

**TEACHERS' PERCEPTION ON THE ROLES OF
LEARNER IN COMMUNICATIVE LANGUAGE
TEACHING**

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

**Submitted by
Pabitra Sapkota**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2019**

**TEACHERS' PERCEPTION ON THE ROLES OF
LEARNER IN COMMUNICATIVE LANGUAGE
TEACHING**

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

**Submitted by
Pabitra Sapkota**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2019**

M.Ed. 4th Semester

T.U. Regd. No: 9-1-48-2107-2005

Exam Roll No: 28710141/072

Date of Approval

Thesis Proposal: 4-3-2018

Date of Submission: 8-12-2019

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Pabitra Sapkota** prepared this dissertation entitled **Teachers' Perception on the Roles of Learner in Communicative Language Teaching** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 8-12-2019

.....
Mr. Ashok Sapkota (Supervisor)
Teaching Assistant
Department of English Education
T.U. Kirtipur, Kathmandu
Nepal

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Prem Bahadur Phyak

Lecturer and Head

Department of English Education

T.U., Kirtipur

Chairperson

Mr. Khem Raj Joshi

Teaching Assistant

Department of English Education

T.U., Kirtipur

Member

Mr. Ashok Sapkota (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur

Member

Date: 4-3-2018

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Research Approval and Evaluation Committee**.

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

Tribhuvan University., Kirtipur

Signature

Chairperson

Dr. Rishi Ram Rijal

Professor

Department of English Education

Mahendra Ratna Multiple Campus

Tahachal, Kathmandu

External

Mr. Ashok Sapkota (Supervisor)

Teaching Assistant

Department of English Education

Tribhuvan University., Kirtipur

Member

Date: 30-12-2019

DEDICATION

Dedicated

To

My parents, husband, Siblings and teachers.

DECLARATION

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

Date: 7-12-2019

.....

Pabira Sapkota

ACKNOWLEDGEMENTS

I would like to extend my profound gratitude to my venerable thesis supervisor **Mr. Ashok Sapkota**, Teaching Assistant of the Department of English Education, Tribhuvan University, Kirtipur. His continuous professional guidance and encouragement were the vital source of permanent motivation for me. Moreover, his insightful comments on content, design, language and relevant literature review helped me throughout the study.

I would like to express my sincere gratitude to **Dr. Gopal Prasad Pandey**, Lecturer and Head, Department of English Education, T.U for his constructive guideline and learning sources.

I am grateful to **Mr. Khem Raj Joshi**, Teaching Assistant, Department of English Education, T.U. for his wonderful and remarkable suggestion to accomplish this work.

I must have to extend my sincere gratitude to my gurus and gurumas. **Prof. Dr. Bal Mukunda Bhandari, Prof. Dr. Anju Giri, Prof. Dr. Anjana Bhattarai, Dr. Ram Ekwel Singh, Dr. Prem Bahadur Phyak, Dr. Purna Bahadur Kandel**, for their constructive suggestions and inspiration. My sincere gratitude also goes to my respected teachers, **Mrs. Madhu Neupane, Mr. Guru Prasad Poudel and Mr. Jagadish Poudel** for their valuable suggestions and inspirations.

My sincere thank goes to my research participants who provided their time and participated in my study willingly. My entire research would not have been accomplished without their contribution.

I would like to respect the administrative staff of Department of English Education, **Mrs. Madhavi Khanal and Mrs. Nabina Maharjan** for their kind co-operation.

Without the support and love of my husband who cheered me on to completion, this study would have not been possible. I am grateful to my friends for their great support and to all those who directly or indirectly helped me in completing this study.

Pabitra Sapkota

ABSTRACT

The present study entitled **Teachers' Perception on the Role of Learner in Communicative Language Teaching** was carried out to explore the perceptions on the role of the learner in Communicative Language Teaching and to analyze the implementation of Communicative Language Teaching. Thirty secondary level English teachers were selected from school of Kathmandu district by purposive random sampling procedure. I used both and seven open-ended twenty seven close-ended questionnaires to obtain data collection and analyzed by using simple statistical tools i.e. tables. After analyzing and interpreting the data, I found that learners have positive role in Communicative Language Teaching. Communicative Language Teaching provides the learner with more opportunities and helps in developing language performance. Teaching strategies play a great role to help to be learner more active in Communicative Language Teaching. Instructional materials help the teacher to teach effectively and to help students learn better its purpose is to ensure that students need to be engaged.

This study consists of five chapters. Chapter one consists of background of the study, statement of problem, objectives of study, research questions, significance of the study, delimitations of the study and operational definitions. Chapter two consists of review or related theoretical literature, review of empirical literature, implication of study and conceptual framework. Chapter three includes design and method of the study, population, sample and sampling strategy, research tools, sources of data primary and secondary, data collection procedures, data analysis procedures and ethical consideration. Similarly in chapter four, analysis of data and interpretation have been presented. Chapter five includes findings, conclusion, recommendations, reference and appendices and also included at the end of this work to make it more valid.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xii</i>
<i>List of Abbreviations</i>	<i>xiii</i>
CHAPTER ONE: INTRODUCTION	1-7
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.4 Research Questions	5
1.5 Significance of the Study	6
1.6 Delimitations of the Study	7
1.7 Operational Definitions of the Key Terms	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	8-30
2.1 Review of Related Theoretical Literature	8
2.1.1 Principles of CLT	8
2.1.2 Communicative Competence	10
2.1.3 Theoretical Assumption of Communicative Language Teaching	11
2.1.4 Communicative Classroom	14
2.1.4.1 The Use of Authentic Materials	16
2.1.4.2 Role of Teacher in Communicative in Classroom	16
2.1.4.3 Role of the Instructional Materials	19

2.1.4.4	Teaching Strategies in Communicative Language Teaching	21
2.1.4.5	Context	22
2.2	Review of Empirical Literature	24
2.3	Implications of the Review for the Literature	27
2.4	Conceptual Framework	29
CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY		31-34
3.1	Design and Method of the Study	31
3.2	Population Sample and Sampling Strategy	32
3.3	Research Tools	33
3.4	Sources of Data	33
3.4.1	Primary Sources of Data	33
3.4.2	Secondary Sources of Data	33
3.5	Data Collection Procedures	33
3.6	Data Analysis Procedure	34
3.7	Ethical Considerations	34
CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA		35-48
4.1	Analysis of Data and Interpretation of Results	35
4.1.1	Teacher Perception on the Role of the Learner in Communicative Language Teaching	35
4.1.2	Analysis of Teacher Perception on the Role of the Learner in Communicative Language Teaching	36
4.1.3	Analysis of Teacher Perception on the Learners Growth in Communicative Language Teaching	39
4.1.3.1	Analysis of Teacher Perception on the Role of the Learner in Practice of Communicative Language Teaching	42
4.1.3.2	Analysis of Teacher Perception on the Use of the Strategies in Communicative Language Teaching	44
4.1.3.3	Analysis of Teacher Perception on the Teaching Context to Develop Communicative Language Teaching	45

CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS	49-53
5.1 Findings	49
5.2 Conclusion	51
5.3 Recommendations	52
5.3.1 Policy Level	52
5.3.2 Practice Related	52
5.3.3 Further Research Related	53
REFERENCES	
APPENDICES	

LIST OF TABLES

	Page No.
Table 1: Teacher Perception on the Role of the Learner in Communicative Language Teaching	36
Table 2: Teacher Perception on the Learners Growth in Communicative Language Teaching	40
Table 3: Teacher Perception on the Role of the Learner in Practice of Communicative Language Teaching	42
Table 4: Teacher Perception on the Use of the Strategies in Communicative Language Teaching	44
Table 5: Teacher's Perception on the Teaching Context to Develop Communicative Language Teaching	46

LIST OF ABBREVIATIONS

%	:	Percentage
CLT	:	Communicative Language Teacher
ELT	:	English Language Teaching
etc.	:	Et cetera
M.Ed.	:	Master of Education
NR	:	Number of Respondents
S.N.	:	Serial Number