

TEACHERS' PERCEPTION TOWARDS COMMUNICATIVE ACTIVITIES

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

**Submitted by
Jeet Kumar Rai**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2013**

TEACHERS' PERCEPTION TOWARDS COMMUNICATIVE ACTIVITIES

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

**Submitted by
Jeet Kumar Rai**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2013**

**T.U. Reg. No.: 9-1-3093-93-89
Second Year Examination
Roll No: 281126/2062**

**Date of Approval of the Thesis
Proposal: Poush 12-2069
Date of Submission: 01- 04-2013**

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: 01-04- 2013

Jeet Kumar Rai

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Jeet Kumar Rai** has prepared this thesis entitled **Teachers' Perception towards Communicative Activities Given in 'Meanings into Words'** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 01-04-2013

Mrs Hima Rawal (Supervisor)

Lecturer

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

Dr Anjana Bhattarai

Reader and Head

Department of English Education

T.U., Kirtipur

Signature

.....

Chairperson

Mrs Hima Rawal (Supervisor)

Lecturer

Department of English Education

T.U., Kirtipur

.....

Member

Mr Ramesh Prasad Ghimire

Teaching Assistant

Department of English Education

T.U., Kirtipur

.....

Member

Date: 04-04-2013

EVALUATION AND APPROVAL

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

Signature

Dr Anjana Bhattarai

.....

Reader and Head

Chairperson

Department of English Education

T.U., Kirtipur

Dr. Chandershar Mishra

.....

Professor

Member

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

Mrs Hima Rawal (Supervisor)

.....

Lecturer

Member

Department of English Education

T.U., Kirtipur

Date: 08-04-2013

DEDICATION

This thesis is dedicated

to

my parents.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my thesis supervisor **Mrs. Hima Rawal**, Lecturer, Department of English Education, TU, Kirtipur for her invaluable guidance, constructive suggestions, co-operation and constant encouragement.

I would also like to extend my sincere gratitude to **Dr. Anjana Bhattarai**, Reader and Head, Department of English Education, Faculty of Education, for her valuable and constructive suggestions in conducting this study. My sincere gratitude also goes to **Mr. Ramesh Prasad Ghimire**, Teaching Assistant, Department of English Education for providing me prominent co-operation and invaluable instructions during the period of the study.

Similarly, I would like to extend my sincere gratitude to **Prof. Dr. Chandreshwor Mishra** for his academic supports, constructive suggestions, co-operation and constant encouragement for my academic life.

I am equally indebted to **Prof. Dr. Tirth Raj Khaniya, Dr Gobinda Raj Bhattarai, Prof. Dr. Anju Giri, Prof. Dr. Laxmi Bahadur Maharjan, Dr. Tara Datta Bhata, Mr. Bishnu Singh Rai, Dr. Balmukunda Bhandari, Dr. Tapasi Bhattacharya, Mr. Raj Narayan Yadav, Mr. Prem Bahadur Phyak, Mr. Bhesh Raj Pokhrel and Mrs. Madhu Neupane** for their direct or indirect support to complete this thesis.

Similarly, I am highly indebted to the administrators and teachers from selected schools of Kathmandu district for providing me with their valuable time and authentic data.

I am profoundly indebted to my father and mother for their inspiration and support. I highly appreciate the support I received from friends during this study. I am equally indebted to the supporters and helpers from whom I received their direct or indirect support to complete this thesis.

Last but not the least, I duly acknowledge the authors whose ideas are borrowed and cited in this study.

April 2013

Jeet Kumar Rai

ABSTRACT

This research work entitled '**Teachers' Perception towards Communicative Activities Given in Meanings into Words**' is an attempt to find out teachers' perception towards the use of the communicative activities given in 'Meanings into Words' of grade 12. For this purpose the researcher collected data from teachers of different higher secondary schools of Kathmandu district by distributing a set of questionnaire. It is quantitative inquiry, based on descriptive and quantitative analysis of the data. The total numbers of the teachers were 40. The data collected from the respondents were analysed and interpreted to explore their perceptions towards the communicative activities given in 'Meanings into Words' of grade 12. On the basis of the collected data it was found that the teachers were familiar with the communicative activities given in the 'Meanings into Words' of grade 12. Similarly, the teachers also opined that teacher trainings were necessary for the implementation of the communicative activities in the classroom. They also viewed that different factors like large classes, untrained teachers, mismatch between curriculum and testing, limited and irrelevant materials were the other factors that affect the use of communicative activities in the classroom.

This study consists of four chapters. The first chapter provides theoretical input for strategies used in teaching language communicatively, review of related literature, objectives of the study, significance of the study and objectives. Similarly, the second chapter deals with the research methodology adopted for the study in which the sources of data, sampling procedures, tools for data collection, processes of data collection and limitations of the study are included. Likewise, the third chapter deals with quantitative analysis of the collected data. These are based on questionnaire for teachers. The fourth chapter deals with the research findings and recommendations based on the analysis and interpretation of the gathered data. This chapter is followed by references and appendices.

TABLE OF CONTENTS

	Page No.
<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>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Symbols and Abbreviations</i>	<i>xii</i>
 CHAPTER ONE: INTRODUCTION	 1-21
1.1 General Background	1
1.1.1 The ESL/EFL Contexts	2
1.1.2 Communicative Language Teaching (CLT)	4
1.1.2.1 Characteristics and Principles of CLT	5
1.1.2.2 Types of Communicative Activities	6
1.1.3 Teaching Listening and Speaking Skills	11
1.1.4 Perception: A Brief Introduction	12
1.1.5 The Role of Teacher in Communicative Classroom	14
1.1.6 Introduction to the Textbook Meanings into Words	15
1.2 Review of Related Literature	19
1.3 Objectives of the Study	21
1.4 Significance of the Study	21
 CHAPTER TWO: METHODOLOGY	 22-24
2.1 Sources of Data	22
2.1.1 Primary Sources of Data	22
2.1.2 Secondary Sources of Data	22

2.2	Sampling Procedures	22
2.3	Tools for Data Collection	23
2.4	Processes of Data Collection	23
2.5	Limitations of the Study	23
CHAPTER THREE: ANALYSIS AND INTERPRETATION		25-41
3.1	Perception towards Teachers Knowledge about CLT	25
3.1.1.	Teachers' Knowledge about Communicative Activities	26
3.1.2	Familiarity with the Communicative Activities	27
3.2	Perception towards Importance of Communicative Activities	29
3.2.1	Usefulness of Communicative Activities	29
3.2.2	Students' Participation in Communicative Activities	30
3.2.3	Perception in Adaptation in Communicative Activities	31
3.3	Perception towards the Communicative Activities for Teaching	33
3.3.1	Communicative Activities for Language Skills	33
3.3.1.1	Communicative Activities for Listening	34
3.3.1.2	Communicative Activities for Speaking	34
3.3.1.3	Communicative Activities for Reading and Writing	36
3.3.2	Communicative Activities for Language Aspects	36
3.4	Difficulties in Applying in Communicative Activities in the Classroom	38
3.5	Perception towards the Needs to Use Effective Communicative Activities	39
CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS		42-44
4.1	Findings	42
4.2	Recommendations	43
References		
Appendices		

LIST OF TABLES

	Page No.
Table No. 1: Teachers' Knowledge about Communicative Activities	26
Table No. 2: Familiarity with the Communicative Activities	28
Table No. 3: Students Favorite communicative Activities	30
Table No. 4: Students' Participation in Communicative Activities	31
Table No. 5: Sufficiency of Communicative Activities for Communicative	32
Table No. 6: Communicative Activities for Listening	34
Table No. 7: Communicative Activities for Speaking	35
Table No. 8: Communicative Activities for Reading and Writing	36
Table No. 9: Communicative Activities for Language Aspects	37
Table No. 10: Use of CLT in the Classroom	39
Table No. 11: Training Needed for Using Communicative Activities	40

LIST OF SYMBOLS AND ABBREVIATIONS

%	Percent
CDC	Curriculum Development Centre
Dr.	Doctor
e.g.	For Example
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
etc.	etcetera
i.e.	That is
No.	Number
p.	Page
pp.	Pages
SLA	Second Language Acquisition