

STRATEGIES USED IN TEACHING COMMUNICATIVE FUNCTIONS

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

**Submitted by
Ram Krishna Sapkota**

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

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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:

.....

Ram Krishna Sapkota

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ram Krishna Sapkota** has completed the research of his M.Ed. thesis entitled **Strategies Used in Teaching Communicative Functions** under my guidance and supervision. I recommend the thesis for acceptance.

Date:

.....

Mr. Resham Acharya (Supervisor)

Teaching Assistant

Department of English Education

Faculty of Education

University Campus, T.U.

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for necessary evaluation by the following

Research Guidance Committee:

Signature

Dr. Anjana Bhattarai

.....

Reader and Head

(Chairperson)

Department of English Education

University Campus

T U, Kirtipur

Mr. Resham Acharya

.....

Teaching-Assistant

(Member)

Department of English Education

University Campus

T.U., Kirtipur

Mr. Guru Prasad Paudel

.....

Teaching-Assistant

(Member)

Department of English Education

University Campus

T.U., Kirtipur

Date:

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

University Campus

T. U., Kirtipur

Dr. Anju Giri

Professor

Department of English Education

.....

Chairperson

(Expert)

English and Other Foreign Languages Education

Subject Committee

T.U. Kirtipur

Mr. Resham Acharya

.....

Teaching Assistant

(Member)

Department of English Education

University Campus

T.U., Kirtipur

Date:

DEDICATION

Dedicated to: My parents who taught me my First words

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ABSTRACT

The study entitled **Strategies Used in Teaching Communicative Functions** has been carried out to find out strategies used by the teacher in teaching communicative functions at the secondary level. By the use of non random sampling procedures, the researcher selected fifteen secondary schools of Syangja district and fifteen teachers from each of the selected schools. The researcher collected data through questionnaire and classroom observation. He kept the record of the communicative strategies used by the teachers while teaching communicative functions during his period of observation. The collected data were analyzed and interpreted qualitatively. He used simple statistical tools like frequency and percentage to present quantitative data as well. From the analysis and interpretation of the data, the result of this study showed that while teaching communicative functions in secondary school, teachers were found to use role play, group work, pair work, discussion, demonstration, explanation, picture description, oral interview as the major strategies for teaching communicative functions. However, they were found to have faced several problems such as classroom management, materials, student's participation.

This thesis is divided into five chapters. The first chapter deals with the introduction of the study. It introduces communicative functions and techniques used in teaching communicative functions. Similarly, it includes research questions, significance of the study, delimitations and operational definitions of key terms. Chapter two is related with review of both theoretical and empirical literature, implications of the review for the study and conceptual framework. Chapter three deals with methods and procedures of the study i.e. how the research was carried out. It includes design of the study, population, sample and sampling strategies, study areas/field, sampling procedures, data collection tools, data analysis and interpretation procedures. Similarly, chapter four is related to the analysis and interpretation of results which were analyzed separating them into three teaching strategies used in teaching communicative functions and classroom strategies used by the teacher for teaching. The data have been interpreted by presenting the strategies used in teaching communicative functions in the form of table. Final chapter includes the conclusion and recommendations. Recommendations is also presented into three levels viz. policy related level, practice related level and further research related level. The study ends with the references and appendices used in the study.

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REFERENCES

APPENDIX I

APPENDIX II

LIST OF SYMBOLS AND ABBREVIATIONS

ELT	: English Language Teaching
et.al	: And other people
etc	: Etcetra/and other similar things
L ₂	: Second Language
T.U.	: Tribhuwan University
C.F.	: Communicative Fucntions
i.e.	: That is
S.N.	: Serial Number
e.g.	: For Example
p.	: Page