

**A STUDY ON GRADE TWELVE STUDENTS' PROFICIENCY
ON COMMUNICATIVE FUNCTIONS IN ENGLISH**

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

**Submitted by
Deepak Thapa**

**Faculty of Education
Tribhuvan University
Saptagandaki Multiple Campus, Bharatpur
Chitwan, Nepal**

2015

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Deepak Thapa has prepared the thesis entitled **A study on grade twelve students' proficiency in communicative functions in English** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 26 November, 2015

.....

Padam Lal Bharati

(Supervisor)

Lecturer

Department of English Education

Faculty of Education

Saptagandaki Multiple Campus

Bharatpur, Chitwan, Nepal

RECOMMENDATION FOR EVALUATION

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

Mr. Dharma Raj Ghimire

.....

Lecturer and Head

Chairperson

Department of English Education

Faculty of Education

Saptagandaki Multiple Campus, Bharatpur

Mr. Padam Lal Bharati.....

Lecturer

Member

Department of English Education

Faculty of Education

Saptagandaki Multiple Campus, Bharatpur

Mr. Dipak Adhikari

.....

Lecturer

Member

Department of English Education

Faculty of Education

Saptagandaki Multiple Campus, Bharatpur

Date: 6 December, 2015

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **thesis evaluation committee**.

Mr. Dharma Raj Ghimire

Lecturer and Head (Chairperson)

Department of English Education

Faculty of Education

Saptagandaki Multiple Campus, Bharatpur

Dr. AnjanaBhattarai

Professor (Expert)

Department of English Education

Tribhuvan University

Kathmandu, Nepal

Mr. PadamLalBharati

Lecturer (Member)

Department of English Education

Faculty of Education

Saptagandaki Multiple Campus, Bharatpur

Date: 28December, 2015

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.

Date: 16 October, 2015

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Deepak Thapa

DEDICATION

DEDICATED

TO

My Parents and Teachers

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Deepak Thapa

ABSTRACT

This research is an effort to find out the students' proficiency in using the appropriate expressions of language to serve various communicative functions in the given situations. The communicative functions against which the students' proficiency tested were selected from those included in the textbook at Grade 11 of HSEB namely 'Meanings into Words, Intermediate Student's Book ' on the basis of most common functions that are likely to occur in everyday communicative life in general. So, primarily this research is to see how far the students who completed their Grade 11 in the academic year 2070/71 the textbook mentioned which primarily deal with reading and writing skills in English could show the proficiency in using those communicative functions in the extended settings of daily communication. In order to carry out this study the researcher collected data from the Grade 12 (academic year 2071/72) students studying in the campuses/schools of Khairahani Municipality, Chitwan District. The total sample population of the study comprised 120 students and they were selected by using stratified random sampling procedure. The tools that the researcher made use of were two types of test items carrying 25 full marks each: receptive in which students were to recognize the expressions appropriate to serve various communicative functions in the given situations and productive in which students had to produce the appropriate expressions on their own to fulfill various communicative functions in the given situations. While coding students' responses, each appropriate receptive answer was assigned 1 score and 2 score for the correct productive response. The scores obtained from the students were tabulated on the basis of variables specified. On the basis of the collected data the students' proficiency in using appropriate expressions of language to serve those communicative functions was determined by using simple statistical tools such as average and percentage. The

findings of the study showed that the average communicative proficiency of the students as a whole was 46.06 percent.

The study consists of four chapters. Chapter one deals with general background of the study, statement of the problem, research questions, and objectives of the study, significance of the study and delimitations of the study. Chapter two deals with the review of the theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework. Chapter three entails design of the study, population, sample and sampling strategy, field of the study, tools for data collection, and process of data collection. Chapter four contains analysis and interpretation of the data. The data have been analyzed under content- oriented variables and informant -oriented variables. Major findings are listed. Chapter five consists of conclusions and recommendations made on the basis of the findings.

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LIST OF ABBREVIATIONS

CR	-	Correct Response
EA	-	Expressing Advices
EC	-	Expressing Comparisons
ED	-	Expressing Directions
EDI	-	Expressing Decisions and Intentions
ELD	-	Expressing Likes and Dislikes
ELT	-	English Language Teaching
EO	-	Expressing Opinions
ERO	-	Expressing Requests and Offers
Etc.	-	Etcetera
HS	-	Higher Secondary
HSEB	-	Higher Secondary Education Board of Nepal
Ed	-	Education
HSS	-	Humanities & Social Sciences/ Higher Secondary School
i.e.	-	id est. (that is)
ICR	-	Incorrect Response
No	-	Number
NR	-	Not Responded
S.N.	-	Serial Number
S/he	-	She or He
SLC	-	School Leaving Certificate
UP	-	Using Phone
Viz.	-	In other words

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Use of language as a means of human communication traces as back as the date of the origin of human being and the rise of human civilization. In the long run of human civilization and the development of science and technology, people who were confined within certain places having their limited identity and affairs had to move to different corners of the world, and they also had to share their ideas and thoughts with strangers in newer places. In such a complex situation of the globalization of people's identity and affairs, heterogeneous linguistic background created communication gap among the people of different places and of different interests. In this context, English appeared to be only the language used by the people who had already been to different corners of the world spreading their exploration of knowledge, inventions and power. Thus, it gradually became the widely accepted lingua-franca virtually of the world people, and ultimately it developed itself as the language of academic practice worldwide.

Language is a system of communication that is primarily verbal, symbolic, dually-patterned, and arbitrary and is used by humans with common cultural expectancies. Language is also a means to communicate ideas, knowledge and emotions to other individuals through the use of the body. The system of communication used is a set of codes or rules; a specific signaling system developed by humans. This signaling system consists of sounds used by individuals to express knowledge, emotions and ideas. This system is learned and passed on through cultural transmission by the teaching and the imitation of others. This system is significant because it is purely human in nature and no other species is able to duplicate our system. Language is primarily verbal because it is part of the grammatical machine in humans that uses sound, phonology, to express ideas and emotions. Produced by the organs of speech, this vocal language helps in the communication of ideas between individuals. These ideas are interpreted in the brain and processed into thoughts so we are able to

understand what is happening around us. Language is symbolic because of the trafficking of non-sensory understanding of ideas or thoughts through the reading of symbols. The written language is considered symbolic because it uses symbols to represent symbols. These symbols are given meaning when they are used to describe a physical occurrence or natural event. Symbols are significant because it is the base of what made verbal language possible. Language is also dually-patterned because the sounds produced by humans can be combined in many ways to create an infinite amount of sounds. By using part of the grammatical system, morphology, many different words and sentences can be created. This process produces many new expressions showing how the human language can be manipulated. Every Communication underpins how we, as human beings, function and operate in just about every area of our lives – the appropriate use of language and communication is the basis for success in virtually every domain of human activity, from politics, to business, to all areas of work, even to personal and family life. This programme offers you the tools to understand the many complex and fascinating ways in which language and communication work in the world, and also to improve your own abilities and skills in communication and daily discourse.

The aims of the English Language and Communication degree is to allow you to develop an in-depth understanding of the English language and its role in the world as well as an in-depth understanding of communication in terms of how it functions at interpersonal, public, group and intercultural levels. The English language is the dominant language of international communication and with increasing globalization, it is important to have a refined understanding of the nature and structure of English and how we communicate with each other. An understanding of the various dimensions of language and communication will give you the ability to communicate more effectively in this complex, globalized world. Today a good knowledge in English language, both in writing and in speech, is the first requirement one has to meet if one wants to involve either in any scholarly activities or in getting any higher academic degree. Realizing this compulsion of English language, majority

of the non-English native countries across the world have made tremendous efforts to introduce ELT as a compulsory component of their public education system.

1.2 Statement of the Problem

Every native speaker or a competent language user can use language creatively or in a noble way to fulfill his/her communicative purposes in the extended situations of daily communication. Because of the complex and creative nature of language and because of the multi-dimensional inter-relationship between language and society there is nothing as such as to say categorically that these are the definite ways of using language for the definite purposes only. In the same way, there is nothing like the only right or proper way of classifying language functions. There can be problems behind this situation. Therefore, this study entitled A STUDY ON GRADE TWELVESTUDENTS' PROFICIENCY IN COMMUNICATIVE FUNCTIONS IN ENGLISH made an attempt to analyze the situation.

1.3 Objectives of the Study

This research was carried out with the following objectives.

1. To find out the class twelvestudents' communicative proficiency on the basis of communicative functions as taught and learned in their Class 11.
2. To compare students' proficiency in terms of the following variables:
 - A. Informant-oriented variables:
 - Humanities versus Education Faculties of HSEB.
 - Male versus Female
 - SLC Graduate from Private Schools versus Public schools.
 - B. Content-oriented variables.
 - Productive versus receptive skills.
 - Social expressions.
 - Giving opinions.
 - Using phone
3. To suggest some pedagogical implications.

1.4 Research Questions

This study was oriented to find out the answers of the following research questions.

1. What is the communicative proficiency level of grade 12 students on the basis of communicative functions in English as compared to faculties, sex and types of schools?

1.5 Significance of the Study

The study is expected to be significant to all those who are interested in language learning/teaching and more particularly to those teachers and students who work with 'Meanings into Words , Intermediate Student's Book' in the course of teaching and learning English communicatively. The researcher hopes that the study also reveals how the newly offered textbook Meanings into Words, Intermediate Student's Book' at Grade 11 curriculum is effective in teaching and learning English language communicatively. As the textbook is globally offered at different universities and educational institutions, hopefully the findings provide a global support to any effort to be made in order to improve communicative proficiency of the students.

1.6 Delimitations of the Study

The study was limited in the following ways:

- 1) The sample population was one hundred and twenty students from the two different faculties of HSEB viz. Humanities and Education who had just completed the 'Meanings into Words, Intermediate Student's Book' within the academic session of 2070/2071 of HSEB.
- 2) The study was focused on only those communicative functions which could be elicited by the means of written test.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

English was formally introduced in Nepalese formal education system right since the establishment of Durbar High School in 1910. B. S. Since the year onwards, Nepali formal education system has been making tremendous efforts in terms of both money and time to produce its graduates of schools and universities as the competent users of English language both in writing and in speech. ELT experts in Nepal have also been consuming their minds at their most in making time- relevant reforms in ELT plans, objectives, curriculum and methodologies time and again. Nevertheless, researches have shown that Nepalese university graduates as the output of ELT practice in Nepal are not able to show their proficiency satisfactory in using English language for the communicative purpose.

A good communicator of a language needs to possess the ability to express her ideas and thoughts using grammatically correct and situational appropriate forms of language and the ability to understand and interpret what her interlocutors say at the same time. So, the primary objective of ELT is to produce good communicator in English language.

Traditionally teaching and learning English as a second language was meant to enable the learners to read and write in English rather than making them competent users of the English language for daily communication. But such a trend is no longer accepted in the present day value of teaching and learning English.

Communicative approach or communicative language teaching is the cry of the day in ELT .Obviously, as the concept communicative language teaching contains the terms 'communicative' 'language' and 'teaching' it strongly assumes the objective of teaching English language for making the learners competent users of English language for

daily communication. Communicative language teaching not only focuses in redefining the objectives of teaching English but it also attempts to restructure what content should be taught and what method of teaching should be followed.

Harmer (2001) states 'what to teach aspect of the communicative approach is the name which was given to a set of belief which included not only a re-examination of what aspects of language to teach but also a shift in emphasis in how to teach'.

Thus the guiding principle of communicative language teaching in ELT is to train the learners to use the language forms (communicative functions) appropriately for a variety of purposes as the everyday communication demands, such as 'to make a point on sex', 'to buy an air ticket', 'to write a letter to a newspaper editor' among many others.

How to teach aspect of communicative language teaching assumes that adequate exposure to language in question and enough opportunities to use it are important for a learner's successful development of communicative skills. Therefore, language teaching and learning activities typically need the learners to involve in realistic communicative environment where they can talk, laugh, share ideas, tell story play role or carry out other necessary activities in their daily communication.

In the present study, the researcher intends to focus on those communicative functions which are included in the textbook 'Meanings into Words, Intermediate Student's Book ' in the curriculum at Grade 11, HSEB. After the completion of a certain curriculum designed and implemented to teach English language, students would be expected to meet the determined objectives. Unless the learners can use English in various contexts of their daily communicative life, the 'what to teach aspect' and 'how to teach aspect' of language cannot be counted as a successful input. So, an English language learner needs to internalize the appropriate expressions of English to be able to use them for the purpose of daily communication. The researcher will highlight the

need for learning this aspect of language as attempted to teach in the textbook in question.

2.1.1 Communicative Competence

Communicative competence, in its broad sense is that internalized knowledge of language an individual possesses which enable him/her to use appropriate forms of language to fulfill certain communicative requirements in the extended situations of daily communication. A competent language user not only can produce appropriate forms of language as per the demands of various communicative requirements but also can interpret others' use of language to associate the intended meanings in the given situations. So, communicative competence is supposed to include everything that a native speaker needs to know about language in order to communicate effectively in distinct social settings.

Richards et. all (1985, p.49) state, "communicative competence is the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences". Communicative competence includes:

- a. Knowledge of grammar and vocabulary of the language.
- b. Knowledge of rules of speaking (e.g. knowing how to begin and end conversations, knowing what topics may be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations).
- c. knowing how to use and respond to different types of speech acts, such as request, apologies, thanks and invitations.
- d. knowing how to use language appropriately. For instance, when someone wishes to communicate with others, they must recognize the social setting, their relationships to the other person(s) and the types of language that can be used on a particular occasion. They must also be able to interpret written or spoken sentences within the total context in which they are used. For instance, the English statement-'it's rather cold here' could be a request, particularly to

someone in a lower role relationship, to close a window or a door or to turn on the heating system in the room.

2.1.2 Communicative Functions of Language

It is language by the means of which human being builds up the relationship among individuals in the society. Human beings need language to fulfill their requirements; whether they are material needs or let them be social or human. One makes query about the price of a new car in a showroom, one may need to know at the airport when the plane leaves for Delhi, and one may, in another situation, have an introduction with a stranger. When one uses particular forms of language in order to fulfill these purposes among many others, for instance, 'Hello, I am Gold Smith', and then this form of language together with the function it serves i.e. 'introducing oneself' becomes the communicative function. Therefore, communicative functions are often described as the categories of behaviours i.e. request, apologies, offers, queries, threats, advices, complain, scolding, getting things done among many others which are to be carried out by the means of appropriate forms of language or sometimes by some approved signs or signals.

Anything that can be done through language is described as function. When an individual wants to get done one function, for instance, seeking permission, say, to leave the classroom, s/he uses a particular form of language. In this context, there will be at least, a speaker or an addresser and addressee, and finally either s/he gets permission and leaves the classroom or the request for permission to leave the classroom gets rejected and s/he cannot leave. In this situation, seeking permission and giving, or rejecting to give permission by using particular forms of language are communicative functions. Thus, communicative function means a task of language that the speaker desires to acquire from the hearer through either verbal or non-verbal response.

Every native speaker or a competent language user can use language creatively or in a noble way to fulfill his/her communicative purposes in the situations of daily communication. Because of the complex and creative nature of language and the multi-dimensional inter-relationship between language and society there is nothing as

such as to say categorically that these are the definite ways of using language for the definite purposes only. In the same way, there is nothing like the only right or proper way of classifying language functions.

Van Ek (1975) has classified the function of language into six different types:

- i. **Imparting and seeking factual information** (identifying, reporting, correcting, asking etc.)
- ii. **Expressing and finding out intellectual attitudes** (expressing and inquiring about agreement and disagreement, accepting or declining an offer or invitation, etc).
- iii. **Expressing and finding out moral attitudes** (apologizing, approving or disapproving etc.)
- iv. **Getting things done** (suasion, suggesting course of action, advising, warning etc.)
- v. **Socializing** (greeting and leaving people, attracting attention, proposing a toast, etc.)

Finochhiano (1983) classifies the language functions into the following broad categories:

- i. **Personal:** Clarifying or arranging one's ideas, expressing one's thoughts or feelings.
- ii. **Interpersonal:** Enabling us to establish and maintain desirable social relationships.
- iii. **Directive:** Attempting to influence the actions of others, accepting or refusing direction.
- iv. **Referential:** It serves the function of talking or reporting about things, actions, events, or people in environment in the past or in the future, and talking about language itself.
- v. **Imaginative:** Discussing, expressing ideas, suggesting, solving problems etc.

2.1.3 Language Form and Function: A Relationship

Language form is a meaningful unit of language used to convey certain message or to get certain task to be done. So words, phrases or sentences are the forms of language.

Language forms in concern with this research study are structures that are more or less fixed multi-word units. Language function on the other hand is what the use of particular language form makes one to do or to react on other's speaking. So one language form has at least to serve one language functions the form-function relationship can be seen in the way follows:

- i. One form serves one function.
- ii. One form may serve several functions
- iii. Several forms may serve one function

Let us see some examples of these relationships:

May I help you with this bag?

Can I have your attention please?

Will you please stop talking!

The structures above are forms of language and each of them serves one function. The first sentence serves the function of offering help, the second serves the function of making an announcement and the third one serves the function of ordering.

Let us see another relationship of form and function through the following sentence.
Pedestrians should cross here.

This form may serve three different functions viz. advising pedestrians, warning motorists and expressing a statement of fact. This means that several functions can be served by a single form.

Let us see one other relationship between form and function that is one function can be served by several forms.

To seek permission to have a smoke in a particular situation one can use the following forms:

May I have a smoke here?

Do you mind if I smoke here?

I don't think it is no-smoking zone, is it?

Shall I go out to smoke?

I wonder if I could smoke here.

What, if I smoke here?

So, language forms are to serve language functions and language functions are realized by using language forms in different ways.

2.1.4 Communicative Proficiency

Communicative proficiency can be defined as 'the ability to put situational appropriate forms of a given language into action to serve different communicative functions as intended by the user in various situations of day-to-day communications'.

For a learner to be able to use a given language effectively and appropriately for daily communicative purpose, s/he needs to know not only the rules of usages and vocabulary of the language but also its rules of use and rules of interpretation. Besides formal linguistic knowledge, a learner of a language needs to acquire knowledge of discourse competence and of pragmatic sensitivity of the language. Communicative proficiency is the actualization of the integrated knowledge of language which includes not only the grammar but also the knowledge of how to use language as the means of communication, appropriately and in a meaningful way in the extended situations of daily communication.

Communicative proficiency, as the researcher has meant, tries to seek "Yes" as an answer if a language user or learner can make request/enquiry appropriately as s/he checks at the reception of a hotel or can express opinion on others' remark such as 'the weather is too fascinating' or can appropriately apologize for being late office or in many other contexts of situations that require him/her to use appropriate language forms for certain function to be done.

Since a language user or learner has to overcome with many situations and s/he needs to be able to use language appropriately in such distinct settings, communicative proficiency, in its broader sense, comprises everything a language user has to know over and above individual words and grammatical rules. One important feature of

communicative proficiency is the choice of appropriate linguistic expressions i.e. structures that are more or less fixed multi-word units.

2.1.5 Introduction to the ‘Meanings into Words, Intermediate Student’s Book’

This course “Meanings into Words, Intermediate Student's Book” embraces 24 units. Each unit follows presentations and then practices along with various tasks related to different four skills. To make the classroom more interactive, it is equipped with role play, simulation, group work, dialogue, presentation and So on.

This, Meanings into words Intermediate Student’s books, covers seven broad functional areas of language which are as follows: a) Action b) Description c) Personal information d) Narration e) Past and present f) Comparison and g) Explanation. In the area of Action, Units 2, 7, 14, 18 and 23 are included in which the students learn talking about desirability and possibility of action, initiation of action, commenting etc. Units 1, 4, 16 and 20 come under the description. Description of places, things and people are included in this topic. Personal information consists of language used for giving information about yourself and other people. Units 3, 11 and 13 are kept under this topic. Units 5, 12 and 22 come under Narration. Similarly, under the topic, Past and Presents, Units 3, 6, 8, 10 and 15 are included. Talking about comparing and evaluating, Units 9, 10, 17, and 21 are there for the topic comparison. And the Explanation consists of language used for explanation consists of language used for explaining things and speculating about things. This includes saying why and how things happen; establishing the truth about things and drawing conclusions about the past, present and future, the units that fall under this area are 19 and 24.

In this book, there are many tasks, activities and exercises for the practical use of language in the classroom. The students are given considerable autonomy and the environment of cooperation, sharing and caring to develop their creativity, situations where the students have chance to acquire contextual meanings. The role of teacher is just a facilitator and stage setter and students as active, creative, social beings. And their course demands a skillful, democratic and trained teacher to achieve the objectives of the course.

The course contents of the book are as follows:

UNIT 1	Places
UNIT 2	Decisions and intentions
UNIT 3	Jobs and routine
UNIT 4	Direction
UNIT 5	Past events
UNIT 6	Talking about now
UNIT 7	Requests and offers
UNIT 8	Recent actions and activities
UNIT 9	Comparison
UNIT 10	The Past and The Present
UNIT 11	Likes and dislikes
UNIT 12	Events and circumstances
UNIT 13	Leisure activities and skills
UNIT 14	Advice
UNIT 15	Origin and duration
UNIT 16	Location
UNIT 17	Similarities and differences
UNIT 18	Obligation
UNIT 19	Prediction
UNIT 20	Objects
UNIT 21	Degree
UNIT 22	Setting a scene
UNIT 23	Criticizing
UNIT 24	Explanations

2.2 Review of Empirical Literature

Though ELT in Nepal has younger history with conscious programmes of teaching, learning and evaluating communicative proficiency of the Nepali English language learners, a few researches have been carried out in connection with the communicative proficiency of Nepali English language learners.

Pokhrel (1999) in his research titled 'Teaching communicative functions inductively and deductively: A practical study' aimed at developing students' communicative abilities through the classroom teaching using inductive and deductive method of language teaching. He also wanted to find out either inductive or deductive method is more effective. He came to the conclusion that inductive method is better on the whole.

Kafle (2000) carried out a research entitled 'Relationship between acquired formal and functional competence of graduate level English students: A practical study'. He wanted to test the students' formal competence on certain selected structures. He found that students were better in expressing their ideas in written form but they felt difficult to express them in spoken form.

Prasai (2001) conducted a research entitled 'A study on formal and communicative competence acquired by the ninth grade student's of Makwanpur district'. She aimed at finding out the student's formal and functional competence and the correlation between them. She came with the conclusion that students were weaker at using particular language forms and functions appropriately as the situations demanded.

Guragain (2003) carried out a research entitled 'A Study on the learner's ability to use colloquial communicative expressions'. He wanted to find out the students' ability to produce and interpret colloquial expressions serving different communicative functions. He found that students were much better in recognizing the appropriate colloquial expressions of language to serve different communicative functions in the given situations than in producing appropriate expressions on their own to serve the communicative functions in the given situations. He also wanted to compare the abilities between the informants with teaching experience and without teaching experience and surprisingly, he found that students without teaching experience performed better than the students with teaching experience. It signifies the fact that ELT in Nepal has terribly been overlooking the primary goal of teaching English language that is to enable the learners to communicate in English.

Sharma (2004) conducted a research entitled 'Effectiveness of role play technique in teaching communicative function-A practical study.' He aimed at finding out the effectiveness of role play technique in teaching communicative functions. He found that role play technique was relatively effective technique to teach communicative functions on the whole.

Yadav (2005) carried out a research entitled 'Proficiency of secondary level students in using communicative functions in English.' He wanted to find out the students' proficiency in expressing specifically selected language functions. He found that students were weak in expressing communicative functions both receptively and productively and further weaker in productive expressions.

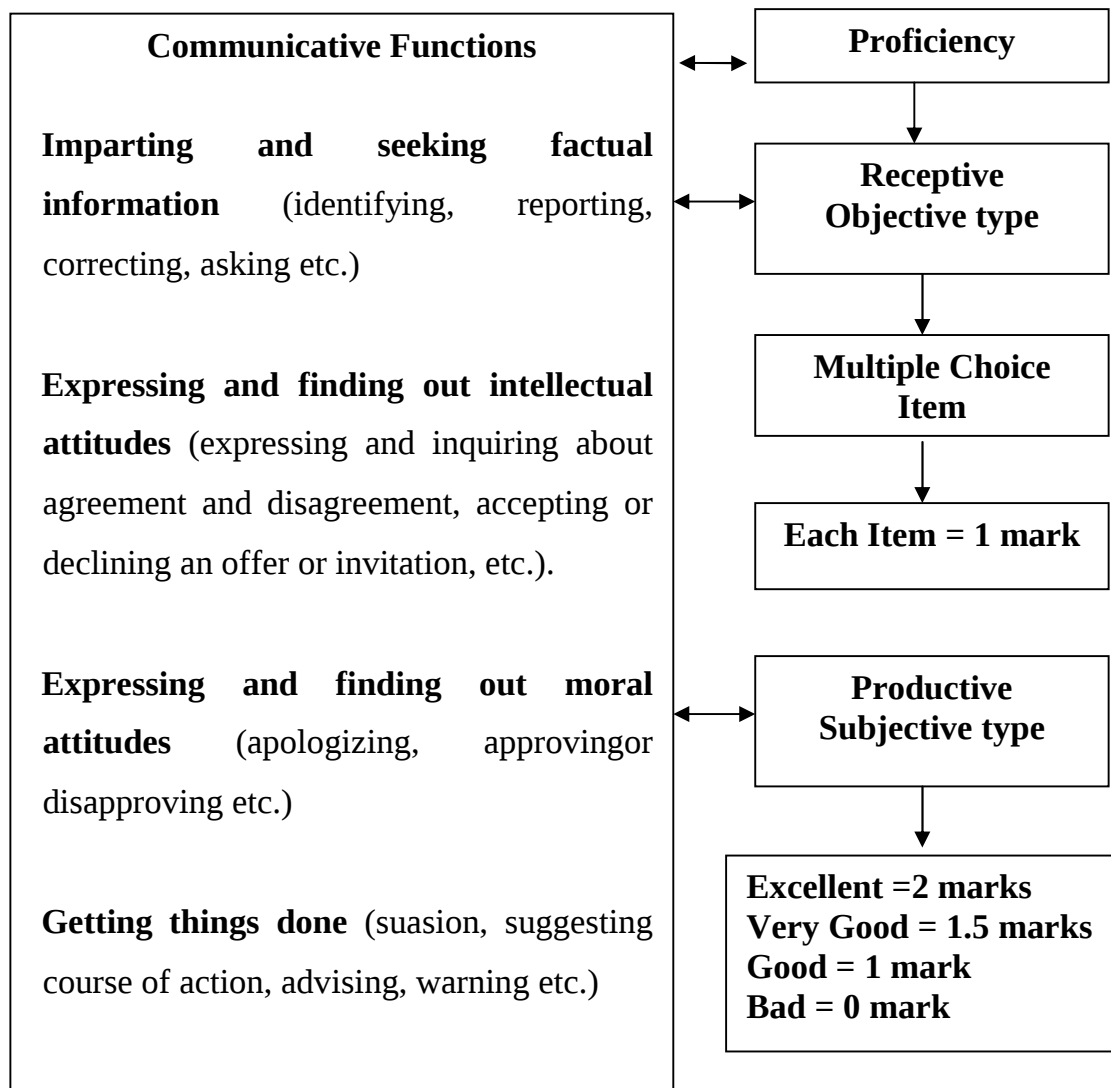
This research is different from the previous studies in the sense that it has tried to find out the communicative proficiency of the Grade 12 students' after the completion of the textbook namely "Meanings into Words, Intermediate Student's Book ' at Grade 11 in the introduced curriculum of HSEB.

2.3 Implication of the Review for the Study

After reviewing those above works, the researcher has got lots of ideas regarding student's proficiency in communicative functions in English. Reviewing the literature is very helpful in shaping research problems. It has helped the researcher to understand the subject area better. It has also helped the researcher to understand the relationship between the research problem and the body of knowledge in the area. Specially, the researcher has got information about the actual findings of their study. After reviewing those research works, the researcher has got ideas on how to collect data to find out the students' proficiency in communicative functions in English. Likewise, the researcher has got ideas of data collection tools.

2.4 Conceptual Framework

Conceptual framework is a plan or frame for the whole research process on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole idea at the first glimpse. The whole study proceeds within this given framework.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Design of the Study

To analyze Grade 12 students' proficiency in communicative functions in English, the researcher followed quantitative research in general, especially the survey research design in particular. For conducting this research, the researcher visited different campuses and schools to collect data. The following methodology was used for this research.

3.2 Population, Sample and Sampling Strategy

The sample population was hundred and twenty students of the Grade 12 (academic year 2071/072) of HSEB. The researcher selected four Higher Secondary Schools under HSEB in eastern Chitwan and selected one hundred and twenty students from two different faculties' viz. Education and Humanities on the basis of stratified sampling procedure.

3.3 Field of the Study

The researcher concentrated his research geographically in eastern Chitwan in higher secondary schools namely Glow Shine Academy HSS, Daisy Higher Secondary School, Bhuwani Shankar Multiple Campus and International College. The researcher mainly focused on communicative functions in English.

3.4 Tools for Data Collection

The researcher used test items to collect data. While designing test items the researcher solely focused on the communicative functions included in the textbook 'Meanings into Words, Intermediate Student's Book' The researcher elicited students' both receptive and productive proficiency to communicate in English by using two types of test items such as.

- i) Multiple choice items, and

ii) What exactly will you say in the following situations?

3.5 Process of Data Collection

Having developed the test materials the researcher conducted a pilot study to adjust the difficulty level of the test items. Then he visited the selected schools in person. The researcher with the permission of school authority divided the total population of the class in question into two groups- male and female and from each group he randomly selected the required number of students i.e. 30 students from each selected school. While selecting the population from each school the researcher also made sure that there would be equal representation of students in terms of their SLC graduation from the public schools and that of private schools.

Having done this, he distributed the test papers to the sampled population, and though the instruction was apparently given on the test papers, he briefly told them what they were supposed to do. He administered the test providing with an hour time extension to each type of test.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 Analysis and Interpretation of Data

In this chapter the collected data are tabulated, analyzed and interpreted. While analyzing the data the responses collected from the informants were assigned marks. While coding receptive skills, one mark was assigned for one correct response and no mark was assigned for incorrect response. While coding productive skills, rating scale of excellent, very good, good, satisfactory and bad was developed and 2, 1.5, 1, 0.5 and 0 marks were assigned respectively to the students' performance. The criteria for excellent score were the coverage of full communication to be established, and the use of the appropriate formulaic structures. For the rest of the scores only the degree of communicative message conveyed was taken into consideration. While assigning marks to the productive skills, minor spelling mistakes were ignored provided that the informants had written the intended words or phrases and had successfully established the communication. The marks obtained for correct receptive and productive responses, incorrect receptive and productive responses produced by the informants and the test items left not responded were calculated and converted into percentage.

The followings are the headings used for analyzing the data.

1. Students' overall communicative proficiency
2. Informant-oriented variables
 - a) Humanities versus Education
 - b) SLC graduates from public schools versus private schools.
 - c) Male versus female
3. Content-oriented variables: under this heading categories of communicative functions as given in the textbook “Meanings into Words, Intermediate Student's Book “were taken into consideration.

For function wise study of the students' proficiency in eight different categories of communicative functions as given in the textbook were taken into consideration. From each communicative function, for instance, 'Expressing Opinion' 2 objectives (receptive items) tests carrying 1 mark each and 1 subjective test (productive items) carrying two marks were developed. So full marks determined to each functional category is 4. So every individual student was tested against 4 full marks in each title of function under study. However, all the test items developed that is 25 objective and 13 subjective items carrying 50 marks in aggregation were administered for analyzing students' overall proficiency.

4.1.1 Students' Overall Communicative Proficiency

Table 1 tabulates the students' overall communicative proficiency

Table 1
Students' Overall Communicative Proficiency

Types of Test Items	No. of Students	Full Marks	Frequency of CR	%	Frequency of ICR	%	Not Responded Marks	%
Receptive	120	3000	1353	45.1	1432	47.73	215	7.16
Productive	120	3000	1411	47.03	1057	35.23	532	17.73
Overall Proficiency				46.06				

The table above describes that in receptive items students as a whole have obtained 1353 i.e. 45.1 percent out of 3000 full marks whereas in productive items they have obtained 1411 i.e. 47.03 percent out of 3000 full marks. On the whole, their average proficiency is determined to be 46.06 percent. This reveals that students have been found to be slightly more proficient in the productive use of language for communicative purpose on their own in the given situations than that of the receptive use by 1.93 percent. In receptive items they have produced 1432 i.e. 47.73 percent incorrect responses and 215 i.e. 7.16 percent have been left not responded. In

productive items 1057 i.e. 35.23 percent responses have been produced incorrect and 532 i.e. 17.73 percent were left not responded.

4.1.2 Informant-oriented Variables

The following sub-chapters describe the students' proficiency on the basis of informant-oriented variables i.e. HSS versus ED students, Male versus Female students and Public versus Private school students.

4.1.2.1 Faculty wise Comparison of Data

Table 2 tabulates the faculty wise comparison of data.

Table 2
Comparison of Education and Humanities

Variables	Types of test items	No. of students	Full Marks	Frequency. of CR	%	Frequency of ICR	%	Marks not responded	%
Education	Receptive	60	1500	663	44.2	724	48.26	113	7.53
	Productive	60	1500	592	39.46	578	38.53	330	22
	Average Proficiency				41.83				
Humanities	Receptive	60	1500	690	46.0	708	47.2	102	6.8
	Productive	60	1500	819	54.6	479	31.93	202	13.46
	Average Proficiency				50.3				

The table given above shows that the students in Education as a whole have obtained 663 i.e. 44.2 percent marks out of 1500 full marks in receptive items whereas in productive items they have obtained 592 i.e. 39.46 percent marks out of 1500 full marks. It means that Education stream students are better at recognizing the appropriate expressions of communicative function in the given situations than producing them on their own to serve different communicative functions in the given situations. Students of Humanities and Social Science on the other hand, have obtained 690 i.e. 46.0 percent marks out of 1500 full marks in receptive items whereas in productive items they have obtained 819 i.e. 54.6 percent marks. On the whole, average communicative proficiency of the students in Education is determined to be

41.83 percent where as those of the Humanities and Social Science is 50.3 percent. So, the students of Humanities and Social Science excelled their Education group by 8.47 percent.

In receptive items, out of 1500 full marks students of Education have produced 724 i.e. 48.26 percent incorrect responses and 113 i.e. 7.53 percent have been left not responded. In productive items they have produced 578 i.e. 38.53 percent incorrect answers, and 330 i.e. 22.0 percent have been left not responded. Whereas those of Humanities and Social Science have produced 708 i.e. 47.2 percent incorrect answers and 102 i.e. 6.8 percent have been left not responded in receptive items. In productive items they have produced 479 i.e. 31.93 percent incorrect answers and 202 i.e. 13.46 percent have been left not responded.

4.1.2.2 Sex wise Comparison

Table 3 tabulates the sex wise comparison of the students' proficiency.

Table 3
Students' Proficiency in Terms of sex

Variables	Types of Test Items	No of Students	Full Marks	Frequency. of CR	%	Frequency of ICR	%	Marks not Responded	%
Male	Receptive	60	1500	659	43.93	749	49.93	92	6.13
	Productive	60	1500	642	42.8	596	39.73	262	17.46
	Average Proficiency				43.36				
Female	Receptive	60	1500	694	46.26	683	45.53	123	8.2
	Productive	60	1500	769	51.26	481	32.06	270	18.0
	Average Proficiency				48.76				

According to the table given above, male students as a whole have obtained 659 i.e. 43.93 percent marks out of 1500 full marks in receptive items whereas in productive

items they have obtained 642 i.e. 42.8 percent marks. Thus their average communicative proficiency is determined to be 43.36 percent.

Female students on the other hand, have obtained 694 i.e. 46.26 percent marks out of 1500 full marks in receptive items whereas in productive items they have secured 769 i.e. 51.26 percent marks. Thus, the female students' proficiency is determined to be 48.76 percent in average. Thus, male students showed their proficiency better in the receptive use of language for communicative purpose than in that of productive use whereas female students showed their proficiency better in productive use.

The above analysis reveals that female students are more proficient in the communicative use of language than their male counterparts as a whole. The former group has excelled the latter by 5.4 percent.

The table given above also presents that out of 1500 full marks male students have given 749 i.e. 49.93 percent incorrect responses and 92 i.e. 6.13 percent have not been responded in receptive items. In productive types, they have produced 596 i.e. 39.73 percent incorrect answers and 262 i.e. 17.46 percent have not been responded.

In receptive items, female students have produced 683 i.e. 45.53 percent incorrect responses and 123 i.e. 8.2 percent have not been responded. They have given 481 i.e. 32.06 incorrect answers and 270 i.e. 18.0 percent have been left not responded.

4.1.2.3 Comparison of Data in Terms of SLC from Public and Private School

This table 4 is the description about the comparison of data on the basis of marks obtained by the students from public and private schools.

Table 4

Proficiency of the Students of SLC from Public and Private Schools

Variables	Types of Test Items	No of Students	Full Marks	Frequency of CR	%	Frequency of ICR	%	Marks not Responded	%
SLC	Receptive	60	1500	633	42.2	716	47.73	51	10.06
Graduated	Productive	60	1500	494	42.8	681	45.4	315	21.0

from Public schools	Average Proficiency				37.56				
SLC	Receptive	60	1500	720	48.0	703	46.86	77	5.13
Graduated	Productive	60	1500	917	61.13	379	25.26	204	13.6
from Private schools	Average Proficiency				54.56				

According to the table presented above, students of SLC graduated from the public schools have obtained 633 i.e. 42.2 percent marks out of 1500 full marks in receptive items whereas in productive type they have secured 494 i.e. 32.93 percent marks. This analysis means that students of SLC graduated are better at recognizing appropriate expressions of communicative functions in the given situations than producing appropriate expressions on their own to serve communicative functions in the given situation. Students of SLC graduated from the private schools on the other hand, have obtained 720 i.e. 48.0 percent marks out of 1500 full marks in receptive items, whereas they have secured 917 i.e. 61.13 percent marks in productive items. From the analysis above, students of SLC graduated from the private schools are found to be more proficient in the productive use of language for the communicative purpose. In other word, they tend to be more proficient in using their own language appropriately to serve different communicative functions in the given situations than in recognizing the appropriate expressions of serving various communicative functions in the given situations.

On the whole, the communicative proficiency of the students of SLC graduated from the public schools is determined to be 37.56 percent whereas those from the private schools is determined to be 54.56 percent. So, the latter group appeared to be more proficient in using the language for the communicative purpose than the former by 17.0 percent.

The table above also shows that the students of SLC graduated from the public schools have produced 716 i.e. 47.73 percent incorrect responses and 151 i.e. 10.06 percent marks have been left not responded in receptive items. In productive items, they have given 681 i.e. 45.4 percent incorrect answers and 315 i.e. 21.0 percent marks have been left not responded.

Students of SLC graduated from the private schools have produced 703 i.e. 46.86 percent incorrect answers and 77 i.e. 5.13 percent have left not responded in receptive items. In the productive items they have given 379 i.e. 25.26 percent incorrect answers and 204 i.e. 13.6 percent have left not responded.

4.1.3 Content -oriented Variables

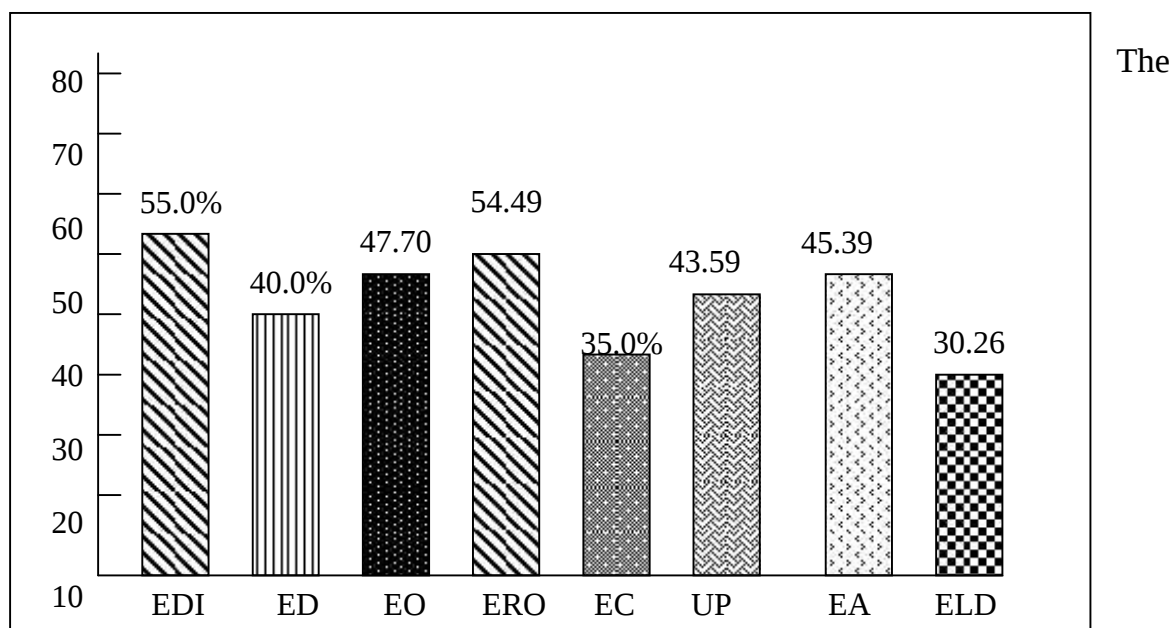
This section deals with the students' communicative proficiency in terms of narrow function wise comparison, i.e. in terms of the 8 exact function titles given in the textbook. So, the followings are the titles of communicative functions included in the study:

- i) Expressing Decisions and Intentions (EDI)
- ii) Expressing Directions (ED)
- iii) Expressing Opinions (EO)
- iv) Expressing Requests and Offers (ERO)
- v) Expressing Comparisons (EC)
- vi) Using Phone (UP)
- vii) Expressing Advices (EA)
- viii) Expressing Likes and Dislikes (ELD)

4.1.3.1 Function wise Comparison of the Students' Communicative Proficiency

The following bar diagram shows the holistic comparison of the students' proficiency in using the appropriate expressions to serve each communicative functions under the study.

Bar Diagram of Students' Proficiency in Each Functional Category



above bar diagram shows that students of all campuses and schools under study as a whole have obtained 55.0 percent marks in average in the expressing decisions and intentions (henceforth EDI), 40.20 percent marks in expressing directions (henceforth ED) 47.70 percent marks in expressing opinion (henceforth EO) 51.04 percent marks in expressing requests and offers (henceforth ERO), 35.0 percent marks in expressing comparisons (henceforth EC), 42.5 percent marks in using phone (henceforth UP), 45.20 percent marks in expressing advices (henceforth EA) and 30.36 percent marks in expressing likes and dislikes (henceforth ELD)

Thus students as a whole have shown their highest proficiency in the function EDI and the lowest in the function ELD.

4.1.3.2 Function wise Proficiency of the Students of Each Campus and school under Study

The following table describes the students' proficiency in each communicative function of each campus and school comparatively.

Table 5: Proficiency in Each Communicative Function of the Students of Each Campus under Study

S. N	Name of Campus	No of student	Full marks	EDI		ED		EO		ERO		EC		UP		EA		ELD		Average
				Marks	%	Marks	%	Marks	%	Marks	%	Marks	%	Marks	%	Marks	%	Marks	%	
1.	Glow Shine Academy HSSS	30	120	63	52.5	47	39.16	53	44.16	58	48.33	43	35.83	50	41.66	51	42.5	31	25.83	41.24
2.	Daisy HSS	30	120	57	47.5	39	32.5	48	40.0	51	42.5	33	27.5	43	35.83	44	36.66	29	24.16	35.83
3.	Bhuwani Shankar M. C.	30	120	74	61.66	57	47.5	67	55.83	71	59.16	51	42.5	59	49.16	65	54.16	39	32.5	50.30
4.	International College	30	120	70	58.33	50	41.66	61	50.83	65	54.16	41	34.16	52	43.33	57	47.5	48	40.0	46.24

The comparative analysis of students' proficiency as presented in the table above shows that in function wise performance students of Daisy HSS found to be least proficient with 35.83 percent marks in average, with the highest score, i.e. 47.5 percent marks in EDI function and the lowest i.e. 24.16 percent marks in ELD function whereas students of Bhuwani Shankar Multiple Campus found to be the highest performers with 50.30 percent marks in average, with the highest score i.e. 61.66 percent marks in EDI function and the lowest i.e. 32.5 percent marks in ELD function. Likewise students of Glowshine HSS have performed with 41.24 percent marks in average, with the highest score i.e. 52.5 percent marks in EDI function and the lowest i.e. 25.83 percent marks in ELD function. Students of International College have performed with 46.24 percent marks in average, with the highest score i.e. 58.33 percent marks in EDI function and the lowest i.e. 34.16 percent marks in EC function. So, among the students of Ed and HSS of four different schools and campuses in the Khairahani Municipality, Students of HSS of Glow shine HSS have best performed with 50.30 percent marks in average which means that they could best perform in those communicative functions taught and learned from the textbook in the first part of their intermediate degree than their other campuses' counterparts, followed by Daisy HSS with 46.24 percent marks in average, and then by Bhuwani Shankar Multiple Campus with average marks of 41.24 percent and then by International College with 35.83 percent marks in average.

4.1.3.3 Function wise Comparison of Students' Proficiency in Terms of Faculty

The following table is a description about the faculty wise comparison of the students' proficiency.

Table 6
Proficiency of the students of Ed and HSS in Each
Function under Study

Variables	Types of Function	No of Students	Full marks	Marks Obtained	Percentage
Education	EDI	60	240	120	50.0
	ED		240	86	35.83
	EO		240	101	42.08
	ERO		240	109	48.41
	EC		240	76	31.66
	UP		240	93	38.75
	EA		240	95	39.58
	ELD		240	60	25.0
	Overall	60	1920	740	38.91
Humanities	EDI	60	240	144	60.0
	ED		240	107	44.58
	EO		240	128	53.33
	ERO		240	136	56.66
	EC		240	92	38.33
	UP		240	111	46.25
	EA		240	122	50.83
	ELD		240	87	36.25
	Overall	60	1920	927	48.27

According to the table 6 given above, in EDI functions students of Ed as a whole have obtained 50.0 percent marks whereas those of HSS have secured 60.0 percent marks. So, the latter group is better than the former by 10.0 percent.

In ED function students of Ed have obtained 35.83 percent marks whereas those of HSS have got 44.58 percent. So, the latter group has excelled the former by 8.75 percent.

In EO function students of Ed as a whole have secured 42.08 percent marks whereas those of HSS have obtained 53.33 percent. In this function also the latter group found to be more proficient than the former by 11.25 percent.

In ERO function students of Ed as a whole have obtained 48.4% marks whereas those of HSS have obtained 56.66 percent. This means that the latter group excelled the former by 8.25 percent.

Students of Ed have scored 31.66 percent marks in EC function whereas those of HSS have obtained 38.33 percent. So, the latter groups have been found to be more proficient in this function than the former by 6.76 percent.

In UP function Ed students have secured 38.75 percent marks as a whole while those of HSS have obtained 46.25 percent. Thus, the latter group excelled the former by 7.5 percent.

In EA function students of Ed have obtained 39.8 percent marks whereas those of HSS have obtained 50.83 percent. In this function too, the latter group appeared to be more proficient than the former by 11.25 percent.

In the function of ELD students of Ed have obtained 25.0 percent marks whereas those of HSS have obtained 36.25 percent. Thus the latter group appeared to be better than the former by 11.25 percent.

The analysis above shows that students of HSS are better communicator with those functions under study compared against their Ed's counterparts.

The table given above shows that in almost all communicative functions under study students of HSS have excelled their Ed's counterparts with the range of 6.67 to 11.25 percent. Out of full marks 1920 as a whole, in functionwise performance students of Ed have obtained 740 marks i.e. 39.91 percent in total whereas those of HSS have

obtained 927 marks i.e. 48.27 percent. So, in overall proficiency students of HSS have excelled their Ed's counterparts by 9.36 percent.

Similarly students of Ed have performed with the highest marks i.e. 50.0 percent in EDI function and the lowest marks i.e. 25.0 percent in ELD function. Students of HSS have also done with the highest score i.e. 60.0 percent in EDI function and the lowest marks i.e. 36.25 percent in ELD function. So, students of both faculties have been found to be more proficient in the function of EDI and least proficient in the function of ELD.

4.1.3.4 Function wise Comparison of Students' Proficiency in Terms of Sex

The following table explains about function wise comparison of students' proficiency on the basis of sex.

Table 7**Male and Female Students' Proficiency in Each Function under Study**

Variable	Types of Function	No. of Students	Full marks	Marks Obtained	Percentage
Male	EDI	60	240	112	46.66
	ED		240	86	35.83
	EO		240	121	50.41
	ERO		240	101	42.08
	EC		240	90	37.5
	UP		240	88	36.66
	EA		240	108	45.0
	ELD		240	76	31.66
	Overall	60	1920	782	40.72
Female	EDI	60	240	152	63.33
	ED		240	110	45.83
	EO		240	108	45.0
	ERO		240	144	60.0
	EC		240	79	32.91
	UP		240	116	48.33
	EA		240	109	45.41
	ELD		240	70	29.16
	Overall	60	1920	888	46.62

Table 7 given above shows that male students have obtained 46.66 percent marks in EDI function whereas the female students have obtained 63.33 percent. So, the latter group found to be better in this function than the former by 16.67 percent.

In the function of ED male students have secured 35.83 percent marks whereas those of female have obtained 45.83 percent. In this function also the female students appeared to be better than their male counterparts by 10.0 percent.

In EO function male students have obtained 50.41 percent marks whereas female students have obtained 45.0 percent marks. In this function male students found to be better than their female counterparts by 5.41 percent.

In ERO function male students have got 42.08 percent marks whereas those of female have obtained 60.0 marks. So the latter group excelled former by 17.92 percent.

In EC function male students have obtained 37.5 percent marks whereas the female students have secured 32.91 percent. In this function male students have excelled their female counterparts by 4.59 percent.

In UP function male students have obtained 36.66 percent marks as a whole whereas those of female have obtained 48.33 percent. So, in this function the female students found to be better than the male students by 11.67 percent.

In EA function male students have secured 45.0 percent marks as a whole and the female students have obtained 45.41 percent. So, in this function both groups appeared to be equally proficient than female students are ahead only by 0.41 percent than the male ones.

In ELD function male students have obtained 31.66 percent marks whereas female students have obtained 29.16 percent. In this function male students excelled their female counterparts by 2.5 percent.

From the analysis above female students found to be more successful communicators with those functions under study compared to their male counterparts. Among the 8 types of communicative functions, male students as a whole have excelled the female ones in three function types and in the rest of the function types female students have performed better. Out of full marks 1920 as a whole, in the function wise performance male students have obtained 782 i.e. 40.72 percent marks in total whereas those of female have obtained 888 i.e. 46.25 percent marks. So, in overall proficiency female students have excelled the male students by 5.53.

Similarly, male students have done with highest marks i.e. 50.41 percent in EO function and with the lowest marks i.e. 31.66 percent in ELD function. Female students on the other hand, have done with highest score i.e. 63.3 percent in EDI function and with the lowest score i.e. 29.16 percent in ELD function. So the male students found to be more proficient in EO function and the least proficient in ELD function whereas the female students found to be more proficient in EDI function and the least in ELD function.

4.1.3.5 Function wise Comparison of Students' Proficiency in Terms of SLC Graduated from Public versus Private schools

The following table describes students' proficiency in terms of SLC graduated from public and private schools.

Table 8**Proficiency of the Students of S.L.C. Graduated from Public and Private Schools**

Variable	Types of Function	No of Students	Full marks	Marks Obtained	Percentage
SLC Graduated from Public schools	EDI	60	240	102	42.5
	ED		240	78	32.5
	EO		240	97	40.41
	ERO		240	109	45.41
	EC		240	67	27.91
	UP		240	76	31.66
	EA		240	94	39.16
	ELD		240	62	25.83
	Overall	60	1920	685	35.67
SLC Graduated from Private schools	EDI	60	240	162	67.5
	ED		240	115	47.91
	EO		240	132	55.0
	ERO		240	136	56.66
	EC		240	101	42.08
	UP		240	128	53.33
	EA		240	123	51.25
	ELD		240	85	35.41
	Overall	60	1920	982	51.14

According to the table 8 above, students of SLC graduated from public schools have obtained 42.5 percent marks in EDI function whereas those of private schools have obtained 67.5 percent. So the latter group excelled the former by 25 percent.

In ED function students of SLC graduated from public schools have obtained 32.5 percent marks whereas those of private schools have secured 47.91 percent. Thus, in this function also the latter group found to be better than the former by 15.41 percent.

In EO function students of SLC graduated from public schools have secured 40.41 percent marks while those of private schools have obtained 55.0 percent. In this function too, the latter group excelled the former by 14.59 percent.

In ERO function students of SLC graduated from public schools have scored 45.41 percent marks whereas those of private schools have secured 56.66 percent. So, in this function also the latter group found to be better than the former by 11.25 percent.

In EC function students of SLC graduated from public schools have obtained 27.91 percent marks whereas those of private schools have obtained 42.08 percent. In this function too, the latter group found to be more proficient than the former by 14.17 percent.

In UP function students of former group have obtained 31.66 percent marks whereas those of the latter group have secured 53.33 percent. So the latter group appeared to be better in this function also by 21.67 percent.

In EA function students of SLC graduated from public schools have obtained 39.16 percent marks whereas those of private have obtained 51.25 percent. In this function also the former group excelled the latter by 12.09 percent.

In ELD function students of the former group have secured 25.83 percent marks whereas those of the latter group have obtained 35.41 percent. So, in this function also the latter group found to be better than the former by 9.58 percent.

From the analysis above, it is discovered that students of SLC graduated from the private schools are far more successful communicators with those functions under study compared against their public schools' counterparts.

The table given above shows that in almost all functions under study students of SLC graduated from private schools have excelled their public schools' counterparts with the range of 9.58 to 25.0 percent.

Out of full marks 1920 as a whole, in the function wise performance, students of SLC graduated from public schools have obtained 685 marks i.e. 35.67 percent whereas those of private schools have obtained 982 marks i.e. 51.14 percent. So, in overall proficiency students of SLC graduated from the private schools have excelled their public schools' counterparts by 15.47 percent. Similarly, students of SLC graduated from public schools have performed with the highest score, 45.41 percent in ERO function and with the lowest score, and 25.83 percent in ELD function. Students of SLC graduated from private schools on the other hand, have done with the highest marks, 67.5 percent in EDI function and with the lowest marks i.e. 35.41 percent in ELD function. So, the students of SLC graduated from public schools found to be more proficient in ERO function and the least proficient in ELD function whereas those of private schools are more proficient in EDI function and the least proficient in ELD function.

4.1.3.6 Comparison of Student's Proficiency in Term of Campuses and Schools under Study

This table 9 is a description of students' proficiency in terms of campuses and schools.

Table 9**Proficiency of the Students of Glow Shine Academy HSS**

Types of test item	No of Students	Full marks	Frequency of CR	%	Frequency of ICR	%	Marks Not Responded	%
Receptive	30	750	315	42.0	371	49.46	61	8.13
Productive	30	750	258	34.4	298	39.73	194	25.86
Overall Proficiency				38.2				

According to the table given above, students of Glow Shine Academy HSS have scored 315 marks i.e. 42.0 percent out of 750 full marks in receptive items and 258 marks i.e. 34.4 percent out of 750 full marks in productive items. On the whole, their communicative proficiency is determined to be 38.2 percent.

Thus, students of Glow Shine Academy HSS found to be better in receptive use of language than in productive use for communicative purpose.

The table above also shows that they have produced 371 i.e. 49.46 percent incorrect answers and have left 61 i.e. 8.13 percent marks not responded in receptive items. In productive items they have given 298 i.e. 39.73 percent incorrect answers and have left 194 i.e. 25.86 percent marks not responded.

Table 10**Proficiency of the Students of Daisy HSS**

This table 10 describes the proficiency of Daisy higher secondary school.

Item Type	No. of Students	Fullmarks	Frequency of CR	%	Frequency of ICR	%	Marks Not Responded	%
Receptive	30	750	348	46.4	353	47.06	49	6.23
Productive	30	750	334	44.53	280	37.33	136	18.13
	Overall Proficiency			45.46				

The table given above shows, students of Daisy HSS have secured 348 marks i.e. 46.4 percent out of 750 full marks in receptive items and 334 marks i.e. 44.53 percent in productive items. On the whole, their total communicative proficiency is determined to be 45.46 percent.

So, students of this school also show their proficiency better in the receptive use of language for communicative purpose than that of productive use.

The table also presents that they have produced 353 i.e. 47.06 percent incorrect answers and have left 49 i.e. 6.53 percent marks not responded in receptive items. In productive items, they have given 280 i.e. 37.33 percent incorrect answers and have left 136 i.e. 18.13 percent marks not responded.

Table 11

Proficiency of the Students of Bhuwani Shankar Multiple campus

This table11 shows the proficiency of the students of Bhuwani Shankar Multiple campus.

Types of Test Items	No. of Students	Fullmarks	Frequency of CR	%	Frequency of ICR	%	Marks Not Responded	%
Receptive	30	750	329	43.86	387	51.6	34	4.53
Productive	30	750	395	52.66	249	33.2	106	18.13
Overall Proficiency				48.46				

The table given above shows that students of Bhuwani Shankar Multiple campus have secured 329 marks i.e. 43.86 percent out of 750 full marks in receptive items and 395 marks i.e. 52.66 percent marks in productive items. On the whole, their total communicative proficiency is determined to be 48.26 percent.

So, the students of Bhuwani Shankar Multiple show their proficiency better in the productive use of language for communicative purpose than that of receptive use. Thus, they are better in using language on their own to fulfill the communicative purposes in the given situations than recognizing the appropriate expressions to be used for communicative purpose in the given situations.

The table above also presents that they have produced 387 i.e. 51.6 percent incorrect answers and have left 34 i.e. 4.53 percent marks not responded in receptive items. They have given 249 i.e. 33.2 percent incorrect answers and have left 106 i.e. 14.13 percent marks not responded in productive items.

Table 12

Proficiency of the Students of International College

This is an enumeration of the students' proficiency of International College.

Item Type	No. of Students	Fullmarks	Frequency of CR	%	Frequency of ICR	%	Marks not responded	%
Receptive	30	750	361	48.13	321	42.8	68	9.6
Productive	30	750	424	56.53	230	30.66	96	12.8
	Overall Proficiency			52.39				

The table above shows that students of International College have obtained 361 marks i.e. 48.13 percent in receptive items and 424 marks i.e. 56.23 percent in productive items. On the whole their total communicative proficiency is determined to be 52.39 percent.

So, they also show their proficiency better in using language on their own to fulfill the communicative purposes in the given situations than in recognizing the appropriate expressions to be used for the communicative purpose in the given situations.

The table above also shows that they have produced 321 i.e. 42.8 percent incorrect answers and have left 68 i.e. 9.6 percent marks not responded in receptive items and they have given 230, 30.66 percent incorrect answers and have left 96 marks i.e. 12.8 percent not responded in productive items.

From the analysis above, among the students of four campuses/schools under study, students of International College show the highest communicative proficiency and the students of Glow Shine Academy HSS show the least proficiency compared against the students of Campuses & Schools under study. The students of Bhuwani Shankar Multiple Campus and Daisy HSS show their proficiency in second and third position respectively.

4.2 Summary of Findings

1. Students' proficiency in using the appropriate expressions of language to serve the communicative functions that had been taught and learned in their Grade 11(2070) has been found to be 46.06 percent.
2. Students show their proficiency slightly better in producing the appropriate expressions of language on their own to serve communicative functions in the given situations rather than in recognizing the expressions appropriate to serve the communicative functions in the given situations.
3. The followings are the findings of the research in terms of informant-oriented variables:
 - i) Students of HSS have shown their proficiency higher in using the Expressions of language appropriately to serve those communicative functions taught and learned in their Grade 11 than those of Ed with the difference of 8.47 percent.
 - ii) Female students show their proficiency in using the appropriate expressions of language to serve those communicative functions better than that of their male counterparts with the difference of 5.4 percent.
 - iii) Students of SLC graduated from the private schools show their proficiency far better in using the appropriate expressions of language to serve those communicative functions under study than that of public schools with the significant difference of 17.0 percent.
4. The findings of the study in terms of content-oriented variables are as follows:
 - i) Among the eight communicative function types under study students as a whole have shown the highest proficiency in social expression function and the lowest in expressing likes and dislikes function. Their proficiency in using those communicative functions in the given situations in order of the highest to the lowest is EDI, ERO, EO, EA, UP, ED, EC and ELD.
 - ii) In function wise comparison of eight particularly focused function types under study students of HSS as a whole appeared to be better than their Ed's counterparts with the difference of 9.36 percent.

- iii) Students of Ed. were found to be very poor in productive use of language i.e. in producing appropriate expressions on their own to serve those communicative functions under study whereas students of HSS showed their proficiency better in productive use of language to serve those communicative functions than that of receptive use i.e. in recognizing appropriate expressions to serve those communicative function in the given situations.
- iv) Students of Ed. produced more incorrect answers both in receptive and productive items than those of HSS. This means that the latter group performed better than the former.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion of the Study

Based on the analysis and interpretation of the data done in the preceding chapters, it can be concluded that students are better in the productive use of language for communicative purpose i.e. they are more proficient in using appropriate expressions of language on their own to serve those communicative functions under study rather than in recognizing the expressions appropriate to serve those communicative functions in the given situations. Students of the faculty of Education appeared to be very poor in the productive use of language for communicative purposes. Though they are satisfactory in recognizing expressions appropriate to serve intended communication functions in the given situations, actual communication to take place in real life requires ones to be able to produce expressions on their own depending upon the various situations.

5.2 Recommendations

On the basis of the findings, the researcher would like to recommend the following recommendations to the different sectors and policy makers.

5.2.1 Recommendations for the Policy Level

ELT practitioners in Nepal while teaching in the classroom should make extra attempts to strengthen students' productive skills in using language for communicative purposes. Students of the faculty of Humanities found to be far better than their Education faculty's counterparts. It means that though, the students of the latter group have been taught by the trained ELT practitioners, they produced poor result. So the practitioners in Nepal should professionally be more laborious to teach English for the communicative purposes.

5.2.2 Recommendations for the Practice Level

As the findings reveal that students of SLC graduated from the public schools performed very poorly both in productive and receptive items than their private schools' counterparts, teaching and learning English language especially in public schools has not been yet meant as to enable the learners to communicate in English. Such a lower proficiency of the products of the public schools can be ascribed to the lack of adequate exposure to spoken English right from the elementary level of their schooling and partly to the unconsciousness of the teachers to teach English language in the public schools, about the primary goal of English language teaching and learning that is to enable the learners to communicate in English. Hence, teaching and learning English language especially in public schools in Nepal should be redefined i.e. it should be understood as to make the learners able to use language in different social and professional settings rather than what it is more fittingly seemed as to mean it to make the learners successful in paper and pencil test of language only. Teachers should also be provided with training in the changed trends and values of teaching English language worldwide.

5.2.3 Recommendations for Further Research

This study is limited in scope. It is delimited to analyzing the student's proficiency in communicative functions in English studying in grade 12 under HSEB. During research, students' proficiency was tested by means of written test only due to various kinds of inherent constraints. Similarly, this study considered only the communicative functions in English included in the text book. Further research could be comprehensive if various influencing factors like speaking, listening, writing and reading are considered. This research may stand as a milestone for the researchers who want to concentrate their study in communicative functions in English.

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APPENDIX I

Test Items under Each Function Types

A. Expressing Decisions and Intentions

Receptive

Tick the best answer. Each question carries 1 mark.

- i) **You have just won a lottery of Rs. 100,000. Decide what do you do with the money?**

You:

- a. I think I will buy a motorbike.
- b. I would be very happy.
- c. I decided to have a dinner.
- d. I don't know what to do?

- ii) **Mina has a plan to visit her sister. When Rita asks her about her plan, she replies**

Rita: What's your plan next week?

Mina:

- a) I went to Pokhara last week.
- b) I was going to visit my sister yesterday.
- c) I will go to my sister this week.
- d) I'm going to visit my sister next week.

Productive

What are your plans after your exam? Express in 2 sentences. 2 Marks

.....
.....

B. Expressing Directions

Receptive

Tick the best answer. Each question carries 1 mark.

- i) **Imagine that your mother met a stranger in your village. The stranger wanted to know the way to nearby bus station.**

Stranger:

Mother: You are here at Jyamire. Go straight for 10 minutes. Turn left at junction and walk along the path for about 15 minutes, you'll reach the bus station.

- a. Hello, Lady, say the path to bus station.
- b. Excuse me, mam, can you please tell me the way to nearby bus station.
- c. Do you know Lady where is the bus station?
- d. Please, mom, I want to go to bus station.

- ii) **Suppose you went to a new place. A man explained you about your destination.**

You: How do I get to the nearest post office from here?

Man:

- a) You'll reach the place directly from here.
- b) You go straight from this road and take the second turning from the left.
- c) I'll take you there if you give me Rs. 100.
- d) Ok, but I can't tell you.

Productive

Can you please explain me how to prepare a cup of tea? 2 Marks

You:.....
.....

C. Expressing Opinions

Receptive

Tick the best answer. Each question carries 1 mark.

- i) **A son comes back after seeing a drama, which was not so good. His father asks him and son gives his opinion.**

Father : How was the drama?

Son:

- a) It wasn't good.
- b) Drama? Never see.
- c) It was really boring; I fell asleep during the whole drama.
- d) Do you want to sleep seeing drama?

- ii) **Your uncle has two sons of 15 and 17. They never study but spend time roaming around. Your friend asks your opinion about them.**

Friend : What do you think of your uncle's children?

You :.....

- a. I think they spoilt them. They always give them whatever they want.
- b. They have two sons of 15 and 17.
- c. They never go to school.
- d. I don't speak with them.

Productive

You saw the ShaheedSmarak football match between Mahendra Police Club and Nabil Three Star. Give your opinion what the match was like?

2 marks

.....
.....

D. Expressing Requests and offers

Receptive

Tick the best answer. Each question carries 1 mark.

- i) **You are at a restaurant. You have just finished your eating and you want your bill.**

Waiter: May I help you anything else?

You.....

- a. Bring the bill, please.

- b. I want the bill.
- c. Could you bring us the bill, please?
- d. Now, just bill only.

ii) You want to buy a shirt. You are looking over there in a shop.

Shop assistant: Can I help you?

You:.....

- a. No, you can't. Thanks.
- b. I don't like anything.
- c. You don't have things I like.
- d. Just looking, thanks.

Productive

You are ready to go to school. You want your mother to pack your school bag and check the Tiffin Box. Request your mother. 2 Marks

.....

E. Expressing Comparisons

Receptive

Tick the best answer. Each question carries 1 mark.

i) Which among the following sentences do you think is the correct one?

You:.....

- a) It's hotter than Britain and it isn't as rich as Turkey.
- b) It's very hot from Britain and it isn't as rich as Turkey.
- c) It's hotter than Britain and it isn't richer from Turkey.
- d) It's very hot from Britain and it isn't richer from Turkey.

ii) How do you compare to the following smart phones Samsun S6 and Colors E10?

You :.....

- a) Samsung S6 is very expensive than Colors E10.
- b) Colors E10 is cheaper from Samsung S6.
- c) Colors E10 is very cheap from Samsung S6.

- d) Samsung S6 is more expensive than Colors E10.

Productive

Compare the following countries in your own way in two sentences. Nepal and United States of America. 2 marks

.....
.....

F. Using Phones

Receptive

Tick the best answer. Each question carries 1 mark.

- i) **You work as a receptionist at a public telephone booth. An unknown voice asks you for code number of Paris.**

Voice: Can you tell me the code for Paris, please?

You:

- a) One minute, just looking.
- b) Let me see first
- c) I'll tell you later.
- d) One moment, I'll look it up.

- ii) **You are a Public Relation Officer in a business company. You received a telephone call that asks for an extension but the extension is busy, what do you say?**

Call: Could I have the extension 238, please?

You:.....

- a) Can you wait?
- b) Line is busy, call after a while.
- c) The line is busy at the moment. Would like to hold?
- d) Line is busy at the moment wait.

Productive

You see a job advertisement in a daily. You think you can apply for it but you don't know the details about the job. Make a telephone call to get more information about the job. 2 marks

.....
.....

G. Expressing Advices

Receptive

Tick the best answer. Each question carries 1 mark.

- i) **You are with your parents in the TV room. You want to see what's on television but your father is very strict. How do you suggest him to see the television?**

Father : It's quite boring in here. Let's go for a walk around.

You :

- a) I'll turn on the television set.
- b) Shall we see what's on television?
- c) Father, may I see the television?
- d) I think we can see television.

- ii) **One of your friends says that his girl-friend turned off and it really disturbs him. What would you suggest him?**

Friend: You know, Rita really turned to be angry with me last night. I don't know what I can do.

You:

- a) Your girlfriend? Such is she.
- b) Make a call tonight.
- c) Why don't you try calling her tonight?
- d) She's high tempered.

Productive

One of your friends says to you that he has recently lost his job and he has no idea what he can do. Suggest your friend. 2 marks

.....
.....

H. Expressing Likes and Dislikes

Receptive

Tick the best answer. Each question carries 1 mark.

- i. Your mother is asking you what food you prefer to eat tonight. What's your reply?**

Mother: What do you like to eat tonight, meat or fish?

You:.....

- a) I like eating meat and fish.
- b) I prefer eating meat to eating fish.
- c) I like meat than fish.
- d) I prefer eating meat than eating fish.

- ii) Give an appropriate reply to this question.**

How do you feel if someone admires your clothes?

- a. I love people admiring my clothes.
- b. I don't love people admired my clothes.
- c. I love my clothes admired.
- d. I hate my clothes admiring.

Productive

You have just arrived in England, and you don't have sterling pound. You need 10 pence for an urgent call. Ask a passerby. 2 Marks

.....
.....

APPENDIX II

Objective Test Items

Name of the student (optional).....

Sex: Male ☐

Female ☐

SLC Passed from:

Public schools ☐

Private School ☐

Faculty:

Education ☐

Humanities ☐

Tick the best answer. Each question carries 1 mark.

- 1. You have just won a lottery of Rs. 100,000. Decide what do you do with the money?**

You:

- a. I think I will buy a motorbike.
- b. I would be very happy.
- c. I decided to have a dinner.
- d. I don't know what to do?

- 2. Mina has a plan to visit her sister. When Rita asks her about her plan, she replies**

Rita: What's your plan next week?

Mina:

- a. I went to Pokhara last week.
- b. I was going to visit my sister yesterday.
- c. I will go to my sister this week.
- d. I'm going to visit my sister next week.

- 3. Imagine that your mother met a stranger in your village. The stranger wanted to know the way to nearby bus station.**

Stranger:

Mother: You are here at Jyamire. Go straight for 10 minutes. Turn left at junction and walk along the path for about 15 minutes, you'll reach the bus station.

- a. Hello, Lady, say the path to bus station.
- b. Excuse me, mam, can you please tell me the way to nearby bus station.
- c. Do you know Lady where is the bus station?
- d. Please, mom, I want to go to bus station.

4. Suppose you went to a new place. A man explained you about your destination.

You: How do I get to the nearest post office from here?

Man:

- a. You'll reach the place directly from here.
- b. You go straight from this road and take the second turning from the left.
- c. I'll take you there if you give me Rs. 100.
- d. Ok, but I can't tell you.

5. A son comes back after seeing a drama, which was not so good. His father asks him and son gives his opinion.

Father : How was the drama?

Son:

- a) It wasn't good.
- b) Drama? Never see.
- c) It was really boring; I fell asleep during the whole drama.
- d) Do you want to sleep seeing drama?

6. Your uncle has two sons of 15 and 17. They never study but spend time roaming around. Your friend asks your opinion about them.

Friend : What do you think of your uncle's children?

You :.....

- a. I think they spoilt them. They always give them whatever they want.
- b. They have two sons of 15 and 17.
- c. They never go to school.

d. I don't speak with them.

7. **You are at a restaurant. You have just finished eating and you want your bill.**

Waiter: May I help you anything else?

You:.....

- a. Bring the bill, please.
- b. I want the bill.
- c. Could you bring us the bill, please?
- d. Now, just bill only.

8. **You want to buy a shirt. You are looking over there in a shop.**

Shop assistant: Can I help you?

You:.....

- a. No, you can't. Thanks.
- b. I don't like anything.
- c. You don't have things I like.
- d. Just looking, thanks.

9. **Which among the following sentences do you think is the correct one?**

You:.....

- a. It's hotter than Britain and it isn't as rich as Turkey.
- b. It's very hot from Britain and it isn't as rich as Turkey.
- c. It's hotter than Britain and it isn't richer from Turkey.
- d. It's very hot from Britain and it isn't richer from Turkey.

10. **How do you compare to the following smart phones Samsung S6 and Colors E10?**

You :.....

- a. Samsung S6 is very expensive than Colors E10.
- b. Colors E10 is cheaper from Samsung S6.
- c. Colors E10 is very cheap from Samsung S6.
- d. Samsung S6 is more expensive than Colors E10.

11. **You work as a receptionist at a public telephone booth. An unknown voice asks you for code number of Paris.**

Voice: Can you tell me the code for Paris, please?

You:

- a) One minute, just looking.
- b) Let me see first
- c) I'll tell you later.
- d) One moment, I'll look it up.

- 12. You are a Public Relation Officer in a business company. You received a telephone call that asks for an extension but the extension is busy, what do you say?**

Call: Could I have the extension 238, please?

You:.....

- a) Can you wait?
- b) Line is busy, call after a while.
- c) The line is busy at the moment. Would like to hold?
- d) Line is busy at the moment wait.

- 13. You are with your parents in the TV room. You want to see what's on television but your father is very strict. How do you suggest him to see the television?**

Father : It's quite boring in here. Let's go for a walk around.

You :.....

- a) I'll turn on the television set.
- b) Shall we see what's on television?
- c) Father, may I see the television?
- d) I think we can see television.

- 14. One of your friends says that his girl-friend turned off and it really disturbs him. What would you suggest him?**

Friend: You know, Rita really turned to be angry with me last night. I don't know what I can do.

You:

- a) Your girlfriend? Such is she.
- b) Make a call tonight.

- c) Why don't you try calling her tonight?
- d) She's high tempered.

15. Your mother is asking you what food you prefer to eat tonight. What's your reply?

Mother: What do you like to eat tonight, meat or fish?

You:.....

- a. I like eating meat and fish.
- b. I prefer eating meat to eating fish.
- c. I like meat than fish.
- d. I prefer eating meat than eating fish.

16. Give an appropriate reply to this question.

How do you feel if someone admires your clothes?

- a. I love people admiring my clothes.
- b. I don't love people admired my clothes.
- c. I love my clothes admired.
- d. I hate my clothes admiring.

17. You come office late. Your boss is very strict. What would you say in such a situation?

You:.....

- a. Sorry, I became late because of traffic jam.
- b. Sorry, today I became late.
- c. Sorry, I'm late. I got stuck in my office
- d. Sorry, there was long traffic.

18. One of your friends invites you to a function and you accept the invitation:

Friend: Listen, we are going to have a great time this afternoon. Would you be interested in going too?

You:.....

- ma. Ok, I also like this sort of things.
- b. Where?
- c. Yeah. That'd sound good. Where are you going?
- d. Thank you. But where to go?

19. You have 10 Rupees note. You want to change it for two notes of fives.

What would you say to the shopkeeper?

- a. Can you change this ten for a five and five ones?
- b. Do you have two five notes?
- c. Make this ten two fives.
- d. I need two five notes out of this ten.

20. You don't have a pen to write in the classroom. Your friend gives you one and you accept.

Friend: Would you like to use my pen?

You:.....

- a. Oh, you give me?
- b. Please.
- c. Do you have two pen?
- d. Don't you need?

21. You want to speak to your friend Mr. Nepali, a manager in the Standard Chartered Bank. You make a call.

Receptionist: Good morning. Standard Chartered Bank.

You:.....

- a. Hello, I want to speak to manager Mr. Nepali.
- b. Is there Mr. Nepali?
- c. Can I speak to Mr. Nepali, please?
- d. Can I speak to my friend Mr. Nepali?

22. You want what your friend wants. What would you reply to your friend?

Friends: I want to travel the world.

You:

- a. Neither do I.
- b. So did I.
- c. So do I.
- d. So am I.

23. You are discussing on politics. One of your friends expresses his view on politics but you can not agree with him. What would you say?

Friends: You know, politics is really nothing but a dirty game.

You:.....

- a. I can't go along with you on that.
- b. Do you say anything more?
- c. Let me think for a while.
- d. Who told you?

24. You think it's not a good idea to copy other's homework. Your friend says:

Friend: Quick! Give me your homework so I can copy it.

You:

- a. Look out! Do your own homework.
- b. Didn't you do your own homework?
- c. No way! Do your own homework.
- d. No mention.

25. You visit your very intimate friend's home. You ask him about what he is doing. Your friend replies in the following way. How do you ask?

You:.....

- a. How are you doing?
- b. What are you doing?
- c. Are you lying coach potato?
- d. How's things with you?

Friend: Nothing much. Just sitting around watching T.V.

APPENDIX III

Subjective Test Items

Name of the student (optional).....

Sex: Male ☐

Female ☐

SLC Passed from: Public schools ☐

Private School ☐

Faculty: Education ☐

Humanities ☐

1. What are your plans after your exam? Express in 2 sentences. 2Marks

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2. Can you please explain me how to prepare a cup of tea? 2 Marks

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3. You saw the ShaheedSmarak football match between Mahendra Police Club and Nabil Three Star. Give your opinion what the match was like?

2 marks

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4. You are ready to go to school. You want your mother to pack your school bag and check the Tiffin Box. Request your mother. 2 Marks

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5. Compare the following countries in your own way in two sentences. Nepal and United States of America. 2 marks

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6. You see a job advertisement in a daily. You think you can apply for it but you don't know the details about the job. Make a telephone call to get more information about the job. 2 marks

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7. One of your friends says to you that he has recently lost his job and he has no idea what he can do. Suggest your friend. 2 marks

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8. You have just arrived in England, and you don't have sterlingpound. You need 10 pence for an urgent call. Ask a passerby. 2 Marks

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9. Your friend tells you that she can't meet you for lunch as planned next Saturday because she suddenly has to go to aunt's funeral. Extend your condolence to her. 2 Marks

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10. You are a manager in a big business building. You want to have your snacks in the office today. Call your assistant and order your snacks.

2 Marks

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11. You are staying at Hotel Sangrila for a few days. There are no towels in your room and the bathroom is dirty too. Complain the manager for such carelessness.

2 Marks

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12. An old woman is carrying a heavy bag and you are walking behind her. You think you can help her. Offer your help to that old woman.

2 Marks

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13. You are going on a trek. You don't know what amount of money, clothes and other articles are necessary. To know necessary information asks a question to your team leader.

1 Mark

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