

**PRACTICE OF COMUNICATIVE APPROACH
IN ELT CLASSROOMS**

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

**Submitted by
Toya Nath Bhatta**

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

2011

**PRACTICE OF COMUNICATIVE APPROACH
IN ELT CLASSROOMS**

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

**Submitted by
Toya Nath Bhatta**

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

**T.U. Regd. No.: 9-2-60-108-2003
Second Year Exam
Roll No.: 280788/066**

**Date of Approval of
Thesis Proposal : 2067-09-12
Date of submission: 2067-12-28**

PRACTICE OF COMUNICATIVE APPROACH IN ELT CLASSROOMS

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

**Submitted by
Toya Nath Bhatta**

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

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Toya Nath Bhatta** has prepared this thesis entitled “**Practice of Communicative Approach in ELT Classrooms**” under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2067 - 12 - 28

.....

Mr. Bhesh Raj Pokharel (Guide)

Teaching Assistant

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu.

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Chairperson

Mr. Bhesh Raj Pokharel (Guide)

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Member

Mrs. Hima Rawal

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Member

Date: 2067-12-

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

Department of English Education

T.U., Kirtipur

.....

Chairperson

Dr. Jai Raj Awasthi

Professor

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U., Kirtipur

.....

Member

Mr. Bhesh Raj Pokharel (Guide)

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Member

Date: 2068 – 01-07

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 the research degree to any university.

Date: 2067- 12 - 28

.....

Toya Nath Bhatta

DEDICATION

Dedicated

to

my oldest parents

ACKNOWLEDGEMENTS

"Practice of Communicative Approach in ELT Classroom" is my academic study carried on under the Department of English Education, T.U. in partial fulfilment of Master of Education in English. In connection to the study, first of all, deep sense of great gratitude goes to my respected Guru and thesis supervisor **Mr. Bhesh Raj Pokharel**, Teaching Assistant, Department of English Education, T.U. for his continuous guidance, supervision, encouragement, inspiration and creative suggestions from the initial research phase to the final one, which is invaluable to bring the study in the present form.

I owe my respect and gratitude to respected Guru Prof. **Dr. Chandreshwar Mishra**, Professor and Head of the Department of English Education for his kind co-operation, suggestions and encouragement in carrying out the study.

Similarly, special thank and tribute goes to **Guru Prof. Dr. Jai Raj Awasthi**, Professor and Head of the English and Other Foreign Languages Education Subject Committee, T.U. who recharged my soul, spirit of inquiry, curiosity, inspired me for continuous study and guided me toward right path.

Similarly I would like to offer my tribute and thankfulness to my respected Guruma **Mrs. Hima Rawal**, Teaching Assistant and member of guidance committee for her invaluable suggestions and co-operation.

I am equally indebted to respected **Guruma Dr. Anjana Bhattarai** for her comprehensible, unforgettable classroom lectures on research methodology, which is the base for my study.

Likewise I offer my respect and great acknowledgement to **Prof. Dr. G.R. Bhattarai, Prof. Dr. Tirtha Raj Khaniya, Prof. Dr. Anju Giri, Dr. Tapasi Bhattacharya, Mr. V.S. Rai, Dr. B.M. Bhandari, Mr. Raj Narayan Yadav, Dr. L.B. Maharjan, Mrs. Madhu Neupane, Mrs. Saraswati Dawad, Mr. P.B. Phyak** and all Gurus and Gurumas in the faculty of education, T.U. Equally the credit of my formal study goes to respected **Gurus Mr. Bhoj Raj Joshi, Mr. Janak Raj Joshi, Mr. Yub Raj Joshi** and others in Dadeldhura Education Campus. I am highly grateful to all my Gurus at Sita Ram Higher Secondary School, Uchchakot and Gurus at Latamandu Primary School of the contemporary time through ritual slogan '**Guru' Brahma, Guru Bishnu, Guru Dev Maheshwora, Guru Sakshat Param Brahma,, Tasmai Shree Gurube Namh.**'

Likewise, I would like to thank school administration, ELT teachers and students of the sample schools for their help in the collection of data without which the study would not be possible.

A lot of thank goes to my elder sisters and brothers-in-law **Mrs. Dhanu Devi Awasthi** and **Mr. R.P. Awasthi, Mrs. Durga Devi Ojha** and **Mr. M.R. Ojha** and **Mrs. Khema Joshi** and **Mr. Bhubaneshwor Joshi**, who skirted my academic journey. Likewise, younger sister **Sarada Kumari Bhatta (Sanu)** cousin brother **Mr. P.R. Bhatta** and others who looked after my helpless parents in my absence are whole heartedly thanked and acknowledged in connection with the degree. All because of whose activities, I am in present condition are remembered through the study.

Finally, I would like to thank **Mr. Durka Man Maharjan** Durka Computer System, Kirtipur, for his help to type and finalize this thesis.

Toya Nath Bhatta

ABSTRACT

The research work entitled "Practice of Communicative Approach in ELT classrooms" is an attempt to find out the current practice of communicative approach to language teaching in ELT classroom of public schools in Doti and aims to list pedagogical implications. The survey was conducted in 10 randomly selected public secondary schools. Three 10th grade lessons in each school for teaching reading, grammar and language functions and listening skill were observed using checklist prepared on the basis of classroom procedures, activities, materials teacher's roles, students' roles, students-teacher interaction as well as interaction among students and other indicators of classroom activities that are supposed to be reflected in language classroom under CLT. The collected data were analyzed and interpreted descriptively using frequency distribution and percentage and presented in table. From analysis and interpretation it was found that communicative approach to language teaching is not being practiced in the ELT classrooms of public schools in Doti. Rather there is 'survival' teaching far from CLT and nearer to the premise of traditional language teaching.

This thesis comprises four chapters. Chapter one deals with general background, review of the related literature, objectives of the study and significance of the study. Chapter two deals with the methodology adapted to carry out the research. It contains information on the sources of data, sampling procedure, tools, process of data collection and limitations of the study. The data obtained through observation are tabulated, analyzed and interpreted using statistical tools in the chapter three. Chapter four deals with the major findings of the study on the basis of the analysis and interpretation of the collected data. It also deals with some recommendations made, being based on the major findings of the study. Finally, chapter four is followed by the references and appendices.

TABLE OF CONTENTS

Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Table of Contents	ix
List of Tables	xii
List of Symbols and abbreviations	xiii
CHAPTER ONE: INTRODUCTION	1-27
1.1 General Background	2
1.1.1 English as an International Lingua Franca	3
1.1.2 Methodological Approaches in ELT	4
1.1.3 Teaching English in Nepal	7
1.1.4 Communicative Approach	10
1.1.4.1 Theory of Language	11
1.1.4.2 Theory of Learning	13
1.1.4.3 Teacher's Role in the Classroom	14
1.1.4.4 Learner's Role	16
1.1.4.5 Activities and Materials in the Communicative Classroom	17
1.1.4.6 Nature of Student-teacher Interaction	19
1.1.4.7 Area of Language and Language Skills Focused	19
1.1.4.8 Role of Students' Native Language and Students' Error	19
1.1.4.9 Teaching Grammar	20

1.1.4.10 Classroom Procedure in Communicative Approach	20
1.2 Review of the Related Literature	22
1.3 Objectives of the Study	26
1.4 Significance of the Study	27
CHAPTER TWO: METHODOLOGY	28-31
2.1 Sources of Data	28
2.1.1 Primary Sources of Data	28
2.1.2 Secondary Sources of Data	28
2.2 Sampling Procedure	29
2.3 Tools for Data Collection	29
2.4 Process of Data Collection	30
2.5 Limitations of the Study	30
CHAPTER-THREE: ANALYSIS AND INTERPRETATION	32-60
3.1 Teaching Reading	32
3.1.1 Procedures Used in Teaching Reading	32
3.1.1.1 Pre-reading Stage	33
3.1.1.2 While-reading Stage	33
3.1.1.3 Post-reading Stage	38
3.1.2 Teacher's Role	41
3.1.3 Students' Role	43
3.1.4 Student-Teacher Interaction	44
3.1.5 Classroom Activities / Techniques	45
3.1.6 Materials Used in the Classroom	46
3.1.7 Other Observed Facts in the Classroom	46
3.2 Teaching Grammar and Language Functions	47
3.2.1 Procedures Used in the Classroom	47
3.2.1.1 Pre-communication Stage	48

3.2.1.2	Presentation Stage	49
3.2.1.3	Communicative Stage	51
3.2.2	Other Indicators of Classroom Activities	53
3.3	Teaching Listening Skill	55
3.3.1	Procedure in Teaching Listening Skill	56
3.3.1.1	Pre-listening Stage	56
3.3.1.2	While-listening Stage	57
3.3.1.3	Post-listening Stage	58
3.3.3	Other Indicators of the Classroom Activities	58
CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS		61-69
4.1	Findings	62
4.2	Recommendations	66

REFERENCES

APPENDICES

LIST OF TABLES

Table No. 1	: Number of Classes using Different Reading Texts	32
Table No. 2	: Number of Classes Using the Pre-reading Activities	33
Table No. 3	: Observed Reality in the Classroom	34
Table No. 4	: Number of Classes Using While-reading Activities	35
Table No. 5	: Observed Reality in the Classroom	36
Table No. 6	: Number of Classes Using the Post-reading Activities	38
Table No. 7	: Observed Reality in the Classroom	39
Table No. 8	: Number of Teachers Following the Role in the Classroom	42
Table No. 9	: Teacher's Role in the Classroom	42
Table No. 10	: Students' Role in the Classroom	43
Table No. 11	: Number of Classes Following the Activities	45
Table No. 12	: Number of Classes Giving Focus on Grammar and Language Functions	47
Table No. 13	: Pre-communication Activities Followed in the Classes	48
Table No. 14	: Observed Activities in the Classroom	48
Table No. 15	: Number of Classes Following the Activities	50
Table No. 16	: Observed Reality in the Classroom	50
Table No. 17	: Number of Classes Following the Activities	52
Table No. 18	: Observed Reality in the Classroom	52
Table No. 19	: Indicators of Classroom Activities	55
Table No. 20	: Number of Teachers Teaching and not Teaching Listening Exercises	55
Table No. 21	: Observed Pre-listening Activities and Number of Classes	56
Table No. 22	: Activities found at the Beginning of the Lesson and Number of Classes	56
Table No. 23	: Activities Found and Number of Classes	57
Table No. 24	: Indicators of the Classroom Activities and Number of Classes	59

LIST OF SYMBOLS AND ABBREVIATIONS

%	=	Percent
B.S.	=	Bikram Sambat
CDC	=	Curriculum Development Centre
CLT	=	Communicative Language Teaching
DEO	=	District Education Office
ELT	=	English Language Teaching
e.g.	=	For example
etc.	=	Etcetera
GT	=	Grammar Translation
HMG	=	His Majesty Government
i.e.	=	That is
SLC	=	School Leaving Certificate
TU	=	Tribhuvan University
viz.	=	namely