

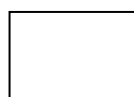
**EFFECTIVENESS OF COMMUNICATIVE LANGUAGE
TEACHING IN TEACHING COMMUNICATIVE
FUNCTIONS**

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

**Submitted by
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2017



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.

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Sunita Khadka** has prepared this thesis entitled **Effectiveness of Communicative Language Teaching in Teaching Communicative Functions** under my guidance and supervision.

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DEDICATION

Dedicated

To

*My lovely parents who have devoted their entire lives to enlighten me and
struggled with their tireless striving to
make me what I am today.*

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.....
Sunita Khadka

2017

ABSTRACT

The present study entitled **Effectiveness of Communicative Language Teaching in Teaching Communicative Functions** was an attempt to find out the effectiveness of communicative language teaching in teaching communicative function. In order to carry out this study, I selected thirty-two students of Grade 10 from Shree Chyuridanda secondary school of Okhaldhunga district, using simple random sampling procedure. I used primary and secondary sources of data. To selecting the sample, a pre-test was administered to determine the students' initial proficiency on communicative functions. The students were divided experimental and controlled by using odd and even ranking procedure. Same tools, materials, medium were used for the both groups. The only variation was the use of approach, i.e. communicative language teaching. After 30 days of teaching, the post-test was administrated. The individual scores taken from both pre-test and post-test were tabulated under different sub-headings. The difference between average score of pre-test and post-test was computed. The major findings of the study is teaching communicative function through communicative language teaching was found to be more effective than conventional teacher centered approaches. The progress was seen in favor of experimental group in almost all the items.

This thesis consists of five chapters. The first chapter deals with background of the study, statement of the problem, objectives, research hypotheses, significance of the study, delimitation of the study and operational definition of key terms. The second chapter deals with the review of related literature and conceptual framework that consists of review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. The third chapter deals with methods and procedure of the study that consists of design and method of the study, population, sample and sampling strategies, study area, data collection tools and approaches, and procedure. Similarly, the fourth chapter deals with data analysis and interpretation of results, summary and findings. The final chapter deals with conclusion and pedagogical implications. The final part of the study subsumes references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

/	:	Slash
ALM	:	Audio Lingual Method
Dr.	:	Doctor
e.g.	:	For example
ELT	:	English Language Teaching
et al.	:	and other people
etc.	:	et cetera
F.M	:	Full Marks
i.e.	:	That is
M.Ed.	:	Master of Education
Mr.	:	Mister
Mrs.	:	Mistress
No.	:	Number
p	:	page
Prof.	:	Professor
S. N	:	Serial Number
T.U.	:	Tribhuvan University

