

TEACHERS' BELIEFS IN THE USE OF COMMUNICATIVE LANGUAGE TEACHING TO ENHANCE SPEAKING

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

**Submitted by
Rina Kumari Sah**

**Faculty of Education
Tribhuvan University Kirtipur
Kathmandu, Nepal
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Second Year Examination
Roll No.: 280544/070**

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The Thesis proposal : 5th Feb 2018
Date of Submission: 24/05/2018**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Rina Kumari Sah** has prepared this thesis entitled **Teachers' Beliefs in the use of Communicative Language Teaching to Enhance Speaking under** my guidance and supervision.

I recommend this thesis for acceptance

Date: 24/05/2018

Laxmi Prasad Ojha (Supervisor)

Lecturer

Department of Education

University Campus, T.U.

Kirtipur, Kathmandu.

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for Evaluation by the following **Research Guidance Committee:**

Signature

Dr. Prem Phyak

Lecturer and Head

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Chairperson

Mr. Laxmi Prasad Ojha (Supervisor)

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Member

Mr. Resham Acharya

Teaching Assistant

Department of English Education

T.U, Kirtipur, Kathmandu

.....

Member

Date: 5th Feb 2018

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis**

Evaluation Committee:

Signature

Dr. Prem Phyak

Lecturer and Head

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Chairperson

Dr. Bal Mukunda Bhandari

Professor and Chairperson

English and Other Foreign Language

Subject Committee

TU, Kirtipur, Kathmandu

.....

Expert

Mr. Laxmi Prasad Ojha (Supervisor)

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Member

Date: 20th June 2018

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: 23/05/2018

Rina Kumari Sah

DEDICATION

DEDICATED

TO

My respected parents

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Rina Kumari Sah

ABSTRACT

This study entitled "**Teachers' Beliefs in the use of Communicative Language Teaching to Enhance Speaking**" was an attempt to find out the Teachers' Beliefs in the use of Communicative Techniques in Teaching Speaking of the learners. To meet the objectives of this study forty teachers who were teaching at secondary and lower secondary level in different schools of Rautahat district were selected as sample. In this research non-random purposive sampling procedure was used to select the sample of study. A questionnaire was used as a tool for data collection. The collected data were interpreted and analyzed both descriptively and statistically. From this study it was found out that most of the teachers preferred the use of communicative techniques to enhance speaking ability of the students. All the teachers agreed that the goal of communicative techniques is to enhance communicative competence. Similarly, the study showed that students' mistakes should not be corrected immediately they belief that role of teacher is facilitator, students' talk time should be given more priority to enhance speaking ability, text book is not enough martial to develop speaking ability, communicative techniques are better than other techniques in context of Nepal. They believed that group work is the most useful technique in developing speaking ability and they feel confident enough to practice CLT in class room.

The whole study consists of five chapters. In the first chapter, there is introduction, background, statement of the problem, objectives of the study, research questions, and significance of the study and operational definitions of the key terms. Chapter two presents the review of related literature, implications of the review for study and conceptual framework. In the same way chapter three is about methods and procedures of the study within design of the study, population and sampling strategies, study area/field data collection tools, data collection procedures and data analysis and interpretation. In fourth chapter I presented analysis and interpretation are included. The fourth chapter presents the analysis and interpretation of results and summary of the finding and the fifth chapter comprises the conclusion and recommendation of the study.

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LIST OF SYMBOLS AND ABBREVIATIONS

B.S.	:	Bikram Sambat
M.Ed.	:	Master of Education
NELTA	:	Nepal English Language Teacher Association
Regd. No.	:	Registration Number
L ₂	:	Second Language
CA	:	Communicative Activity
CC	:	Communicative Competence
CLT	:	Communicative Language Teaching
CUP	:	Cambridge University Press
EFL	:	English as a Foreign Language
ESL	:	English as a Second Language
ESP	:	English for Specific Purpose
GT	:	Grammar Translation
Lg.	:	Language
OSS	:	Oral Structural and Situational
OUP	:	Oxford University Press
SLA	:	Second Language Acquisition