

CLASSROOM STRATEGIES USED FOR IMPROVING COMMUNICATIVE SKILLS

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

**Submitted by
Laxmi Khatri**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Laxmi Khatri** has prepared this thesis entitled **Classroom Strategies Used for Improving Communicative Skills** under my guidance and supervision.

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DECLARATION

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

Date: 21/04/2015

.....
Laxmi Khatri

DEDICATION

Dedicated

to

My parents and teachers who made me what I am today.

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This study has been possible due to the co-operation, support and kindness of my supervisor **Mr. Guru Prasad Poudel**, Teaching Assistant, Department of English Education, whom I sincerely respect and show my gratefulness. His kind help and scholarly guidance greatly helped me to complete this thesis. Without his supervision, this work would have never appeared in this form.

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Laxmi Khatri

ABSTRACT

This research entitled "**Classroom Strategies Used for Improving Communicative Skills**" is an attempt to identify the strategies used by the secondary level English teachers to improve the communicative skills of students. In order to carry out this study, the researcher followed survey design. Two teachers of secondary level school were selected through purposive non random sampling procedure. The researcher used observation checklist as the tool to collect the data. After the researcher observing the 40 classes of the selected teachers the researcher analyzed and interpreted the data. The data were presented in different tables and interpreted with reasonable language. From the study, it was found that the roles of the teachers and learners in the communicative classroom were good to improve communicative skills. A majority of the classes teachers had a good sense of counseling. They used role play and group discussion as the major strategies to facilitate communicative ability of the students. However, a very few number of classes had the provision of language games to facilitate the improvement of communicative skills. Similarly, a minority of teachers were aware in making learners risk-takers in the classroom.

This thesis consists of five chapters. The **first chapter** deals with the introduction of the topic in which background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms are included. The **second chapter** covers the review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. The **third chapter** deals with the methods and procedures of the study which includes research design population, sample and sampling strategies, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. Likewise, the **fourth chapter** presents the analysis and interpretation of results. It also includes analysis of data, interpretation of results and summary of the findings. **Fifth chapter** deals with conclusions and recommendations followed by references and appendices. The recommendation is subsumed under policy related, practice related and further research related respectively.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
CUP	:	Cambridge University Press
Dept	:	Department
DoE	:	Department of Education
Dr.	:	Doctor
e.g.	:	For example
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
etc.	:	Etcetera
i.e.	:	That is
MOE	:	Ministry of Education
No.	:	Number
OUP	:	Oxford University Press
Prof	:	Professor
T.U.	:	Tribhuvan University