. Tirtha Raj Acharya (Guide)**

Lecturer

Department of English Education

Janta Multiple Campus,

Itahari, Sunsari

Member

**Mr. Chetnath Niroula**

Lecturer

Department of English Education

Janta Multiple Campus,

Itahari, Sunsari

Member

Date: 2071-10-22(5<sup>th</sup> February 2015)

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation and Approval Committee.

Signature

**Mr. Kamal Raj Dahal**

Lecturer and Head

Department of English Education

Janta Multiple Campus,

Itahari, Sunsari

---

Chairperson

**Dr. Govinda Raj Bhattarai**

Professor

Central Department of English Education

Tribhuvan University, Kirtipur

---

Expert

**Mr. Tirtha Raj Acharya (Guide)**

Lecturer

Department of English Education

Janta Multiple Campus,

Itahari, Sunsari

---

Member

Date: 2071-10-27(10<sup>th</sup> February 2015)

# **DEDICATION**

**Dedicated to**

**My Beloved Son Anubhab Poudyal**

## ACKNOWLEDGEMENTS

Truly speaking, I owe gratefulness to my thesis guide **Mr. Tirtha Raj Acharya**, lecturer of Department of English Education, Faculty of Education, Janta Multiple Campus, for his constant support and guidance in the intricacies of research methodology needed to carry out this research work. It is needless to say that research work is painstaking and rigorous job. But his prominent co-operation, series of invaluable instructions and suggestions along with fastidious supervision helped me to prepare this thesis comfortably in this form.

I am also grateful to **Mr. Kamal Raj Dahal**, Lecturer and Head of the Department of English Education, Janta Multiple Campus, for his kind co-operation and academic guidance.. His unflagging, amiable and par excellent academic presentation has left indelible impression on me.

In the same way, I joyfully acknowledge my hearty sense of gratitude to **all the other lecturers** and teaching assistants of the department for their academic co-operation and guidance.

I cannot stay without expressing sincere gratitude to the respondent teachers and students from both government-aided and private schools for providing me the data of my need. I would like to thank all of them from the core of my heart.

I am extremely grateful to my all family members and well wishers for their academic encouragement. Nonetheless, I would like to offer my gratitude to

my wife **Mrs. Ganga Acharya** for her regular help in entire computer works.

Similarly, I owe a debt to my son **Mr. Anubhab**, friend **Ganga Ram** and **others** for their regular support and assistance.

**Date: 2071/10/07 (21<sup>st</sup> January 2015)**

**Kul Raj Poudyal**



## **ABSTRACT**

The present study was conducted to examine the use of communicative language teaching in Nepalese context. The chief objective of the study was to find out the challenges faced by English language teachers and students in the use of communicative language. It also aimed to suggest the effective strategies for effective implementation of communicative approach. To achieve the objectives, research tools like: questionnaire to the English teachers, interview schedule, class observation form and questionnaire to the students were prepared. The study was conducted in Morang district. Twenty secondary schools of Morang district were selected for the collection of data from the English language teachers and students of those schools. The 20 teachers from government aided and private schools and twenty students of class 10 of the very schools were taken as the sample of the study. After preparing the tools, the researcher visited the selected schools for collecting data. Different views towards communicative language teaching from both sampled teachers and students were taken by administering questionnaire and face to face interview. To see the practicality of using communicative language teaching, English classes were observed by using observation checklist. After the interpretation and analysis of the data, the main finding derived was that there are some factors such as insufficient training on ELT, lack of sound knowledge on communicative approach and large size of the class which prevented the teachers and students from using communicative method in their language teaching learning classrooms at secondary level.

The present study consists of five chapters. The first chapter consists of General Background, English Language Teaching in Nepal, Communicative Approach and its

Relevance, Statement of Problem, Objective of the Study, Research Questions, Significance of the Study or Rationale of the study and Delimitation of the Study.

The second chapter deals with Review of Related Literature, Implication of Reviewed Literature, Theoretical Framework and Conceptual Framework. Similarly, the third chapter deals with Methods and Procedures of the Study, Design of the Study, Sample Population, Sampling Procedures, Data Collection Tools and Data Collection Procedures. The fourth chapter is the body of the thesis. It is concerned with analysis, interpretation and presentation of the collected data. The analysis is done in two sections: the first section deals with the analysis of collected data in terms of strategies and the second section gives some suggestions for effective implementation of CLT in secondary level ELT classes. The last chapter (i.e. chapter 5) deals with the summary, findings and recommendations derived from this research.

## TABLE OF CONTENTS

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstracts</i>	<i>viii</i>
<i>Table of Contents</i>	<i>x</i>
<i>List of Tables</i>	<i>xiii</i>
<i>List of Symbols and Abbreviations</i>	<i>xv</i>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1-12</b>
1.1. General Background	1
1.2. English Language Teaching in Nepal	2
1.3. Introduction to Communicative Method and its Relevance	4
1.4. Historical Background of Communicative Method	6
1.5. Statement of the Problem	8
1.6. Objective of the Study	10
1.7. Research Questions	10
1.8. Rationale of the Study	11
1.9. Delimitation of the Study	12
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK</b>	<b>13-19</b>
2.1. Review of Related Literature	13
2.2. Implication of Reviewed Literature	16

2.3. Theoretical Framework	18
2.4. Conceptual Framework	19
<b>CHAPTER THREE: METHOD AND PROCEDURES OF THE STUDY</b>	<b>20-24</b>
3.1. Design of the Study	20
3.2. Sample Population	20
3.3. Sources of Data	21
3.3.1. Primary Sources of Data	21
3.3.2. Secondary Sources of Data	21
3.3.3. Population of the Study	22
3.4. Sampling Procedures	22
3.5. Data Collection Tools	22
3.6. Data Collection Procedures	23
<b>CHAPTER FOUR: ANALYSIS AND INTERPRETATION</b>	<b>25-62</b>
4.1. Analysis of Data Obtained from the Objective Questionnaire For the Teachers (Part I)	25
4.2. Analysis of Data Obtained from the Objective Questionnaire For the Teachers (Part II)	36
4.3. Analysis of Data Obtained from the Subjective Questionnaire For the Teachers	44
4.4. Analysis of Data Obtained from the Questionnaire for the Students	54
4.5. Analysis of Data Obtained from the Class Observation Checklist	57
4.6. Analysis of the Data Obtained from Interview with the Teachers	60

## **CHAPTER FIVE: SUMMARY, FINDINGS AND RECOMMENDATIONS**

**63-70**

5.1. Summary	63
5.2. Findings	66
5.3. Recommendations	70

### **REFERENCES**

### **APPENDICES**

Appendix: I Teachers' Questionnaire (Close ended Questions: Part I)

Appendix: II Teachers' Questionnaire (Close ended Questions: Part II)

Appendix: III Teachers' Questionnaire (Open ended Questions)

Appendix: IV Students' Questionnaire (Close ended Questions)

Appendix: V Class Observation Checklist

Appendix: VI A Sample Interview with the Teachers

Appendix: VII List of Sampled Schools, Teachers and Students

## LIST OF TABLES

<b>Table No:</b>	<b>Titles</b>	<b>Page No.</b>
Table No. 1:	Opinions Towards Communicative Language Teaching	25
Table No. 2:	The Objective of Language Teaching	26
Table No. 3:	Preventing Factors of Applying Communicative Method in Class	27
Table No. 4:	Role of Students Inside the Class	28
Table No. 5:	Method Used in Classroom	28
Table No. 6:	Communicative Method is being Used in Nepal	29
Table No. 7:	The Activities under Communicative Approach	30
Table No. 8:	Language is Learnt through Using Language for Communication	30
Table No. 9:	Most Important Skills in Language Teaching	31
Table No. 10:	Teachers Should always Correct the Learners' Mistakes	32
Table No. 11:	Views Towards Literary Language and Writing Skills	32
Table No. 12:	Emphasized Area to Make the Learners Communicatively Competent	33
Table No. 13:	Views on Deductive Method for Grammar Teaching	34
Table No. 14:	Most Effective Activity in Language Teaching	34
Table No. 15:	Effectiveness of Teachers-Centered Teaching Approach over Students-Centered Teaching Approach	35
Table No. 16:	Features of CLT as Perceived by Teachers	37
Table No. 17:	Teachers' Identification of Communicative Activities	38
Table No. 18:	Teachers' Perceived Difficulties in Adopting CLT in Nepal	39

Table No. 19:	Classroom Activities Organized by Teachers	40
Table No. 20:	Communicative Activities Done by Teachers	41
Table No. 21:	Frequency of Communicative Activities	41
Table No. 22:	Do you Follow Teacher's Guide?	42
Table No. 23:	Approximate Number of Students in Each Class	43
Table No. 24:	Involvement of Students in Pair Work and Group Work	43
Table No. 25:	Students' views, attitudes, opinions and preferences with respect to their teachers and CLT	54
Table No. 26:	Organization and Presentation	58

## LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percent.
CA	:	Communicative Approach
CLT	:	Communicative Language Teaching.
CUP	:	Cambridge University Press
Ed	:	Education
EFL	:	English as Foreign Language
ELT	:	English Language Teaching.
ESL	:	English as Second Language
et al	:	and other writers
etc	:	Etcetera
FL	:	Foreign Language
Govt.	:	Government
GT	:	Grammar Translation
i. e.	:	that is
IELTS	:	International English Language Teaching Society
LT	:	Language Teaching
M. Ed.	:	Master of Education
NESP	:	New Education System Plan
No.	:	Number
OSS	:	Oral Structural Situational
Pvt.	:	Private



T.U. : Tribhuvan University  
TL : Target Language  
USA : United States of America  
Vol. : Volume