

**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**

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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.

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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 the research degree to any university.

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.....

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.

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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.

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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