

**PERCEPTION OF COMMUNICATIVE LANGUAGE
TEACHING BY SECONDARY LEVEL ENGLISH
TEACHERS**

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for Master's Degree in English Education**

**By
Janak Raj Pant**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2009**

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2009**

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DECLARATION

I here by 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: 2065/11/24

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This is to certify that Mr. Janak Raj Pant has prepared this thesis entitled **Perception of Communicative Language Teaching by Secondary Level English Teachers** under my guidance and supervision.

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DEDICATION

Dedicated to

My parents, brothers and all who directly and indirectly supported in my study

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Janak Raj Pant

ABSTRACT

The idea that there is an important role of the teachers' perception of a language teaching method for its successful implementation along with the gaps perceived by them in their school environment is the basis for this study. The study attempted to find out the perception of communicative language teaching by secondary level English teachers and gaps perceived by them in its implementation. In order to carry out the research, one hundred teachers were selected through judgmental sampling procedure for the purpose of data collection and closed ended questionnaire was used as a means of data collection. The findings of the study suggested that different teachers perceive CLT differently depending upon their contexts. The secondary level English teachers were found deprived of the opportunity to involve in the experiential learning cycle to sharpen their skills in CLT. It was also found that the secondary level teachers perceive examination as a facilitator and the textbook as a cause of interference in the implementation of CLT.

The first chapter starts with the general background on communicative language teaching including the link between teaching and training, the communicative syllabi and review of the related literature. The second chapter deals with the methodology of the study. Under methodology sources of data, sampling procedure, tools for data collection, process of data collection, and limitations of the study are presented. The third chapter gives detailed description of the data obtained from the respondents along with the analysis and interpretation of the data. The data obtained is presented in the following four sections: Defining properties of CLT, environmental constraints in CLT, the way teachers and learners are accustomed and personal attachment and access to CLT theory and practice. The fourth chapter incorporates findings and recommendations of the study followed by the suggestions for further research.

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LIST OF SYMBOLS AND ABBREVIATIONS

CLT	=	Communicative Language Teaching
CTBS	=	Canadian test for Basic Skills
DO	=	Development Organization
e.g.	=	Exempli Gratia
ELT	=	English Language Teaching
ESL	=	English as Second Language
etc.	=	Etcetera and other similar things
NCED	=	National Centre for educational development
NELTA	=	Nepal English Teachers' Organization
NESP	=	National Education System Plan
P	=	Page
SLC	=	School Leaving Certificate
S.N.	=	Serial Number
Ss	=	Students
STT	=	Student Talking Time
TL	=	Target Language
TP	=	Teaching Practise
TTT	=	Teacher Talking Time
T.U.	=	Tribhuvan University
VO	=	Volunteer Organization
www	=	World Wide Web