

**TEACHERS' PERCEPTION TOWARDS AND PRACTICES OF
TECHNIQUES USED IN TEACHING COMMUNICATIVE FUNCTIONS**

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

Submitted by

Januka Kafle

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Miss. Januka Kafle** has completed the research of her M.Ed. thesis entitled **Teachers' Perception towards and Practices of Techniques Used in Teaching Communicative Functions** 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 research degree to any university.

.....

Januka Kafle

Date: 22/03/2017

DEDICATION

Dedicated to

My Parents

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Januka Kafle

ABSTRACT

The thesis entitled 'Teachers' Perception towards and Practices of Techniques used in Teaching Communicative Functions' has been carried out to find out teachers' perception towards techniques and its practices in teaching communicative functions at lower secondary level. The survey design was used to accomplish this research work. The researcher selected ten lower secondary schools of Sindhuli district and thirty teachers from each of the selected schools. She used judgmental sampling procedure to sample the population. Similarly, she collected data through questionnaire and classroom observation. She kept the record of the techniques used by the teachers while teaching communicative functions during her period of observation. The collected data were analyzed and interpreted qualitatively and quantitatively. She used simple statistical tools like frequency and percentage to present qualitative data as quantitatively. From the analysis and interpretation of the data, the result of this study showed that, most of the teachers have positive attitude towards learner centered techniques (group work, discussion, pair work, interaction between teachers and students, dialogue picture description, oral interview) and they have been practicing those techniques in teaching communicative functions at lower secondary level.

This thesis is divided into five chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms are included. The second chapter covers the review of related theoretical literature, review of related empirical literature, implications of the study, and conceptual framework. The third chapter deals with the methods and procedures of the study which includes design of the study, populations, sample and sampling strategy, research tools, sources of data, data collection procedure, data analysis procedures and ethical considerations. Likewise, the fourth chapter presents the analysis and interpretation of data. It also includes analysis of data and

interpretation of the results. Fifth chapter deals with findings, conclusion and recommendations followed by references and appendices. The recommendation is subsumed under policy related, practice related and further research related respectively.

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LIST OF SYMBOLS AND ABBREVIATIONS

M. Ed.	:	Master of Education
Prof.	:	Professor
Mr.	:	Mister
NELTA	:	Nepal English Language Teacher Association
Regd. No.	:	Registration Number
i. e.	:	That is to say
Dr.	:	Doctor
ELT	:	English Language Teaching
VDC	:	Village Development Committee
ESL	:	English as a Second Language
SLA	:	Second Language Acquisition
SIP	:	School Improvement Plan
%	:	Percentage