

**TEACHERS' BELIEFS ON PRACTICES OF
COMMUNICATIVE LANGUAGE TEACHING**

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

**Submitted by
Sunita Shrestha**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2016**

**TEACHERS' BELIEFS ON PRACTICES OF
COMMUNICATIVE LANGUAGE TEACHING**

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

**Submitted by
Sunita Shrestha**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2016**

**T.U. Regd. No.: 9-2-218-243-2008
Second Year Examination
Roll No.: 280587/070**

**Date of Approval of the
Thesis Proposal: 2072/6/14
Date of Submission: 13/03/2016**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Sunita Shrestha** has prepared this thesis entitled **Teachers' Beliefs on Practices of Communicative Language Teaching** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 13/03/2016

Dr. Laxmi Bahadur Maharjan (Supervisor)

Professor

Department of English Education

University Campus, T.U.

Kirtipur, Kathmandu

EVALUATION AND APPROVAL

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

Signature

Dr. Anjana Bhattarai

Professor and Head

Department of English Education

University Campus

T.U., Kirtipur, Kathmandu

Chairperson

Dr. Govinda Raj Bhattarai

Professor

Department of English Education

University Campus

T.U., Kirtipur, Kathmandu

Member

Dr. Laxmi Bahadur Maharjan (Supervisor)

Professor

Department of English Education

University Campus

T.U., Kirtipur, Kathmandu

Member

Date: 20/03/2016

DEDICATION

**Dedicated
to**

My parents

ACKNOWLEDGEMENTS

I am deeply indebted and owe my special note of gratitude to my Guru and thesis supervisor **Dr. Laxmi Bahadur Maharjan**, Professor of Department of English Education, Tribhuvan University, Kirtipur who provided me with insightful ideas, suggestions and encouragement on different aspects of research. He was the source of inspiration for successful completion of this research work.

I would also like to express my sincere gratitude to **Dr. Anjana Bhattarai**, Professor and Head of Department of English Education for her invaluable comments and guidance. Similarly, I would like to thank **Prof. Dr. Govinda Raj Bhattarai** and **Mr. Khem Raj Joshi**, Teaching Assistant for their invaluable suggestions.

I would also like to thank to **Prof. Dr. Anju Giri, Dr. Ram Ekwel Singh, Mr. Bhesh Raj Pokhrel, Ms. Madhu Neupane, Mr. Resham Acharya, Mr. Laxmi Prasad Ojha, Mr. Guru Prasad Poudel, Mr. Ashok Sapkota** and other teachers of Department of English Education, T.U., Kirtipur, Kathmandu for their invaluable and inspirational lectures.

I would like to thank **Ms. Madhavi Khanal** and **Ms. Nabina Shrestha** for their kind help in library study.

I want to express my sincere gratitude to **all the respondents** and **school administrations** for their kind co-operation.

I am thankful to my friends **Mr. Vishnu Karki, Mr. Bal Ram Adhikari, Mr. Tulshi Timsina** and all who supported me to carry out this thesis.

Finally my special thanks goes to **Mr. Deepesh Shrestha** who helped me to type this thesis.

Sunita Shrestha

ABSTRACT

The present thesis entitled **Teachers' Beliefs on Practices of Communicative Language Teaching** aimed to find out the English teachers' beliefs on the use of CLT in ELT classes and the problems they face in implementing it. Keeping the objectives in consideration, 30 English teachers from 30 different schools were sampled through non-random purposive sampling procedure. A set of structured questionnaire was the tool of data collection. After analysis and interpretation of data, it has been found that many ELT teachers hold positive beliefs about CLT but they feel it is difficult to apply in the classroom due to various reasons like students' low proficiency in English, their unwillingness to take part in classroom activities, lack of required resources, lack of teachers accountability. And it has also been found that many ELT teachers of Sunsari apply CLT at least sometimes.

This thesis consists of five chapters. Chapter one is introductory part which includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, chapter two includes the review of the related theoretical literature, review of related empirical literature, implications of the review of the study and conceptual framework. The third chapter deals with methods and procedures of the study under which design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedures, analysis and interpretation procedures are mentioned. Likewise, chapter four includes analysis and interpretation of results and summary of findings. Chapter five includes conclusions and recommendations at three different areas i.e., policy related, practice related and further research related. Finally, the references and appendices are included.

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>vii</i>
<i>Table of Contents</i>	<i>viii-xi</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Figures</i>	<i>xiii</i>
<i>List of Abbreviations</i>	<i>xiv</i>
CHAPTER ONE: INTRODUCTION	1-5
1.1 Background of the Study	1
1.2 Statement of the Problems	2
1.3 Objectives of the Study	3
1.4 Research Questions	3
1.5 Significance of the Study	4
1.6 Delimitations of the Study	4
1.7 Operational Definition of the Key Terms	5
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	6-19
2.1 Review of Theoretical Literature	6
2.1.1 Beliefs: A Brief Introduction	6
2.1.1.1 Teacher Beliefs	7

2.1.1.2	Characteristics of Teacher Beliefs	7
2.1.1.3	Sources of Teacher Beliefs	8
2.1.2	Communicative Language Teaching: An Introduction	9
2.1.2.1	Theory of Language and Language Learning in CLT	11
2.1.2.2	Classroom Procedure in CLT	12
2.1.2.3	Features of Communicative Classroom	13
2.1.2.4	The Role of Teachers and Learners in CLT	13
2.1.2.5	Communicative Activities and Materials that Facilitate Learning	14
2.2	Review of Empirical Literature	15
2.3	Implications of the Review for the Study	18
2.4	Conceptual Framework	19
CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY		20-23
3.1	Design and Method of the Study	20
3.2	Population, Sample and Sampling Strategy	21
3.3	Study Area/Field	21
3.4	Data Collection Tools and Techniques	21
3.5	Data Collection Procedure	22
3.6	Data Analysis and Interpretation Procedure	23
CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF RESULTS		24-41
4.1	Analysis of Data and Interpretations of the Results	24
4.1.1	Holistic Analysis of Data	24
4.1.2	Item-wise Analysis of Data	27

4.1.2.1	Analysis of Frequency of Using CLT in Classroom	27
4.1.2.2	Analysis of CLT as the Best Way of Teaching English	28
4.1.2.3	Analysis of Opportunity to Learners in Using Language	28
4.1.2.4	Analysis of Usefulness of Method for Developing Communicative Competence Competence	29
4.1.2.5	Analysis of Ignorance of Grammar of Language	30
4.1.2.6	Analysis of Students' Feeling towards use of CLT	31
4.1.2.7	Analysis of CLT Dealing with Mixed Ability	32
4.1.2.8	Analysis of Teachers' Preference in Classroom Activities	33
4.1.2.9	Analysis of Difficultness with CLT into Practice	34
4.1.2.10	Analysis of Practice of CLT in Classroom	35
4.1.2.11	Analysis of Development of Skill of Language	35
4.1.2.12	Analysis of Focus on Fluency over Accuracy	36
4.1.2.13	Analysis of Opportunity of Training	37
4.1.2.14	Analysis of Availability of Time in Material Development	37
4.1.2.15	Analysis of Size of Classes	38
4.1.2.16	Analysis of Teachers' Beliefs about EFL Learners (Nepalese Learners of English)	39
4.1.2.17	Analysis of Problems in Implementing CLT Faced By English Teachers	39
4.1.2.18	Analysis of Challenges in Implementing CLT that Teachers Have En-counterred in the Context of Nepal	40
4.2	Summary of Findings	41

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

42-45

5.1	Conclusions	42
5.2	Recommendations	43
	5.2.1 Policy related	43
	5.2.2 Practice related	44
	5.2.3 Further research related	45

REFERENCES

APPENDICES

LIST OF TABLES

	Page No.
Table 1: English Teachers' Beliefs on the Use of CLT	25
Table 2: Use of CLT	27
Table 3: Teachers' Belief on CLT	28
Table 4: Opportunity to Learners in Using Language	28
Table 5: Usefulness of CLT	29
Table 6: Ignorance of Grammar of Language	30
Table 7: Students' Feeling towards Use of CLT	31
Table 8: Deal of Mixed Ability Students	32
Table 9: Teachers' Preference in Classroom Activities	33
Table 10: Difficulty of CLT in Practice	34
Table 11: Practice of CLT in Classroom	35
Table 12: Development of Skill of Language	35
Table 13: Focus on Fluency over Accuracy	36
Table 14: Opportunity of Training	37
Table 15: Availability of Time in Material Development	37
Table 16: Size of Classes	38

LIST OF FIGURES

	Page No.
Figure 1: Conceptual Framework of the Study	19

LIST OF ABBREVIATION

CLT	:	Communicative Language Teaching
CUP	:	Cambridge University Press
etc.	:	Etcetera
et al.	:	And others
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
i.e,	:	That is
L1	:	First Language
L2	:	Second Language
Mid	:	Middle
M.Ed.	:	Master of Education
NR	:	Number of Respondents
OUP	:	Oxford University Press
T.U.	:	Tribhuvan University