

**COMMUNICATIVE ACTIVITIES USED BY SECONDARY  
ENGLISH TEACHERS**

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

**Submitted by  
Numlal Pandey**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2012**

**COMMUNICATIVE ACTIVITIES USED BY SECONDARY  
ENGLISH TEACHERS**

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

**Submitted by  
Numlal Pandey  
Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2012**

**T.U. Regd. No.: 1-6-54-575-2000  
Second Year, Examination  
Roll No: 280639/2068**

**Date of Approval of the  
Thesis Proposal: 2068-11-04  
Date of Submission: 27-04-2012**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Num Lal Pandey** has prepared this thesis entitled "**Communicative Activities Used By Secondary English Teachers**" under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 27-04-2012

.....

**Dr. Bal Mukunda Bhandari (Guide)**

Reader

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following “**Research Guidance Committee**”

### Signature

**Dr. Chandreshwar Mishra**

.....

Professor and Head

Chairperson

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U., Kirtipur

**Dr. Bal Mukunda Bhandari (Guide)**

.....

Reader

Member

Department of English Education

T.U., Kirtipur

**Mr. Bhesh Raj Pokhrel**

Lecturer

.....

Department of English Education

Member

T.U., Kirtipur

Date: 2068.....

## EVALUATION AND APPROVAL

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

**Signature**

**Dr. Chandreshwar Mishra**

.....

Professor and Head

Chairperson

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U., Kirtipur

**Dr. Bal Mukunda Bhandari (Guide)**

Reader

.....

Department of English Education

Member

T.U., Kirtipur

**Mrs. Saraswati Dawadi**

Lecturer

.....

Department of English Education

Member

T.U., Kirtipur

Date: .....

## **DECLARATION**

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

Date: 27-04-2012

.....

**Numlal Pandey**

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my honorable Guru and thesis supervisor **Dr. Bal Mukunda Bhandari**, Reader, Department of English Education, TU, his meticulous guidance, encouragement and valuable suggestions to complete the task. Without his regular encouragement and constructive feedback, this task would never see the light of completion.

I would like to extend my sincere gratitude to **Dr. Chandreshwar Mishra**, Professor and Head, the Department of English Education, TU for his co-operation and valuable suggestions.

I am also equally grateful to honorable Gurus and Gurumas **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Tirth Raj Khaniya, Dr. Anjana Bhattarai, Dr. Laxmi Bahadur Maharjan, Dr. Tara Datt Bhatta, Mr. Raj Narayan Yadav, Mrs. Saraswati Dawadi, Mrs. Madhu Neupane, Mr. Bhesh Raj Pokhrel, Mrs. Hima Rawal, Mr. Khem Raj Joshi** and other lecturers at the Department of English Education, TU, Kirtipur for providing me with the guidelines and valuable suggestions to complete the task.

I would like to express my thanks to **Mrs. Madhavi Khanal**, the librarian, Department of English Education, for her kind co-operation and providing me with the necessary materials and encouragement to complete this thesis.

I would like to express my thankfulness to all the respondents and informants for providing me valuable information, suggestions and time while carrying out this research.

Last but not least, I am indebted to my mother and all of my family members for their supporting and encouragement to complete this task. I am also equally indebted to my colleagues **Bhim, Nilkantha, Basu, Jagendra** and my elder and small brother **Shyam Lal, phani Ram** as well as others who helped and supported me during the study.

Date:

**Numlal Pandey**

## **ABSTRACT**

The present study entitled "**Communicative Activities Used by Secondary English Teachers**" is an attempt to find out the communicative activities used in English Language classroom and then to analyze the communicative language classes. This study was a descriptive type of research in nature. I used both primary and secondary sources of data while carrying out this study. The primary sources of data were the English language teachers from secondary level of Dang district. Similarly, secondary sources of data were different books. I observed the classes of secondary English teachers with the help of the checklist, two sets of questionnaires were also distributed to the selected teachers and students separately. I found that discussion, pair work, role play and group work were the commonly used activities. Lack of adequate exposure to the students, the hesitation of the students to speak, use of mother tongue in the classroom and lack of required physical facilities were the major problems encountered by the teachers in the teaching of communicative activities.

This thesis has been organized into four chapters. The first chapter deals with the general background, review of the related literature, objectives of the study and significance of the study. The second chapter deals with the methodology that consists of sources of data, the population, sample, research tools and process of data collection. Similarly, the third chapter deals with the data collection. The fourth chapter deals with the findings, recommendation and pedagogical implications.



## TABLE OF CONTENTS

	<b>Page No.</b>
<i>Declaration</i>	<b>iii</b>
<i>Recommendation for Acceptance</i>	<b>iv</b>
<i>Recommendation for Evaluation</i>	<b>v</b>
<i>Evaluation and Approval</i>	<b>vi</b>
<i>Dedication</i>	<b>vii</b>
<i>Acknowledgements</i>	<b>viii</b>
<i>Abstract</i>	<b>ix</b>
<i>Table of Contents</i>	<b>x</b>
<i>List of Tables</i>	<b>xiii</b>
<i>List of Abbreviations</i>	<b>xiv</b>
<b>CHAPTER - ONE: INTRODUCTION</b>	<b>1-19</b>
1.1 General Background	1
1.1.1 Language Teaching Approaches, Methods and Techniques	2
1.1.2 Communicative Language Teaching	4
Communicative Classroom	6
1.1.4 Role of Teachers in Communicative Classroom	7
1.1.5 Role of Learners in Communicative Classroom	10
1.1.6 Activities Used in Communicative Classroom	11
1.1.7 Materials Used in Communicative Classroom	15
1.2 Review of the Related Literature	16
1.3 Objectives of the Study	18
1.4 Significance of the Study	19
<b>CHAPTER - TWO: METHODOLOGY</b>	<b>20-22</b>
2.1 Sources of Data	20

2.1.1 Primary Sources of Data	20
2.1.2 Secondary Sources of Data	20
2.2 Sampling Procedure	20
2.3 Tools and Data Collection	21
2.4 Process of Data Collection	21
2.5 Limitations of the study	21

## **CHAPTER - THREE: ANALYSIS AND INTERPRETIONS OF DATA**

**23-36**

3.1 Class Observation of the Secondary English Teachers	23
3.1.1 Motivation to the Students	23
3.1.2 Classroom Activities	24
3.1.3 Students-Teachers Interaction in the Classroom	25
3.2 Language Skills	26
3.2.1 Teaching Listening Skills	26
3.2.1.1 Procedure in Teaching Listening Skills	27
Pre-Listening Stage	27
While Listening Stage	27
Post-Listening Stage	28
3.3 Communicative Activities in Teaching Reading Skill	29
3.3.1 Procedure Used in Teaching Reading	29
Pre-Reading Stage	29
While-Reading Stage	29
Post-Reading Stage	29
3.4 The Role of Teacher in Communicative Classroom	31
3.4.1 Facilitator	31
3.4.2 Guide	31
3.4.3 Ultimate Sources of Authority	31
3.4.4 Lecture	31
3.4.5 Translator and Reader	32

3.4.6 Manager and Participant	32
3.4.7 Need Analyst	32
3.5 Use of Materials in Communicative Classroom	33
3.5.1 Realia	33
3.5.2 Visual Materials	34
3.5.3 Authentic Materials	34
3.5.4 Supplementary Materials	34
3.5.5 Textbook	34
3.5.6 Conclusion	35
<b>CHAPTER - FOUR: FINDINGS AND RECOMMENDATIONS</b>	<b>37-39</b>
4.1 Findings	37
4.2 Recommendation	38
<b>REFERENCES</b>	

## **LIST OF TABLES**

	<b>Page No.</b>
Table No. 1: Motivation to the Students	24
Table No. 2: Classroom Activities	25
Table No. 3: Communicative Activities in Teaching skills	25
Table No. 4: Communicative Activities in Pre, while and post-listening Skill	28
Table No. 5: Communicative Activities in Pre, while and post-Reading Skill	30
Table No. 6: Teachers' Role in the Classroom	30
Table No. 7: Materials Used by Teachers in Classroom	35

## **LIST OF ABBREVIATIONS**

### **Terms**

CLT

Dr.

e.g.

ELT

etc.

M. Ed.

Mr.

Mrs.

No.

O.U.P

P.

P.P

Prof.

Regd.

S.N.

T.U.

### **Glosses**

Communicable Language Teaching

Doctor

For Example

English Language Teaching

Etcetera

Master in Education

Mister

Mistress

Number

Oxford University Press

Page

Pages

Professor

Registration

Serial Number

Tribhuvan University