

TEACHING COMMUNICATIVE FUNCTIONS THROUGH PARTICIPATORY APPROACH

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

**Submitted by
Raj Kumar Rai**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2011**

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Date of Approval of the Thesis

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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:2068-04-07

Raj Kumar Rai

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Raj Kumar Rai** has prepared this thesis entitled **Teaching Communicative Functions Through Participatory Approach'** under my guidance and supervision.

I recommend the thesis for acceptance.

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RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following 'Research Guidance Committee':

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EVALUATION AND APPROVAL

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DEDICATION

Dedicated to my parents who have devoted their entire lives to make me what I am today.

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ABSTRACT

Participatory learning approach is widely researched and internationally applied in the field of education but it is one of the newly emerging concept in the field of second language teaching in the Nepalese context. Since no extensive research on its applicability and effectiveness has been done till the date in Nepal, the present thesis, entitled "Teaching Communicative Functions Through Participatory Approach" helps to fill this void to some extent. It was an action research and its main objective was to find out the effectiveness of using participatory approach in teaching communicative functions of the English language. The study was conducted in Shree Jana Jalpa Secondary School, Basaha, Udayapur district. The students of grade nine were purposively selected as the sample of the study. A pre-test was administered before teaching. Then the students were taught for a month using participatory approach. Three different progressive tests were administered during teaching. Finally, a post-test was administered to determine the achievement of the students. After the interpretation and analysis of data, it was found that the participatory approach was effective in teaching communicative functions of English at secondary level.

The thesis is organized into four chapters. The first chapter consists of general background, review of related literature, objectives of the study. The second chapter deals with the methodology which incorporates sources of data, sampling procedure, tools and process of data collection and limitations of the study. The data obtained through the different tests are tabulated, analyzed and interpreted using statistical tools in the third chapter. In chapter four, the findings are listed and recommendations are given. The references and appendices are included at the concluding parts of the thesis.