

Grade Five Students' Awareness of Language Functions and Exponents

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

**Submitted by
Lila Lamichhane**

**Tribhuvan University
Faculty of Education
Saptagandaki Multiple Campus
Bharatpur, Chitwan, Nepal
2025**

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T.U. Regd.9-2-618-90-2013

Date of

Fourth Semester Examination

Proposal Approval: 2024-11-13

Roll No.75240007

Thesis Submission: 2025-02-05

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विश्वविद्यालय अनुदान आयोगबाट मुणस्तर प्रत्यायनकृत (वि.सं. २०७४)

सप्तगण्डकी बहुमुखी क्याम्पस SAPTAGANDAKI MULTIPLE CAMPUS

Estd. 2045 B.S. (1988 A.D.)

(Affiliated to Tribhuvan University, Nepal)

Accredited by University Grants Commission Nepal, (2017 A.D.)

भरतपुर, चितवन, नेपाल

Bharatpur, Chitwan, Nepal

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Declaration

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

Date: 2025-02-02

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Lila Lamichhane

Acknowledgements

I owe my deepest gratitude to the following people for their encouragement, inspiration, and guidance through this work.

I would like to express my sincere and heartily gratitude to my respected teacher and thesis supervisor, **Mr. Padam Lal Bharati**, Lecturer, Department of English Education and Head of Saptagandaki Multiple Campus, who provided me with all sorts of ideas for carrying out this research work from beginning to end.

Similarly, I am equally grateful to **Mr. Dharma Raj Ghimire**, Head of the Department of English Education at Saptagandaki Multiple Campus, Bharatpur, for his productive suggestions and encouragement.

Likewise, I would like to express my heartfelt gratitude to my external supervisor, **Dr. Prem Prasad Poudel**, for his invaluable guidance, support, and encouragement throughout this project. His expertise and insightful suggestions played a crucial role in shaping my work and helping me stay focused and motivated.

Moreover, I am also thankful to the members of the Department of English Education at Saptagandaki Multiple Campus, particularly Lecturer **Mr. Om Prakash Pokhrel** and **Mr. Dipak Adhikari**, for their continuous support and cooperation.

Lila Lamichhane

Abstract

The present study entitled **Grade Five Students' Awareness of Language Functions and Exponents** aimed at finding out the students' awareness of language functions in terms of the exponents prescribed by class five curriculum. This study was based on the primary sources of data. The sample population of the study consisted of thirty students studying in class five at community School of Chitwan district. The required data were collected by asking open ended questionnaire to the selected respondents. The responses were collected and analyzed. It was found that the level of students was different. In the same way, the awareness of the students in language function and exponents was satisfactory. The major finding of the study was that the students had different levels of awareness in different language functions in terms of criteria such as accuracy, fluency, appropriacy and range of vocabulary.

This thesis has five chapters: Chapter one introduces the study in term of background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitations of the study and finally operational definitions of the key terms which are used in this research. Chapter two consists of review of related theoretical and empirical literature. In the same way, it incorporated implication of the review of literature and conceptual framework. The third chapter deals with methodology adopted to carry out research. It consists of data, sample population, sampling procedures, tools, process of data collection and data analysis and interpretation procedures. The fourth chapter deals with the result and interpretation of the data. Chapter five consists of the summary, conclusions and implications of the study. Finally, the references and the appendices which are necessary for the validation of the research are also presented.

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Chapter One

Introduction

This study is concerned with **Grade Five Students' Awareness of Language Functions and Exponents**. This section consists of background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitations of the study and finally operational definitions of the key terms which are used in this research.

Background of the Study

Language learning is one of the most important aspects of human being. It is the most effective and reliable means of human communication. In our case, it is taught from grade one to bachelor level as a compulsory subject. But at the campus level, most of the books are available in English language. English is an international language which is being used globally. It is used for different purposes in different countries like business, education, literature, politics diplomatic and many other purposes. So, English speaking countries like USA, Australia, Canada, and Newzeland English is spoken as first or native language. It is their medium of communication. But in Nepal, English is taken as foreign language or, it is used for academic purpose.

Language is an inseparable part of human communication Every human being possesses at least a language in orders to make a purposeful communication with other people so language is an inseparable part of human communication. According to Richards, et al. (1999, p.196), “Language is the system of human communication which consists of structured arrangement of sounds for their written representation into larges unit e.g.:Morphemes, words, Phrases, Sentences and Utterances”. Similarly, Crystal (2003,p.255) states that “Language, at its most specific level, refers to the concrete act of speaking, writing or singing in a given situation”. Various scholars have defined language variously but none of the definitions are absolutely complete in themselves. However, different definition given by different scholars share some characteristics of language. Language is a set of structurally related elements for encoding and decoding of the message. It is also a voluntary vocal system of human communication. Out of different languages, English is the most prestigious and important language. Most of the books, newspapers, journals, articles etc. in

the world are published in English language. It is also an international language and functions as a lingua franca in the world.

Language is a unique gift given to any human being which distinguishes him from animals. Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols. These symbols are in the first instances auditory and they are produced by the so called organs of speech. There are two ways of gaining mastery over language: acquisition and learning. The acquisition is the subconscious process and usually applicable to master first language, whereas learning is a conscious process of knowing rules of a second language in a formal or classroom settings. In Nepal, English has long been taught as a foreign language in all the schools starting from grade one to Master's level at different universities of the country. English plays a vital role for Nepalese students to become successful in local and international communication.

There are four language skills viz. listening, speaking, reading and writing. Among them speaking is one. It is the productive skill language which includes the combination of pronunciation, vocabulary, grammar and even accent. English is one of the widely used languages. It is international of language which is recognized as lingua franca in the world. The main of learning English is to communicate with the speaker of different languages. Speaking is one of the most demanding skills in the daily life. Every person wants to communicate with other people through speaking. Speaking plays a core role in establishing a social interaction, social function and to get information.

Speaking refers to the action of conveying information on expressing one's feeling in speech. In other way, it is also called the activity of delivering speeches. Speaking is purposive and information-oriented language activity which primarily demands two or more than two participants in the conversational activity. In this regard, stressing on its certainty to language teaching, Ur (1996, p.120) assumes that speaking seems intuitively the most important. People who know a language referred to as speakers of that language many if not most foreign language learners are primarily interested in learning to speak. Similarly, to have a fluency in English language, Harmer (2007) suggests students need to be able to pronounce phonemes correctly, use appropriate stress, intonation and patterns and speak in connected speech. Almost all the language teaching programs are centralized on developing the speaking ability to the students.

Statement of the Problem

English is an international language. It plays significant role for different purposes. Students learn speaking skill of the language, then they can be able to read, write and understand everything but they cannot communicate fluently in English. Students rarely get the opportunities to speak in English classes. Regarding my personal experience during my study, I rarely got the opportunities to speak in English. This is the problems with many students in Nepalese context of learning. The reason behind the problem of student low' English speaking performance need to be identified or investigated and their speaking skill should be developed. There are different factors, which cause the students' low performance in speaking English. Teaching style, material used, classroom management also effects the speaking skills.

Some others responsible factors like large size class, student level of proficiency and time constraints. It is essential to find out the other possible factors for better speaking performance of the students. The students in public school are relatively weaker /poorer in speaking. There are so many reasons behind it. Some of them are lack of trained teacher, lack of proper materials, traditional examination pattern, following the traditional way of teaching, and teacher fronted classes as a result they do not chance to speak and so on. The previous researchers have found that students can read, listen and write but not communicate in English. Their level of speaking in English is not satisfactory. The pervious researches have been carried out on English as medium of instruction, speaking activities in the English language teaching (ELT) classrooms, students' participation in English language learning and English language speaking skill development and so on. But there are not such researches prepared about the Grade Five Students' Awareness of Language Functions And Exponents.

Objectives of the Study

The study had the following objectives:

- a. To find out the **Grade Five Students' Awareness of Language Functions and Exponents** in terms of the language functions prescribed by class five curriculum.
- b. To suggest some pedagogical implications.

Research Questions

The following were the research questions to guide this research:

- a) What is class 5 students' awareness level in speaking English in terms of language function and exponents?
- b) What are the major problems that students of English encounter when they perform language function?

Significance of the Study

Each and every research work provides some fruitful views or guidelines for those who want to be familiar with that work. In the same way, this study will be significant to the students, teachers and those who are engaged in speaking skill to design appropriate materials to facilitate the classroom teaching. Similarly, it will be equally important for textbook writers, syllabus designers, and other persons interested in this field to design the course book and curriculum according to the need and interests of the teachers. This thesis work will be significant for the other interested persons who want to carry out research in the other aspects of the same topic accordingly.

Delimitations of the Study

This study was limited to the following ways:

-) This study was confined only to thirty students of class five of Community schools of Chitwan.
-) The study was limited to awareness level of language function and exponents of grade 5 students.
-) This study was limited to government school.
-) The study was limited only to government students of Chitwan.

Operational Definition of the Key Terms

Some terms especially related to this research has been listed and defined as follows:

Language function: Functions of language refer to the various purposes or ways in which language is used by individuals to convey meaning, share information, and express thoughts and emotions. These functions can include communication, expression, persuasion, and social interaction, among others.

Exponent: An exponent is the language we use to express a function. Take a look at the relationship between our example functions and exponents: Function Exponent. Asking permission – “Could I borrow your pencil for a minute?” Expressing moods – “I’m feeling a bit down today.”

Awareness: awareness refers to the state of being conscious or knowledgeable about something. it is the ability to perceive, understand and respond to the world around you.

Chapter Two

Review of Related Theoretical Literature and Conceptual Framework

This section consists of review of theoretical and empirical literature, implications of the review for the study and conceptual framework

Review of Related Theoretical Literature

English is one of the widely used languages used for international communication. In the modern world, it has become easier than ever before for people to communicate across borders using the English language. English is widely used throughout the world in education, mass media, information and communication technology (ICT), business, tourism, science and medicine. In Nepal, English is a foreign language and has now become a popular language and it is extensively used in various sectors. It is taught as a compulsory subject throughout the school education. Present curriculum of English has been developed in line with the aims and objectives of the National Curriculum Framework for School Education 2076 BS.

Several research studies have been carried out by the various researchers which are directly or indirectly concerned with teaching speaking skill. Thus, I have made the foundation of my research work based on those previously carried out research studies related to teaching speaking skill. Some of them are reviewed below:

Speaking is one of the central elements of communication and it has important roles in communication. By speaking, the students can express their ideas, share information, and maintain social relationship by communicating to others. According to Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking skill has important relation in communication. This is because people cannot make a good communication without speaking. By speaking, people can express their ideas or share information. Similarly, Brown (2004, as cited in Kuruniti and Novitri, 2015, p. 3) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably coloured by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. It means that when one speaks,

he/she produces expression that should be meaningful. Then, the receiver or the hearer can receive the message from the speaker directly without any miscommunications. Moreover, Pollard (2008) states that speaking is one of the most difficult aspects for students to master. The reason why speaking is difficult aspect for students to master because they do not have enough exposure to English. Many of students cannot speak clearly when they talk with foreigner because they don't know how to express what they want to say and how to say that. For it, they get a miss communication. To minimize the mistakes and get a good communication with native speakers or no, the learners must know and comprehend the use of expressions and the elements in speaking. Thus, speaking is one the most difficult productive skills of language that can be used to express ideas or send message to the hearer or listener.

The components of speaking skill. According to Vanderkevent (1990), there are three components of speaking skill.

The speakers. Speakers are people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling will not be stated.

The listeners. Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

The utterances. The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

There are mainly five criteria of evaluating speaking. They are referred as components also. According to Harris (1974), there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

Comprehension. For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

Grammar. It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978, as cited in Harris) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The

utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

Vocabulary. Vocabulary means the suitable diction which is used in communication. One cannot properly communicate or convey their views in writing or orally without a large vocabulary. Another obstacle that keeps language learners from acquiring a language is having a small vocabulary. Nothing can be communicated without language, and very little can be communicated without grammar. Accordingly, the researcher came to the conclusion that English language learners would not be able to write or speak the language correctly if they did not thoroughly acquire the vocabulary.

Pronunciation. Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process, which is the part of grammar consisting of the constituents and principles that establish the patterns and variations in sounds in a language. Pronunciation has two components: suprasegmental characteristics and phonemes. The researcher deduced from the aforementioned remark that pronunciation is the study of how words in a certain language are formed clearly when individuals speak. Pronunciation is essential when communicating in order to facilitate understanding of the other person.

Fluency. Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. The capacity to talk clearly and smoothly is known as fluency. For many language learners, speaking fluently is the ultimate goal. Fluency is demonstrated by speaking at a moderate pace and using few "ums" or "ers" as well as pauses. These cues suggest that the speaker hasn't taken much effort to find the words necessary to convey the meaning. Based on the aforementioned concepts, the investigator deduced that fluency is an additional crucial element. The capacity to communicate clearly and fluently while utilizing few pauses, such as "ums" and "ers," is known as fluency.

Types of oral fluency activities. Regarding types of oral fluency activities, Ur (1996) mentions the following activities:

Activity 1. Discuss the following conflicting opinions.

Opinion 1. Children should be taught in heterogeneous classes: setting them into ability groupings puts a „failure“ label onto members of the lower groups, whereas putting more and less able learners together encourages the slower ones to progress faster, without penalizing the higher able.

Opinion 2. Children should be divided into ability groupings for most subjects: this enables the less able ones to be taught at a pace suitable for them, while the better students do not need to wait for the slower ones to catch up.

Activity 2. A good school teacher should have the following qualities. sense of humour
enthusiasm for teaching honesty pleasant appearance love of children fairness knowledge of
subject ability to create interest flexibility ability to keep order clear speaking voice
intelligence

Types of spoken discourse. Richards (1990) mentions that interactional uses of language are those in which the primary purposes for communication are social. The emphasis is on creating harmonious interactions between participants rather than on communicating information. The goal for the participants is to make social interaction comfortable and non-threatening and to communicate good will. Although information may be communicated in the process, the accurate and orderly presentation of information is not the primary purpose. Examples of interactional uses of language are greeting, making small talk, telling jokes, giving compliments, making casual chat of the kind used to pass time with friends or to make encounters with strangers comfortable. Brown and Yule (1983) suggest that language used in the interactional mode is listener oriented . . . transactional uses of language are those in which language is being used primarily for communicating information. Instead of being "listener" oriented, they are "message" oriented. It's critical to convey the message clearly and concisely and to get confirmation that it has been understood. Unlike interactional language, which can be ambiguous, explicit and straightforward meaning is crucial. Language used largely for transactional purposes includes news broadcasts, lectures, directions, and descriptions.

Brown and Yule (1983) state that a short turn consists of only one or two utterances, a long turn consists of a string of utterances which may last as long as an hour's lecture ... what is demanded of a speaker in a long turn is considerably more demanding than what is required of a speaker in a short turn. As soon as a speaker "takes the floor" for a long turn,

tells an anecdote, tells a joke, explains how something works, justifies a position, describes an individual, and so on, he takes responsibility for creating a structured sequence of utterances which must help the listener to create a coherent mental representation of what he is trying to say. What the speaker says must be coherently structured . . . the general point which needs to be made . . . is that it is important that the teacher should realise that simply training the student to produce short turns will not automatically yield students who can perform satisfactorily in long turns.

Ur (1981) stresses that the use of role play has added a tremendous number of possibilities for communication practice. Students are no longer limited to the kind of language used by learners in a classroom: they can be shopkeepers or spies, grandparents or children, authority figures or subordinates; they can be bold or frightened, irritated or amused, disapproving or affectionate; they can be in Buckingham Palace or on a ship or on the moon; they can be threatening, advising, apologising, condoling. The language can correspondingly vary along several parameters: according to the profession, status, personality, attitudes or mood of the character being role-played, according to the physical setting imagined, according to the communicative functions or purpose required.

The nature of speaking. Brown (2004, as cited in Kuruniati and Novitri, 2015, p.3) further states that there are some basic types of speaking as in the following taxonomy.

Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

Intensive. The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

Responsive. Responsive includes interaction and text comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

Extensive. Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

Speaking situations. According to Doff (1995, pp 65-67), there are three kinds of speaking situations in which we find ourselves: interactive, partially interactive and non-interactive". According to his explanation of the concept, interactive speaking scenarios comprise in-person and phone conversations where participants switch between listening and speaking. During these interactions, participants can ask their conversation partner questions or request clarification, repeat, or a slower pace of speech. Speaking in front of a live audience is one example of a circumstance where speaking is partially interactive. In this case, the listener is not allowed to interrupt the speaker. Despite this, the speaker can still look around the audience and determine whether they are understanding them based on their facial expressions and body language. Certain speaking scenarios, such recording a speech for radio transmission, may be completely non-interactive.

Micro skills. Like reading, writing and listening, speaking is more complicated skill than it seems at first and involves more than just pronouncing words. Florenz (2000) recommends the speaker to train himself.

-) Pronounce the distinctive sounds of a language clearly enough so that People can distinguish them. This includes making tonal distinctions.
-) Use stress and rhythmic patterns, and intonation patterns of a language clearly enough so that people can understand what is said.
-) Use the correct form of words. This may mean, for example, changes in tense, case or gender.
-) Put words together in correct word order.
-) Use vocabulary appropriately.

) Use register or language variety that is appropriate to the situation and the relationship to the conversation partner.

) Make the discourse hang together so that people can follow.

Speaking activities. Certain requirements are to be there when looking for better learning by using activities. To apply this for speaking, some suggestions are given in Bygate (1987, pp 83-85). These include the following:

) Learners talk a lot

) Participation is even.

) Motivation is high.

) Language is of an acceptable level.

Problems with speaking activities. Joining learners in speaking activities involve many problems. These include.

Inhibition. learners worry about making mistakes in class, feel afraid of criticizing and appear shy.

Nothing to say. learners have no motive to express themselves and even to participate in speech as they are not interested and have nothing to say.

Participation. only one participant can talk at a time if he is to be heard; and in a large group this seems that each one will have only little talking time or not at all.

Mother-tongue use. In classes where all, or a number of, the learners share the same mother-tongue, they may tend to use it; because it is easier.

Solving the problems. To solve the above mentioned problems, Byrne (1987, pp 83-85), suggested the following:

Use group work. This increase the sheer amount of learner talk going on in a limited period of time and also lowers the inhibition of learners.

Base the activity on easy language. The level of language needed for a discussion should be lower than that used in intensive language learning activities.

Make a careful choice of a topic. On the whole, the clearer the purpose of the discussion, the more motivated participant"

Give some instructions or training in discussion skills. With instruction and training, the students sharpen their skills in speaking.

Keep students speaking the target language. The more students speak in English, the more they have proficiency

At these grade levels, the goal of English instruction is to help students become proficient communicators who can utilize the language in everyday contexts. The curriculum places equal emphasis on hearing, speaking, reading, and writing because these are the fundamental language abilities. As a result, the curriculum includes language functions, skill-based learning goals, elaboration tables that describe task structures and potential types, learning facilitation techniques, core competencies, and an evaluation approach.

In the present Basic 4-5 English curriculum these competencies are expected at the end of Grade 5. (Basic Level Curriculum, p. 45)

- a. Listen and respond to familiar everyday expressions in English.
- b. Comprehend and follow slowly and carefully articulated simple speeches on familiar topics.
- c. Communicate ideas, opinions and emotions orally in various personal and local situations.
- d. Respond to basic language functions.
- e. Read varieties of simple texts on familiar topics for understanding and pleasure.
- f. Show good control over basic vocabularies.
- g. Write short and simple sentences to create a text.
- h. Be familiar with English sounds and their structures.
- i. Show an understanding of basic English grammar.

Grade wise learning outcomes of Grade 5 are as follows: (Basic Level Curriculum, p. 46-47)

By the end of grade four and five, the students can:

- a. ask and answer simple questions in areas of immediate need or on familiar topics.
- b. use appropriate phrases and sentences to introduce themselves and others.
- c. ask and answer questions about themselves, other people and their surroundings.
- d. communicate in a simple way that involves repetition, rephrasing and repair.

- e. initiate and respond to simple statements on familiar topics.
- f. use numbers, quantities, cost and time while speaking.
- g. give simple description of people, places, objects, pictures and actions.
- h. narrate short and simple stories.
- i. express agreement or disagreement with someone using simple phrases.
- j. participate in a variety of simple conversations.

The language functions and the exponents mentioned in the curriculum are as follows: (Basic Level Curriculum, p. 48)

Language Function	Exponents
Introducing and leave taking	Hi, my name is..... I was born in November. Hello! Meet my friend,..... He/she is from .. Pleased to meet you. How are things with you? Good bye. See you again. Take care.
Expressing possession	This is our school. It's ours. It's their book. It's theirs. Do you like my shirt?
Asking for information	Can you tell me an interesting place in Nepal? Excuse me! Do you know where Manakamana is? When did you begin grade five? Where are you from?
Requesting and apologizing	Can you help me? Could you open the door please? Sure. Yes, of course. I'm sorry. I'm busy.
Congratulating and thanking	Congratulations! Congratulations on your success! Well done! Good job! Thank you. Thanks a lot. Thank you so much.
Expressing quantity	A lot of people enjoy listening to pop music. I don't have much money. There aren't many apples on the table. I eat an apple a day.
Making comparison	She is younger than me. This exercise is more difficult than the last one. Mt. Everest is the tallest mountain in the world.
Describing location	The girl is sitting next to her father. She is standing between her parents. Jumla lies in the Karnali province.
Stating facts and truths	The Earth is round. The moon goes round the Earth. Water is a liquid substance.
Giving instructions and directions	Open your book. Talk to your friend. Take the first turning on the left. Go straight. Turn right Then, you will see.... On your left.

Language Function	Exponents
Narrating past events	When Mary woke up, it was snowing. Then, she walked out of her room and started playing in the snow.
Asking for and giving reasons	Why are you late? I didn't speak to her because she ignored me.
Describing people places and things	Lakpa is ten years old. He has a round face. Khaptad is beautiful. It's in Sudurpaschim province. The table is round.
Expressing likes and dislikes	I like dancing but I don't like singing. I enjoy going shopping. I hate dancing in groups. She likes singing.
Expressing ability	Catherine can play the flute. Thomas can't speak Chinese. When she was in Germany, she could speak German.
Agreeing and disagreeing	You're absolutely right. I completely agree with you. That's not completely true. I don't think so.
Talking about future plans	I'm going to sing a song. What are you going to do on the school anniversary? Will you go to Kathmandu tomorrow?

For assessment of grade 5 students there are both formative and summative assessment. Both internal and external assessment will take the form of summative assessment. Teachers can themselves decide the number of internal tests for listening and speaking. Here are some suggestions for the types of speaking tasks to test proficiency of students.

1. Question answer
2. Describing a picture
3. Describing people/place/object
4. Reading aloud
5. Talking about oneself
6. Short interview

Teachers need to assess the proficiency of the language functions and their exponents.

Review of Related Empirical Literature

A number of researches have been carried out in the department of English education related to these topics some of the related researches are reviewed below:

Cullen (1998) conducted his research on the topic "Brainstorming before Speaking tasks". In this research study, his main concern was how brainstorming was beneficial for teaching conversation in language classes. The finding of the study showed that

brainstorming was very helpful activity to introduce language classes. This study indicates that the use of brainstorming became better tool for making the better speakers. Additionally it also gave the pleasure and enjoyment in teaching.

Sook (2003) in her research, "The types of speaking assessment tasks used by Korean junior secondary school English teachers" aimed to reveal the types of speaking assessment tasks and the ways in which assessment were administrated by Korean junior secondary school English teachers in teaching speaking. She found out that due to the some practical constraints like large classes, excessive work for face to face classroom teaching, and lack of training in conducting speaking assessment, lack of efficient and effective assessment instruments were responsible for differing in speaking assessment.

Oli (2003) carried out the research entitled "The proficiency in speaking skill of the 9th grade". The primary goals of the study were to determine the speaking proficiency of ninth-graders attending public schools in the Dang and Rukum districts and to compare the speaking proficiency of these students based on variables like school, district, and urban versus rural. The study's research tool was a test item. He discovered that the current state of speaking competency among students attending public secondary schools in our nation is insufficient to achieve the English Curriculum's set goals.

Timilsina (2005) conducted his research entitled "A study on the student's ability to communicate orally in English". His research focused on evaluating the students' spoken English communication skills as well as comparing their academic performance across many constraints. He watched and evaluated the students' performances, and although he could not find any obvious differences in the English communication skills of male and female students, the urban students were able to produce more coherent sentences than the semi-urban and rural students.

Paudel (2007) undertook research on "A study on the proficiency of grade twelve students in the speaking skill". The primary goals of the study were to determine the speaking proficiency of the grade twelve pupils in the Kailali area. He studied 40 grade 12 students from four Kailali district high schools. He applied the grade 12 pupils in the district. The findings of his research study indicate that the speaking skills of grade 12 pupils in our nation is not up to par and does not fulfill the requirements of the English curriculum.

Pandey (2007) in her study "Teaching speaking at primary level class: an analysis of the classroom activities" aimed to identify the activities for teaching speaking in primary level classroom and to investigate practical constraints in conducting speaking activities in the classroom. Her research primarily concentrated on the activities that teachers employed in the classroom to teach speaking, with group discussions, pair work, and description being the most often utilized activities. She discovered that the issues in teaching speaking were caused by a lack of good speaking expertise, a huge number of students, and a lack of time.

Malla (2011) carried out the research entitled "Developing proficiency in spoken English by grade ten students". The prime goals of the study were to determine how the direct method affected the tenth-grade students' speaking skills. He just employed one set of test items from the tool to extract the data needed for the investigation. The primary sources of data for his study were the fifty grade 10 students enrolled at Shree Mahakali Namuna H.S.S. in the Mugu area. He discovered that employing the direct method as a teaching strategy for language functions in the classroom had improved students' speaking proficiency.

Paudel (2015) carried out the research on "Teachers' Perception and Practices of Collaborative Learning in Developing Speaking Skill". His study's goals were to determine how teachers view and use collaborative learning to help students improve their speaking abilities and to make some recommendations for pedagogy. Through the selection and analysis of a sample drawn from the population, the researcher conducted survey research on both large and small populations or universes. Purposive nonrandom sampling was used in his study of twenty primary level English teachers from the Taplejung district. He used checklists, interviews, questionnaires, and observations to gather data. According to the study's findings, 80% of teachers felt that speaking skills are improved by collaborative learning in pairs and groups, and 60% thought that collaborative learning was only suitable for gifted pupils.

Shahi (2016) carried out a research entitled "Co-operative Teaching and Learning: Teachers' Views and Use in English Class". His study's main goals were to learn how teachers felt about cooperative learning and what cooperative teaching practices they used when teaching English. The purposive nonrandom sample approach was used by the investigator. All of the Kalikot district's elementary level English teachers made up the study's population. Twenty of them, representing twenty secondary schools, served as the study's sample. He collected the information he needed for his research using an observation

checklist and a survey questionnaire. According to his study's findings, most teachers would rather use cooperative teaching and learning to further their careers. Teachers have found regular group work to be beneficial.

Rana(2017) carried out research entitled "Perceptions and Practices of Teachers Towards the Use of Group Work in English Language Classroom." His study's main goals were to investigate primary level English teachers' attitudes toward group work in the classroom, as well as their practices in this regard. It also sought to identify the difficulties primary level English teachers encounter when implementing group work in the classroom and to make instructional recommendations. For the population sample, the researcher used a deliberate non-random sampling technique. He collected data using a questionnaire and a checklist for classroom observations. He chose twenty instructors in all from the Baglung district's government-aided schools. He discovered that the group work approach was appropriate for elementary school English teachers to foster their pupils' communicative proficiency and learning fluency.

Implications of the Review for the Study

Above mentioned literatures gave insights to carry out this research work. It is sure that no study is possible to be completed without help of literature review. So that literature review is taken as most strong part of every research work. It expands our horizon of knowledge regarding our field of study and only after that we may have enormous knowledge to design objectives, to develop research questions, to apply methodologies and to move other important steps in journey of our research. In the same way I have also reviewed so many literatures related to my topic. I have reviewed many books, articles, and other research work. Similarly, after completion of literature study I come to find out the gaps between what has already been found out and what is not researched yet. The theoretical and empirical literatures that I have reviewed helped me in several ways. All the theoretical reviews helped me to develop insightful knowledge about different aspects of speaking and collaborative learning.

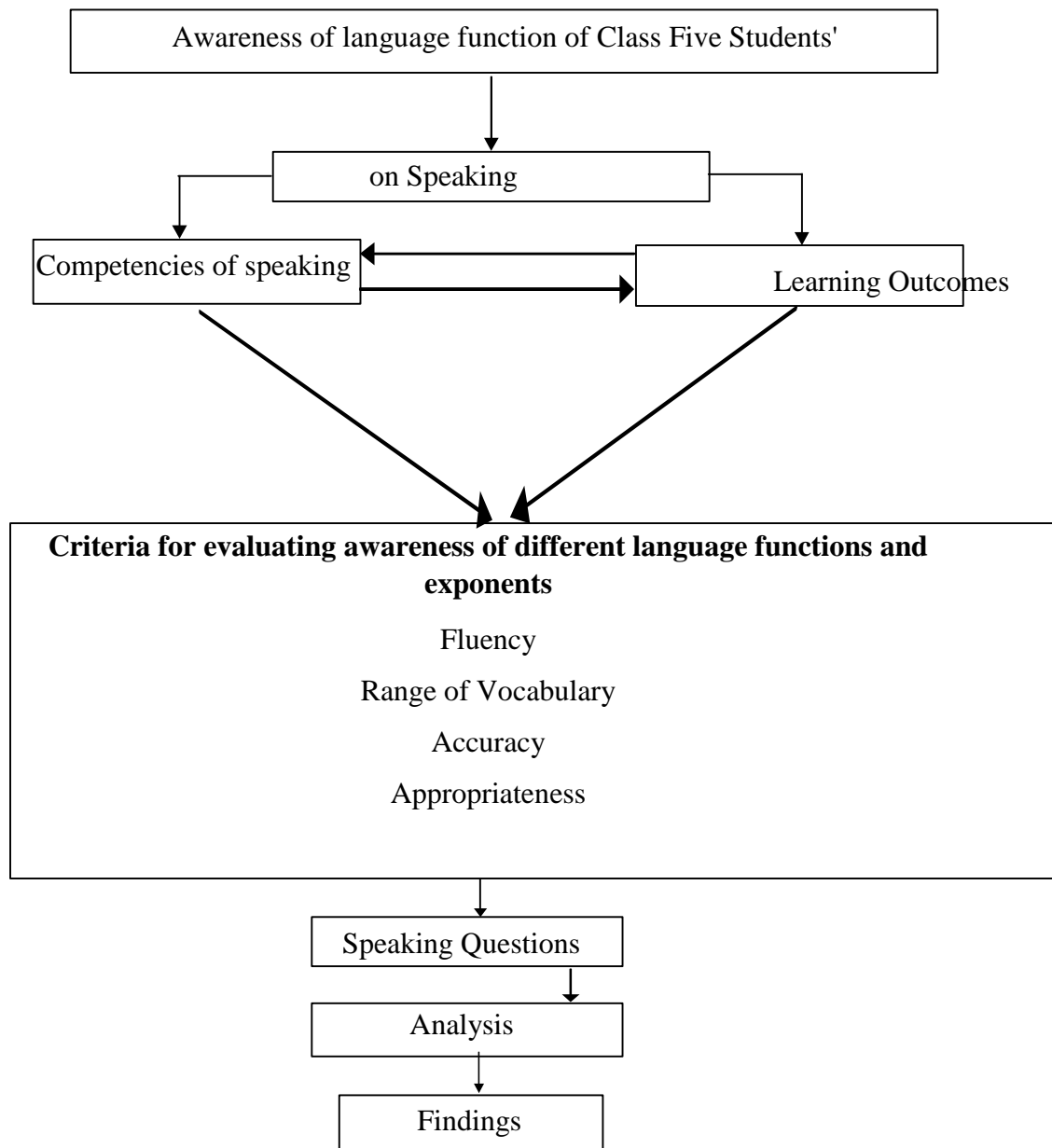
More specifically, I studied different language sub skills from brown (2004), likewise, the researcher got clear idea of different aspects as speaking components from Vanderkevent (1990) and Doff (1987) which made me understand about different speaking situations. Furthermore, Pattanpichet (2011), and Arta (1996) provided me some advantages and insightful knowledge of using collaborative learning. As a whole these all theoretical

literatures helped me to be stronger in knowledge of my research area. Similarly, I have reviewed different empirical works by different authors which are related with developing speaking skills of the students. After detailed study of all these works I received new ideas regarding use of collaborative learning for developing speaking skills. I got ideas of designing objectives and applying survey research design from Kumar (2009) and Nunan (1992). I reviewed a number of other documents to complete my study.

In this way, all of the literatures that I have reviewed helped me in different step of my work. And these helped me to expand the space of insightful knowledge regarding my area of study. That is why my study was completed in systematic, scientific and perfect way.

Conceptual Framework

We design conceptual model before designing real things. It is related to the mental image or concept which is in our imagination. Here, conceptual framework refers to the concepts which are existing in the mind regarding research which is existing as a model or as a mental image in our mind. This research will be based on the following conceptual framework.



Chapter Three

Methods and Procedures of the Study

Methodology refers to the systematic approach or plan that researchers adopt to conduct a research study. It encompasses various aspects such as the study design, target population, sampling procedures, data collection tools, data collection process, and the mode of analysis and interpretation. In this chapter the researchers discuss the design of the study that is followed, population, sampling procedures, data collection tools, process of data collection and mode of analysis and interpretation.

Design and Methods of the Study

To carry out this study, I adopted survey research design. Survey research is a type of research which tries to study large and small population by selecting and studying samples in order to accomplish research purpose. It represents a wide range of target population. This is the most commonly used design in education in all of the research. It also gathers data which can be processed statically. Similarly, Kerlinger (1986) as cited in Ojha and Bhandary (2013, p.201) argues that survey research is a kind of research which studies large and small population or universe by selecting and studying sample selected from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables.

Survey research design is a superficial and more important research design to study and obtain opinion, attitudes and beliefs. Therefore, I selected survey research design for my research study which has provided and directed me to complete my research easily. I will examine proficiency of students in speaking of class 5 students by taking a survey of their speaking practices in the given test.

The main reason to use survey research is to provide researchers with reliable, usable, primary data to inform business decisions. They are important because the data comes directly from the individuals you have identified in your goal. And surveys give you a detailed, systematic way to view and analyze your data.

Population, Sample and Sampling Strategy

In this research study, the population referred to class 5 students of Community School of Chitwan district. The sample of this study was 30 students out of 47 students of Community School of Chitwan district. In the process of selecting the samples/participants for this study, I applied random sampling strategy in order to select them on the basis of their professional identity and unique characteristics that is suitable for this study to fulfill the objectives.

Tool for data collection

The open ended questionnaires were used to collect the data to accomplish my research work. Different open ended questionnaires of speaking were prepared to find out the awareness of language function and exponents of the students. The data was collected by asking different open ended questionnaires of different language functions prescribed in the curriculum.

Data Collection Procedures

The data collection procedures of this study was checklist. I applied the following procedures to collect the required data for the study. At first, I set my mind for collecting data according to the nature of my research's objectives. Then, I went to the school and took permission from the head teacher and subject teacher also. After taking permission, I entered into the classroom with subject teacher and asked the questions related to the language functions which I was going to include in my study. I noted down their responses. I observed the students' participation, and classroom activities. At the same time, I noted all the activities performed inside the classroom and noted down the points.

Data Analysis Procedures

Data analysis process is a recursive process in survey research. In the process of data analysis in survey study, field work/study and analysis go side by side. In the process of data analysis, first of all I managed the collected data in different themes and criteria like introducing and leave taking, expressing possession etc. on the basis of criteria accuracy, fluency, appropriateness and range of vocabulary. After managing data, I managed them in different sections and studied them comparatively and again, managed them in different sub

sections and generated themes. After that, on the basis of their responses I categorized them in advanced medium and poor. At last I elaborate themes in systematic way.

Ethical Consideration

When conducting research, it is important to adhere to certain norms and values and consider ethical considerations. To ensure an ethical approach in my research study, I formally requested for permission from the Department of English Education, Saptagandaki Multiple Campus to carry out my study in Community Schools of Chitwan district. I asked for permission from subject teacher and the school administration to participate in the study, providing them with a detailed explanation of the objectives and purpose of my research. I respected the privacy of the respondents, safeguarding their personal information, weaknesses, and professional ethics. Confidentiality was maintained by not disclosing any identifying details such as names, addresses, or personal information of the participants or schools. The views and ideas of the participants were treated as confidential, assuring them that their thoughts were not violated, ignored, manipulated, or misrepresented. For secrecy and privacy of the study I have used fake name of the students instead of real names.

Chapter Four

Analysis and Interpretation of the Data

This chapter contains the analysis of grade five students' awareness level of language functions and exponents. The researcher has analyzed the awareness level of students' of different language function and exponents by using checklist with three different criteria which were advanced, medium and poor.

Analysis of Data and Interpretation of Results

This section is concerned with the analysis of language functions in relation to their exponents given in the textbook of grade five. The researcher has analyzed the language functions with their in various criteria. For that the researcher has prepared the checklist using three different criteria which were advanced, medium and poor. The respondent who was able to make all the exponents given in the textbook as well as who could add some more exponents to the same language function marked as in the criteria of advanced level. In the same way the respondent who was able to make nearly half or more than half of the exponents given in the textbook was marked as in the criteria of medium level and the respondent who was not able to make more than half or less than half of the exponents given in the textbook was marked as in the criteria of poor level.

Categorizing language functions into accuracy, fluency, appropriacy, and range of vocabulary is a useful framework for evaluating language functions and exponents . In this research each category can be defined and applied. If the student has the ability to use language correctly, including grammar, syntax and word order like correct use of tenses, articles, prepositions, and sentence structures etc. that do not hinder understanding, his/her level is advanced, if he/ she does nearly half of such activities, his/her level is medium and he/she can do less than half or none of the activities of the above mentioned things, his/ her level is poor in accuracy. In the same way if the student has the ability to speak or write smoothly, without unnecessary pauses, hesitations, or repetitions, his/her level is advanced, if he/ she does nearly half of such activities, his/her level is medium and he/she can do less than half or none of the activities of the above mentioned things, his/ her level is poor in fluency. Similarly, if the student has the ability to use language that is suitable for the context, audience, and purpose. he/she has advanced level, if he/ she does nearly half of such

activities, his/her level is medium and he/she can do less than half or none of the activities of the above mentioned things, his/ her level is poor in appropriateness. In the same way if the student can use variety and breadth of words and expressions effectively, his/her level is advanced, if he/ she does nearly half of such activities, his/her level is medium and he/she can do less than half or none of the activities of the above mentioned things, his/ her level is poor in range of vocabulary.

Item wise Performance of Students and Analysis

There are seventeen language functions in the curriculum of grade 5. They have different language exponents. They are also presented in the elaboration matrix of the curriculum. Among those different language functions, five of them are taken for my study. The researcher has presented five language functions among them. She has analyzed those language functions in relations to their exponents unit wise under the different sub headings.

Introducing and Leave-Taking

How do you introduce yourself to someone new? When were you born?

What are some easy questions you think are important to include when introducing yourself?

How do you feel when meeting someone for the first time?

How important is it to make a good first impression, and why?

What are some ways to say goodbye?

Why do people say goodbye?

How do you usually end a conversation with someone you've just met?

How do you handle leave-taking in a group setting?

The above-mentioned questions were asked to the 30 students of the school. The first respondent made the utterances which are used to express the language function introducing and leave taking. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Hi, my name is Nitu Shrestha. I was born in Jestha. Hello! Meet my friend, Pranita. She is from Geetanagar. I am pleased to meet you. How are things with you? Good bye. Bye bye. See you again. Take care. Have a wonderful time.

The student Nitu Shrestha achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria.

The second respondent made the utterances which are used to express the language function introducing and leave taking. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Hi, my name is Khristi B.K. I was born in Mangsir. I am Shristi B.K. Hello! Meet my friend, Bihani. She is from Chokbazar. I am pleased to meet you. How are things with you? Good bye. Enjoy your time. See you again. Take care. Bye bye.

The student Khristi BK achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria.

The third respondent made nearly all the utterances which are used to express the language function introducing and leave taking. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Hi, my name is Krishna B.K. I was born in 20 Bhadra. Hello! Meet my friend, Nishan. I am pleased to meet you. Good bye. Bye bye.

The student Krishna BK achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The fourth respondent made the utterances which are used to express the language function introducing and leave taking. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Hi, my name is Nita Bhandari. I was born in March. I am a student of Arunodaya Secondary School. Hello! Meet my friend, Bijita. She is from Geetanagar. I am pleased to meet you. How are things with you? Good bye. Have a nice day. Enjoy your time. See you again. Take care. Bye bye.

The student Nita Bhandari achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria.

The fifth respondent made the utterances which are used to express the language function introducing and leave taking. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Hi, my name is Dipson Gautam. I was born in December. I am a student of Arunodaya Secondary School. Hello! Meet my friend, Shanti. She is from Geetanagar. I am pleased to meet you. How are things with you? Good bye. Have a nice day. Enjoy your time. See you again. Take care. Bye bye.

The student Dipson Gautam achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria.

The sixth respondent made the utterances which are used to express the language function introducing and leave taking. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Hi, my name is Sita Pariyar. I was born in February. I am a student of class 5. Hello! Meet my friend, Ritu. She is from Geetanagar. I am pleased to meet you. How are things with you? Good bye. Have a nice day. Enjoy your time. See you again. Take care. Bye bye.

The student Sita Pariyar achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria.

The seventh respondent made the utterances which are used to express the language function introducing and leave taking. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Hi, my name is Shanti Sharma. I was born in April. I am a girl of grade 5. Hello! Meet my friend, Dikshya Sunar. She is from Geetanagar. I am pleased to meet you. How are you? Good bye. Have a nice day. Enjoy your time. See you again. Take care. Bye bye.

The student Shanti Sharma achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria.

The eighth respondent made the utterances which are used to express the language function introducing and leave taking. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

Hi, my name is Visal Mahato. I was born in Magh. I am a student of grade 5. Hello! Meet my friend, Manish. He is from Geetanagar. I am pleased to meet you. How are you? Good bye. Have a nice day. Enjoy your time. See you again. Take care. Bye bye.

The student Visal Mahato achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria.

The ninth respondent made the utterances which are used to express the language function introducing and leave taking. She made less than half of the utterances given in the textbook. She couldn't add her own exponents. Her level was poor. Her responses were:

Hello, my name is Sumitra Sunar. I was born in Falgun. How are you? Good bye.

The student Sumitra Sunar didn't achieve the criteria of advance and medium in accuracy, fluency, appropriacy and rank of vocabulary. Therefore she was categorized in poor level.

The tenth respondent made nearly all the utterances which are used to express the language function introducing and leave taking. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

Hi, my name is GITU B.K. I was born in April. Hello! Meet my friend, Sumitra. I am pleased to meet you. Good bye. Take care.

The student GITU BK achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria.

The eleventh respondent made the utterances which are used to express the language function introducing and leave taking. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

Hi, my name is Manish Dhakal. I was born in Push. I am a student of class 5. Hello! Meet my friend, NITU Shrestha. She is from Geetanagar. I am pleased to meet you. How are things with you? Good bye. Enjoy your time. See you again. Have a nice day. Take care. Bye bye.

The student Manish Dhakal achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria.

The twelfth respondent made the utterances which are used to express the language function introducing and leave taking. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

Hi, my name is Nichal Shrestha. I was born in Saun. I am a boy of grade 5. Hello! Meet my friend, Sandip Chaudhary. He is from Geetanagar. I am pleased to meet you. How are you? Good bye. Have a nice day. Enjoy your time. See you again. Take care. Bye bye.

The student Nichal Shrestha achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria.

The thirteenth respondent made the utterances which are used to express the language function introducing and leave taking. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

Hi, my name is Dipak Tharu. I was born in May. I am a student of grade 5. Hello! Meet my friend, Manish. He is from Geetanagar. I am pleased to meet you. How are you? Good bye. Have a nice day. Enjoy your time. See you again. Take care. Bye bye.

The student Dipak Tharu achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria.

The fourteenth respondent made nearly all the utterances which are used to express the language function introducing and leave taking. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Hi, my name is Pawan Sharma. I was born in Bhadra. Hello! Meet my friend, Dipson. I am pleased to meet you. Good bye.

The student Pawan Sharma achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The fifteenth respondent made nearly all the utterances which are used to express the language function introducing and leave taking. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Hi, my name is Aalok Lama. I was born in May. Hello! Meet my friend, Lok. I am pleased to meet you. Good bye.

The student Aalok Lama achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The sixteenth respondent made the utterances which are used to express the language function introducing and leave taking. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

Hi, my name is Sandip Chaudhary. I was born in Magh. I am a student of Arunodaya Secondary School. Hello! Meet my friend, Lok Baram. He is from Geetanagar. I am pleased to meet you. How are things with you? Good bye. Have a nice day. Enjoy your time. See you again. Take care. Bye bye.

The student Sandip Chaudary achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria.

The seventeenth respondent made nearly all the utterances which are used to express the language function introducing and leave taking. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Hi, my name is Nishan Mahato. I was born in June. Hello! Meet my friend, Dipak. I am pleased to meet you. Good bye.

The student Nishan mahato achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The eighteenth respondent made nearly all the utterances which are used to express the language function introducing and leave taking. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Hi, my name is Karan Mahato. I was born in July. Hello! Meet my friend, Aalok. I am pleased to meet you. Good bye.

The student Karan mahato achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The nineteenth respondent made the utterances which are used to express the language function introducing and leave taking. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Hi, my name is Misha Pariyar. I was born in Push. I am a girl of grade 5. Hello! Meet my friend, Sita Pariyar. She is from Geetanagar. I am pleased to meet you. How are you? Good bye. Have a nice time. Enjoy your time. See you again. Take care. Bye bye.

The student Misha Pariyar achieved the advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria.

The twentieth respondent made nearly all the utterances which are used to express the language function introducing and leave taking. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Hi, my name is Sangam Sharma. I was born in Fagun. Hello! Meet my friend, Nichal. I am pleased to meet you. Good bye.

The student Sangam Sharma achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The twenty first respondent made the utterances which are used to express the language function introducing and leave taking. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Hi, my name is Mina Ranabhat. I was born in July. I am a girl of grade 5. Hello! Meet my friend, Bihani Timilsina. She is from Geetanagar. I am pleased to meet you. How are you? Good bye. Have a nice time. Enjoy your time. See you again. Take care. Bye bye.

The student Mina Ranabhata achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria.

The twenty second respondent made the utterances which are used to express the language function introducing and leave taking. He made all the utterances given in the

textbook as well as other some extra utterances too. His level was advanced. His responses were:

Hi, my name is Rupesh Chaurasiya. I was born in December. I am a boy of grade 5. Hello! Meet my friend, Vishal Mahato. He is from Geetanagar. I am pleased to meet you. How are you? Good bye. Have a nice time. Enjoy your time. See you again. Take care. Bye bye.

The student Rupesh Chaurasiya achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria.

The twenty third respondent made nearly all the utterances which are used to express the language function introducing and leave taking. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

Hi, my name is Khusbu Adhikari. I was born in Push. Hello! Meet my friend, Bihani Timilsina. I am pleased to meet you. Good bye.

The student Khusbu Adhikari achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria.

The twenty fourth respondent made nearly all the utterances which are used to express the language function introducing and leave taking. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Hi, my name is Kishan Patel. I was born in Baishakh. Hello! Meet my friend, Daniel. I am pleased to meet you. Good bye.

The student Kishan Patel achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The twenty fifth respondent made the utterances which are used to express the language function introducing and leave taking. He made less than half of the utterances given in the textbook. He couldn't add her own exponents. His level was poor. His responses were:

Hello, my name is Lok Baram. I was born in Chaitra. How are you? Good bye.

The student Lok Baram was didn't meet the criteria of advanced and medium in accuracy, fluency, appropriacy and rank of vocabulary. Therefore he is categorized in poor level..

The twenty sixth respondent made nearly all the utterances which are used to express the language function introducing and leave taking. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

Hi, my name is Bihani Timilsina. I was born in Fagun. Hello! Meet my friend, Sajina Waiba. I am pleased to meet you. Good bye.

The student Behani Timilsina achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria.

The twenty seventh respondent made the utterances which are used to express the language function introducing and leave taking. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

Hi, my name is Daniel B.K. I was born in November. I am a boy of grade 5. Hello! Meet my friend, Kishan. He is from Geetanagar. I am pleased to meet you. How are you? Good bye. Have a nice time. Enjoy your time. See you again. Take care. Bye bye
The student Daniel BK achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria.

The twenty eighth respondent made nearly all the utterances which are used to express the language function introducing and leave taking. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Hi, my name is Muskan Ansari. I was born in Kartik. Hello! Meet my friend, Aalok. I am pleased to meet you. Good bye.
The student Muskan Ansari achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The twenty ninth respondent made the utterances which are used to express the language function introducing and leave taking. He made less than half of the utterances given in the textbook. He couldn't add her own exponents. His level was poor. His responses were:

Hello, my name is Aalok Sharma. I was born in Magh. How are you? Good bye.
The student Aalok Sharma was didn't meet the criteria of advanced and medium in accuracy, fluency, appropriacy and rank of vocabulary. Therefore he is categorized in poor level..

The thirtieth respondent made nearly all the utterances which are used to express the language function introducing and leave taking. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Hi, my name is Sajina Waiba. I was born in May. Hello! Meet my friend, Khusbu. I am pleased to meet you. Good bye.
The student Sajina Waiba achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria.

Among 30 students 14 students were able to meet the criteria of advanced in language function 'Introducing and Leave Taking'. They made more than the exponents given in the curriculum. Similarly, 13 students were able to meet the criteria of medium in language function 'Introducing and Leave Taking'. They made more than half of the the exponents given in the curriculum. In the same way, only 3 students were not able to make more than half of the exponents given in the curriculum. They were found to be poor in language function 'Introducing and Leave Taking'.

Expressing possession

The researcher has analyzed the language function 'Expressing possession' used in unit two of the textbook in this session. In this unit, mostly the language exponents like, This is our school. It's ours. It's their book. It's theirs. Do you like my shirt? are used.

The researcher asked the following questions under these sub topics:

Whose school is it?

Whose book is it?

Whose shirt do you like?

Whose classroom is it? etc.

The above-mentioned questions were asked to the 30 students of the school. The first respondent made the utterances which are used to express the language function expressing possession. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

This is our school. It is my bag. It's ours. It's their book. The boy is reading his book. It's theirs. Do you like my shirt?

She achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria.

The second respondent made the utterances which are used to express the language function expressing possession. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

This is our school. This is my copy. It's ours. It's their book. It's theirs. Do you like my shirt? I am writing in my copy.

She achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria.

The third respondent made nearly all the utterances which are used to express the language function expressing possession. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

I am reading her copy. It is hers. This is our school. It's ours. It's their book. It's theirs. Do you like my shirt?

He achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria.

The fourth respondent made the utterances which are used to express the language function expressing possession. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

This is our school. It's ours. It's their book.

She achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria.

The fifth respondent made the utterances which are used to express the language function expressing possession. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

This is our school. It is mine. It's their book.

He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The sixth respondent made the utterances which are used to express the language function expressing possession. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

This is our school. It's ours. It's my copy.

She achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria.

The seventh respondent made the utterances which are used to express the language function expressing possession. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

This is our school. This is my copy. It's ours. It's their book. It's theirs. Do you like my shirt? I am writing in my copy

. She achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria.

The eighth respondent made nearly all the utterances which are used to express the language function expressing possession. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

I am reading her copy. It is hers. This is our school. It's ours. It's their book. It's theirs. Do you like my shirt?

He achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria.

The ninth respondent made the utterances which are used to express the language function expressing possession. She made less than half of the utterances given in the textbook. She couldn't add her own exponents. Her level was poor. Her responses were:

This is my school. It's their book.

She didn't achieved advanced and medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore she is categorized in poor level.

The tenth respondent made nearly all the utterances which are used to express the language function expressing possession. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

This is our school. It's ours. It's their book. It's theirs.

She achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria.

The eleventh respondent made the utterances which are used to express the language function expressing possession. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

This is our school. It's ours. It's their book. It's theirs. Do you like my shirt? This is my cap.

He achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria.

The twelfth respondent made the utterances which are used to express the language function expressing possession. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

This is our school. It's ours. This is my copy. It's mine. It's their book. It's theirs. Do you like my shirt? Is it your copy?

He achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria.

The thirteenth respondent made the utterances which are used to express the language function expressing possession. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

This is our school. It's ours. It's their book.

He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The fourteenth respondent made nearly all the utterances which are used to express the language function expressing possession. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

This is our school. It's ours. Do you like my shirt?

He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The fifteenth respondent made nearly all the utterances which are used to express the language function expressing possession. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

This is our school. It's their book. It's theirs.

He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The sixteenth respondent made the utterances which are used to express the language function expressing possession. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

This is our school. It's ours. It's my pen. It's mine. It's their book. It's theirs. Do you like my shirt?

He achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria.

The seventeenth respondent made nearly all the utterances which are used to express the language function expressing possession. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

This is our school. It's ours. It's theirs.

He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The eighteenth respondent made nearly all the utterances which are used to express the language function expressing possession. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

This is our school. It's ours. Do you like my shirt?

He achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria.

The nineteenth respondent made the utterances which are used to express the language function expressing possession. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

This is my room. It's mine. This is our school. It's ours. It's their book. It's theirs. Do you like my shirt?

She achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria.

The twentieth respondent made nearly all the utterances which are used to express the language function expressing possession. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

This is our school. It's ours. It's their book. It's theirs.

He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The twenty first respondent made the utterances which are used to express the language function expressing possession. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

This is our school. It is my dog. It's mine. It's ours. It's their book. It's theirs. Do you like my shirt?

She achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria.

The twenty second respondent made the utterances which are used to express the language function expressing possession. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

This is our school. It's ours. It's their book. It's theirs.

He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The twenty third respondent made nearly all the utterances which are used to express the language function expressing possession. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

This is our school. It's ours. It's their book.

She achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria.

The twenty fourth respondent made nearly all the utterances which are used to express the language function expressing possession. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

It's ours. It's their book. It's theirs.

He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The twenty fifth respondent made the utterances which are used to express the language function expressing possession. He made less than half of the utterances given in the textbook. He couldn't add her own exponents. His level was poor. His responses were:

This is our school. It's ours.

He didn't achieved criteria of advanced and medium in accuracy, fluency, appropriacy and rank of vocabulary. Therefore he is categorized in poor level.

The twenty sixth respondent made nearly all the utterances which are used to express the language function expressing possession. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

This is our school. It's ours. It's their book.

She achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria.

The twenty seventh respondent made the utterances which are used to express the language function expressing possession. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

She is my sister. Her hair is short. This is our school. It's ours. It's their book. It's theirs. Do you like my shirt?

He achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria.

The twenty eighth respondent made nearly all the utterances which are used to express the language function expressing possession. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

This is our school. It's ours. It's their book. It's theirs.

He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The twenty ninth respondent made the utterances which are used to express the language function expressing possession. He made less than half of the utterances given in the textbook. He couldn't add her own exponents. His level was poor. His responses were:

It's ours. It's their book.

He didnt achieved advanced and medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore he is categorized in poor level.

The thirtieth respondent made nearly all the utterances which are used to express the language function expressing possession. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

This is our classroom. It's ours. This is our school. It's ours. It's their book. It's theirs.

Do you like my shirt? Is it your pen?

She achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advnnced in all criteria.

Among 30 students 12 students were able to meet the criteria of advanced in language function 'Expressing Possession'. They made more than the exponents given in the curriculum. Like this, 15 students were able to meet the criteria of medium in language function 'Expressing Possession'. They made more than half of the the exponents given in the curriculum for that language function. Only 3 students were not able to make more than half of the exponents given in the curriculum. They were found to be poor in language function 'Expressing Possession'.

Asking for information

The researcher has analyzed the language function 'Asking for information' given in unit three of the textbook. In this unit mostly the language exponents like, 'Can you tell me an interesting place in Nepal?', 'Excuse me! Do you know where Manakamana is?', 'When did you begin Grade 5?', 'Where are you from?' etc. are given in the text book.

The researcher asked the following questions under these sub topics:

How do you ask for information?

If you want to go to Manakamana, what may be your question for asking the location?

What question do you make for asking your beginning your grade 5?

How can you ask the location?

Can you tell me an interesting place in Nepal?

Excuse me! Do you know where Manakamana is?

When did you begin Grade 5?

Where are you from?

The above-mentioned questions were asked to the 30 students of the school. The first respondent made the utterances which are used to express the language function asking for information. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Where do you live? Can you tell me an interesting place in Nepal?, Excuse me! Do you know where Manakamana is?, When did you begin Grade 5?, Where are you from?

She achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria.

The second respondent made the utterances which are used to express the language function asking for information. She made most of the the utterances given in the textbook. Her level was advanced. Her responses were:

Excuse me! Do you know where Manakamana is?, When did you begin Grade 5?, Where are you from?

She achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria.

The third respondent made nearly all the utterances which are used to express the language function asking for information. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Can you tell me an interesting place in Nepal? When did you begin Grade 5?, Where are you from?

He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria.

The fourth respondent made the utterances which are used to express the language function asking for information. She made more than half of the utterances given in the textbook. Her level was advanced. Her responses were:

Excuse me! Do you know where Manakamana is?, When did you begin Grade 5?, Where are you from?

She achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria

The fifth respondent made the utterances which are used to express the language function asking for information. She made more than half of the utterances given in the textbook. Her level was advanced. Her responses were:

Can you tell me an interesting place in Nepal?, Excuse me! Where are you from?

He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The sixth respondent made the utterances which are used to express the language function asking for information. She made most of the utterances given in the textbook. Her level was advanced. Her responses were:

Excuse me! Do you know where Manakamana is?, When did you begin Grade 5?, Where are you from?

She achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria

The seventh respondent made the utterances which are used to express the language function asking for information. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

How old are you?, What does your father do?, Can you tell me an interesting place in Nepal?, Excuse me! Do you know where Manakamana is?, When did you begin Grade 5?, Where are you from?, Are you in Grade 5?

She achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria

The eighth respondent made the utterances which are used to express the language function asking for information. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

What is your nationality? Can you tell me an interesting place in Nepal?, Excuse me! Do you know where Manakamana is?, When did you begin Grade 5?, Where are you from?'

He achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The ninth respondent made the utterances which are used to express the language function asking for information. She made less than half of the utterances given in the textbook. She couldn't add her own exponents. Her level was poor. Her responses were:

When did you begin Grade 5?, Where are you from?

She didn't achieve the advanced and medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore she was categorized in poor level.

The tenth respondent made nearly all the utterances which are used to express the language function asking for information. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

Can you tell me an interesting place in Nepal? Where are you from? When did you begin Grade 5?

She achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria

The eleventh respondent made the utterances which are used to express the language function asking for information. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Excuse me! Do you know where Manakamana is? When did you begin Grade 5?

Where are you from?

He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The twelfth respondent made the utterances which are used to express the language function asking for information. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

Can you tell me an interesting place in Nepal? Excuse me! Do you know where Manakamana is? When did you begin Grade 5? Where are you from? Can you tell me about our second term exam?

He achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The thirteenth respondent made the utterances which are used to express the language function asking for information. He made more than half of the utterances given in the textbook. His level was advanced. His responses were:

Excuse me! Do you know where Manakamana is?, When did you begin Grade 5?, Where are you from?'

He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The fourteenth respondent made nearly all the utterances which are used to express the language function asking for information. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Do you know where Manakamana is?, When did you begin Grade 5?, Where are you from?'

He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The fifteenth respondent made nearly all the utterances which are used to express the language function asking for information. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Can you tell me an interesting place in Nepal? Do you know where Manakamana is? Where are you from?'

He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The sixteenth respondent made the utterances which are used to express the language function asking for information. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

How can I reach Bharatpur airport? Can you tell me an interesting place in Nepal?, Excuse me! Do you know where Manakamana is?, When did you begin Grade 5?, Where are you from?'

He achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The seventeenth respondent made nearly all the utterances which are used to express the language function asking for information. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Which is a popular tourist area in your district? Can you tell me an interesting place in Nepal?, Excuse me! Do you know where Manakamana is?, When did you begin Grade 5?, Where are you from?'

He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The eighteenth respondent made nearly all the utterances which are used to express the language function asking for information. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Excuse me! Do you know where Manakamana is?, When did you begin Grade 5?, Where are you from?'

He achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The nineteenth respondent made the utterances which are used to express the language function asking for information. She made most of all the utterances given in the textbook. Her level was medium. Her responses were:

Can you tell me an interesting place in Nepal? When did you begin Grade 5?, Where are you from?

She achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria

The twentieth respondent made nearly all the utterances which are used to express the language function asking for information. He made all of the utterances given in the textbook. His level was advanced. His responses were:

Can you tell me an interesting place in Nepal, Excuse me! Do you know where Manakamana is?, When did you begin Grade 5?, Where are you from?'
He achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The twenty first respondent made the utterances which are used to express the language function asking for information. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Do you know where is Chitwan National Park? Can you tell me an interesting place in Nepal?, Excuse me! Do you know where Manakamana is?, When did you begin Grade 5?, Where are you from?'
She achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria

The twenty second respondent made the utterances which are used to express the language function asking for information. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Can you tell me an interesting place in Nepal?, Excuse me! Do you know where Manakamana is?
He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The twenty third respondent made nearly all the utterances which are used to express the language function asking for information. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

Excuse me! Do you know where Manakamana is?, When did you begin Grade 5?, Where are you from?
She achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria

The twenty fourth respondent made nearly all the utterances which are used to express the language function asking for information. He less than half of the utterances given in the textbook. His level was medium. His responses were:

When did you begin Grade 5?, Where are you from?

He didn't achieved advanced and medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore he is categorized in poor level.

The twenty fifth respondent made the utterances which are used to express the language function asking for information. He made most of the utterances given in the textbook. He was successful to add his own exponents. His level was advanced. His responses were:

*Excuse me! Do you know where Manakamana is? Can you tell me an interesting place in Nepal? When did you begin Grade 5? Where are you from?
he achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria*

The twenty sixth respondent made nearly all the utterances which are used to express the language function asking for information. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

*Excuse me! Do you know where Manakamana is?, When did you begin Grade 5?,
Where are you from?
She achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria*

The twenty seventh respondent made the utterances which are used to express the language function asking for information. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

*What time is it? Can you tell me an interesting place in Nepal?, Excuse me! Are you telling a joke? Do you know where Manakamana is?, When did you begin Grade 5?,
Where are you from?'*

He achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The twenty eighth respondent made nearly all the utterances which are used to express the language function asking for information. He made all of the utterances given in the textbook. His level was advanced. His responses were:

Can you tell me an interesting place in Nepal?, Excuse me! Do you know where Manakamana is?, When did you begin Grade 5?, Where are you from?

He achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The twenty ninth respondent made the utterances which are used to express the language function asking for information. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Do you know where Manakamana is?, When did you begin Grade 5?, Where are you from?'

He achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The thirtieth respondent made nearly all the utterances which are used to express the language function asking for information. He made most of the utterances given in the textbook. His level was advanced. His responses were:

Can you tell me an interesting place in Nepal? When did you begin Grade 5?, Where are you from?' Where is your school?

she achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria

Among 30 students, 12 students were able to meet the criteria of advanced in language function 'Asking for information'. They made more than the exponents given in the curriculum. 16 students were able to meet the criteria of medium in language function 'Asking for information'. They made more than half of the the exponents given in the curriculum for that language function. Only 2 students were not able to make more than half of the exponents given in the curriculum. They were found to be poor in language function 'Asking for information'.

Requesting and apologizing

The researcher has analyzed the language function 'Requesting and apologizing' given in unit one of the textbook. In this unit mostly the language exponents like, 'Can you help me?', 'Could you open the door please?', 'Sure, Yes, of course, I'm sorry. I'm busy.' etc. are given in the text book.

The researcher asked the following questions under these sub topics:

How do you make request?

What requests do you use in in classroom?

How do you accept the requests?

How do you reject the request?

How do you make an apology?

The above-mentioned questions were asked to the 30 students of the school. The first respondent made the utterances which are used to express the language function requesting and apologizing. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Can you do it? Can you help me? Could you open the door please? Sure. Yes, of course. I'm sorry. I'm busy. Very sorry.

she achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria

The second respondent made the utterances which are used to express the language function requesting and apologizing. She made all of the the utterances given in the textbook. Her level was advanced. Her responses were:

Can you do it for me? Can you help me? Could you open the door please? Sure. Yes, of course. I'm sorry. I'm busy.

she achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria

The third respondent made nearly all the utterances which are used to express the language function requesting and apologizing. He made all of the utterances given in the textbook. His level was advanced. His responses were:

Will you open the door? Can you help me? Could you open the door please? Sure. Yes, of course. I'm sorry. I'm busy.

he achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The fourth respondent made the utterances which are used to express the language function requesting and apologizing. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

Can you help me? Sure. I'm sorry. I'm busy.

she achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria

The fifth respondent made the utterances which are used to express the language function requesting and apologizing. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

Could you open the door please? Sure. Yes, of course. I'm sorry.

he achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The sixth respondent made the utterances which are used to express the language function requesting and apologizing. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

Can you help me? Could you open the door please? Sure. Yes, of course. I'm sorry. I'm busy.

she achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria

The seventh respondent made the utterances which are used to express the language function requesting and apologizing. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Can you bring me a pen? Can you help me? Could you open the door please? Sure. Yes, of course. I'm sorry. I'm busy. I am very sorry.

she achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria

The eighth respondent made the utterances which are used to express the language function requesting and apologizing. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

Will you open the door? Can you help me? Could you open the door please? Sure. Yes, of course. I'm sorry. I'm busy.

he achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The ninth respondent made the utterances which are used to express the language function requesting and apologizing. She made less than half of the utterances given in the textbook. She couldn't add her own exponents. Her level was poor. Her responses were:

Can you help me? I'm sorry.

she didnt achieved advanced and medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore she was categorized in poor level.

The tenth respondent made nearly all the utterances which are used to express the language requesting and apologizing. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

Can you help me? Could you open the door please? I'm sorry. I'm busy.
she achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria

The eleventh respondent made the utterances which are used to express the language function requesting and apologizing. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Could you open the door please? Sure. I'm sorry. I'm busy.
he achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The twelfth respondent made the utterances which are used to express the language function requesting and apologizing. He made most of the. His level was medium. His responses were:

Can you help me? Yes, of course. I'm sorry. I'm busy.
he achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The thirteenth respondent made the utterances which are used to express the language function requesting and apologizing. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Could you open the door please? Sure. I'm sorry. I'm busy.
he achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The fourteenth respondent made nearly all the utterances which are used to express the language function requesting and apologizing. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Can you help me? Could you open the door please? I'm sorry. I'm busy.
he achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The fifteenth respondent made nearly all the utterances which are used to express the language function requesting and apologizing. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Can you help me? Yes, of course. I'm sorry. I'm busy.

he achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The sixteenth respondent made the utterances which are used to express the language function requesting and apologizing. He made most of the utterances given in the textbook. His level was advanced. His responses were:

Will you call her? Can you help me? Could you open the door please? Sure. Yes, of course. I'm sorry. I'm busy.

he achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The seventeenth respondent made nearly all the utterances which are used to express the language function requesting and apologizing. He made most of the utterances given in the textbook. His level was advanced. His responses were:

Will you call her? Can you help me? Could you open the door please? Certainly. Sure. Yes, of course. I'm sorry. I'm busy.

The eighteenth respondent made nearly all the utterances which are used to express the language function requesting and apologizing. He made half of the utterances given in the textbook. His level was medium. His responses were:

Can you help me? I'm sorry. I'm busy. Could you help me?

he achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The nineteenth respondent made the utterances which are used to express the language function requesting and apologizing. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

Can you do it for me? Could you open the door please? Sure. I'm sorry.

She achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria

The twentieth respondent made nearly all the utterances which are used to express the language function requesting and apologizing. He made all of the utterances given in the textbook. His level was advanced. His responses were:

Can you help me? Could you open the door please? Sure. Yes, of course. I'm sorry. I'm busy. Could you solve this exercise?

he achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The twenty first respondent made the utterances which are used to express the language function requesting and apologizing. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Can you give me your English copy? Can you help me? Could you open the door please? Sure. Yes, of course. I'm sorry. I'm busy.

she achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria

The twenty second respondent made the utterances which are used to express the language function requesting and apologizing. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Could you open the door please? Sure. Yes, of course. I'm sorry. I'm busy.

he achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The twenty third respondent made nearly all the utterances which are used to express the language function requesting and apologizing. She made half of the utterances given in the textbook. Her level was medium. Her responses were:

Can you help me? I'm sorry. I'm busy. Could you open the door please? Sure

she achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria

The twenty fourth respondent made nearly all the utterances which are used to express the language function requesting and apologizing. He less than half of the utterances given in the textbook. His level was poor. His responses were:

Can you help me? I'm sorry. I'm busy

he didn't achieved advanced and medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore he was categorized in poor level.

The twenty fifth respondent made the utterances which are used to express the language function requesting and apologizing. He made less than half of the utterances given in the textbook. He couldn't add her own exponents. His level was poor. His responses were:

Could you open the door please? I'm sorry.

he didn't achieved advanced and medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore he was categorized in poor level.

The twenty sixth respondent made nearly all the utterances which are used to express the language function requesting and apologizing. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

Can you help me? Could you open the door please? I'm sorry. I'm busy.
she achieved medium criteria in accuracy, fluency, appropriacy and rank of
vocabulary. Therefore her level was medium in all criteria

The twenty seventh respondent made the utterances which are used to express the language function requesting and apologizing. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

Will you bring me a glass of water? Can you help me? Could you open the door
please? Sure. Yes, of course. I'm sorry. I'm busy.

he achieved advanced criteria in accuracy, fluency, appropriacy and rank of
vocabulary. Therefore her level was advanced in all criteria

The twenty eighth respondent made nearly all the utterances which are used to express the language function requesting and apologizing. He made all of the utterances given in the textbook. His level was advanced. His responses were:

Will you do it for me? Can you help me? Could you open the door please? Sure. Yes,
of course. I'm sorry. I'm busy.

he achieved advanced criteria in accuracy, fluency, appropriacy and rank of
vocabulary. Therefore her level was advanced in all criteria

The twenty ninth respondent made the utterances which are used to express the language function requesting and apologizing. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Could you open the door please? Sure. Yes, of course. I'm sorry. I'm busy.
he achieved medium criteria in accuracy, fluency, appropriacy and rank of
vocabulary. Therefore her level was medium in all criteria

The thirtieth respondent made nearly all the utterances which are used to express the language function requesting and apologizing. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Can you help me? Yes, of course. I'm sorry. I'm busy.
she achieved medium criteria in accuracy, fluency, appropriacy and rank of
vocabulary. Therefore her level was medium in all criteria

Out of 30, 13 students were able to meet the criteria of advanced in language function 'Requesting and Apologizing'. They made more than the exponents given in the curriculum. 14 students were able to meet the criteria of medium in language function 'Requesting and Apologizing'. They made more than half of the the exponents given in the curriculum for that language function. Only 3 students were not able to make more than half of the exponents

given in the curriculum. They were found to be poor in language function 'Requesting and Apologizing'

Congratulating and thanking

The researcher has analyzed the language function 'Congratulating and thanking' used in unit five of the textbook in this session. In this unit, mostly the language exponents like, 'Congratulations!', 'Congratulations on your success!', 'Well done!', 'Good job!', 'Thank you.', 'Thanks a lot.', 'Thank you so much.' are used.

The researcher asked the following questions under these sub topics:

How do you express congratulation?

What are different ways to express congratulations?

How do you reply if someone congratulates you?

The first respondent made the utterances which are used to express the language function congratulating and thanking. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Congratulations!, Congratulations on your success!, Well done!, Good job!, Thank you., Thanks a lot., Thank you so much.

she achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria

The second respondent made the utterances which are used to express the language function congratulating and thanking. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Congratulations!, Congratulations on your success!, Well done!, Good job!, Thank you., Thanks a lot., Thank you so much.

she achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria

The third respondent made nearly all the utterances which are used to express the language function congratulating and thanking.. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Congratulations!, Well done!, Good job!, Thank you., Thank you so much.

he achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The fourth respondent made the utterances which are used to express the language function congratulating and thanking. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Congratulations!, Congratulations on your success!, Well done!, Good job!, Thank you., Thanks a lot., Thank you so much.

she achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria

The fifth respondent made the utterances which are used to express the language function congratulating and thanking. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Congratulations!, Congratulations on your success!, Well done!, Good job!, Thank you., Thanks a lot., Thank you so much.

he achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The sixth respondent made the utterances which are used to express the language function congratulating and thanking. She made more than half of the utterances given in the textbook Her level was medium. Her responses were:

Congratulations!, Good job!, Thank you., Thanks a lot.

she achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria

The seventh respondent made the utterances which are used to express the language function congratulating and thanking. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Congratulations!, Congratulations on your success!, Well done!, Good job!, Thank you., Thanks a lot., Thank you so much.

she achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was advanced in all criteria

The eighth respondent made the utterances which are used to express the language function introducing and leave taking. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

Congratulations!, Congratulations on your success!, Well done!, Good job!, Thank you., Thanks a lot., Thank you so much.

he achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The ninth respondent made the utterances which are used to express the language function congratulating and thanking. She made less than half of the utterances given in the textbook. She couldn't add her own exponents. Her level was poor. Her responses were:

Congratulations!, Thank you.

she didn't achieved advanced and medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore she was categorized in poor level.

The tenth respondent made nearly all the utterances which are used to express the language function congratulating and thanking. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

Congratulations!, Well done!, Good job!, Thank you., Thank you so much.

she achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria

The eleventh respondent made the utterances which are used to express the language function congratulating and thanking. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

Congratulations!, Congratulations on your success!, Well done!, Good job!, Thank you., Thanks a lot., Thank you so much.

he achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The twelfth respondent made the utterances which are used to express the language function congratulating and thanking. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

Congratulations!, Congratulations on your success!, Well done!, Good job!, Thank you., Thanks a lot., Thank you so much.

he achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The thirteenth respondent made the utterances which are used to express the language function congratulating and thanking. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

Congratulations!, Congratulations on your success!, Well done!, Good job!, Thank you., Thanks a lot., Thank you so much.

he achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The fourteenth respondent made nearly all the utterances which are used to express the language function congratulating and thanking. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Congratulations on your success!, Well done!, Thank you., Thanks a lot.

he achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The fifteenth respondent made nearly all the utterances which are used to express the language function congratulating and thanking. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Congratulations on your success!, Well done!, Thank you., Thanks a lot., Thank you so much.

he achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The sixteenth respondent made the utterances which are used to express the language function congratulating and thanking. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

Congratulations!, Congratulations on your success!, Well done!, Good job!, Thank you., Thanks a lot., Thank you so much.

he achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The seventeenth respondent made nearly all the utterances which are used to express the language function congratulating and thanking. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Congratulations!, Well done!, Good job!, Thank you., Thank you so much.
he achieved medium criteria in accuracy, fluency, appropriacy and rank of
vocabulary. Therefore his level was medium in all criteria

The eighteenth respondent made nearly all the utterances which are used to express the language function congratulating and thanking. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Congratulations!, Well done!, Thank you., Thanks a lot.
he achieved medium criteria in accuracy, fluency, appropriacy and rank of
vocabulary. Therefore his level was medium in all criteria

The nineteenth respondent made the utterances which are used to express the language function congratulating and thanking. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Congratulations!, Congratulations on your success!, Well done!, Good job!, Thank
you., Thanks a lot., Thank you so much.

she achieved advanced criteria in accuracy, fluency, appropriacy and rank of
vocabulary. Therefore her level was advanced in all criteria

The twentieth respondent made nearly all the utterances which are used to express the language function introducing and leave taking. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Congratulations!, Good job!, Thank you., Thank you so much.
he achieved medium criteria in accuracy, fluency, appropriacy and rank of
vocabulary. Therefore his level was medium in all criteria

The twenty first respondent made the utterances which are used to express the language function introducing and leave taking. She made all the utterances given in the textbook as well as other some extra utterances too. Her level was advanced. Her responses were:

Congratulations!, Congratulations on your success!, Well done!, Good job!, Thank
you., Thanks a lot., Thank you so much.

she achieved advanced criteria in accuracy, fluency, appropriacy and rank of
vocabulary. Therefore her level was advanced in all criteria

The twenty second respondent made the utterances which are used to express the language function introducing and leave taking. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

Congratulations!, Congratulations on your success!, Well done!, Good job!, Thank you., Thanks a lot., Thank you so much.

he achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The twenty third respondent made nearly all the utterances which are used to express the language function introducing and leave taking. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

Congratulations!, Good job!, Thank you., Thank you so much.

she achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria

The twenty fourth respondent made nearly all the utterances which are used to express the language function introducing and leave taking. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Congratulations on your success!, Well done!, Thank you., Thank you so much.

he achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The twenty fifth respondent made the utterances which are used to express the language function introducing and leave taking. He made less than half of the utterances given in the textbook. He couldn't add her own exponents. His level was poor. His responses were:

Congratulations!, Thank you so much.

he didn't achieved advanced and medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore he was categorized in poor level.

The twenty sixth respondent made nearly all the utterances which are used to express the language function introducing and leave taking. She made more than half of the utterances given in the textbook. Her level was medium. Her responses were:

Congratulations on your success!, Well done!, Good job!, Thank you.

she achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria

The twenty seventh respondent made the utterances which are used to express the language function introducing and leave taking. He made all the utterances given in the textbook as well as other some extra utterances too. His level was advanced. His responses were:

Congratulations!, Congratulations on your success!, Well done!, Good job!, Thank you., Thanks a lot., Thank you so much.

he achieved advanced criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was advanced in all criteria

The twenty eighth respondent made nearly all the utterances which are used to express the language function introducing and leave taking. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Congratulations!, Good job!, Thank you., Thanks a lot.

he achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore his level was medium in all criteria

The twenty ninth respondent made the utterances which are used to express the language function introducing and leave taking. He made less than half of the utterances given in the textbook. He couldn't add her own exponents. His level was poor. His responses were:

Congratulations!, Well done!, Thank you.

he didn't achieved advanced and medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore he was categorized in poor level.

The thirtieth respondent made nearly all the utterances which are used to express the language function introducing and leave taking. He made more than half of the utterances given in the textbook. His level was medium. His responses were:

Congratulations on your success!, Well done!, Good job!, Thank you., Thanks a lot.

she achieved medium criteria in accuracy, fluency, appropriacy and rank of vocabulary. Therefore her level was medium in all criteria

Among 30 students 14 students were able to meet the criteria of advanced in language function 'Congratulating and Thanking'. They made more than the exponents given in the curriculum. 13 students were able to meet the criteria of medium in language function 'Congratulating and Thanking'. They made more than half of the exponents given in the curriculum. Only 3 students were not able to make more than half of the exponents given in the curriculum. They were found to be poor in language function 'Congratulating and Thanking'.

Findings

In this study these are the findings on the basis of the analysis of the data:

- i. Among 30 students 14 students were able to meet the criteria of advanced in language function 'Introducing and Leave Taking'. They made more than the exponents given in the curriculum. Similarly, 13 students were able to meet the criteria of medium in language function 'Introducing and Leave Taking'. They made more than half of the exponents given in the curriculum. In the same way, only 3 students were not able

- to make more than half of the exponents given in the curriculum. They were found to be poor in language function 'Introducing and Leave Taking'.
- ii. Among 30 students 12 students were able to meet the criteria of advanced in language function 'Expressing Possession'. They made more than the exponents given in the curriculum. Like this, 15 students were able to meet the criteria of medium in language function 'Expressing Possession'. They made more than half of the the exponents given in the curriculum for that language function. Only 3 students were not able to make more than half of the exponents given in the curriculum. They were found to be poor in language function 'Expressing Possession'.
 - iii. 12 students were able to meet the criteria of advanced in language function 'Asking for information'. They made more than the exponents given in the curriculum. 16 students were able to meet the criteria of medium in language function 'Asking for information'. They made more than half of the exponents given in the curriculum for that language function. Only 2 students were not able to make more than half of the exponents given in the curriculum. They were found to be poor in language function 'Asking for information'.
 - iv. Out of 30, 13 students were able to meet the criteria of advanced in language function 'Requesting and Apologizing'. They made more than the exponents given in the curriculum. 14 students were able to meet the criteria of medium in language function 'Requesting and Apologizing'. They made more than half of the exponents given in the curriculum for that language function. Only 3 students were not able to make more than half of the exponents given in the curriculum. They were found to be poor in language function 'Requesting and Apologizing'
 - v. Among 30 students 14 students were able to meet the criteria of advanced in language function 'Congratulating and Thanking'. They made more than the exponents given in the curriculum. 13 students were able to meet the criteria of medium in language function 'Congratulating and Thanking'. They made more than half of the exponents given in the curriculum. Only 3 students were not able to make more than half of the exponents given in the curriculum. They were found to be poor in language function 'Congratulating and Thanking'.
 - vi. It is found that the level of students was different.

Chapter Five

Conclusion and Recommendation

This is the final chapter of this research which is constituted of the conclusions and recommendations made by the researcher after summarizing the major findings of the study. This chapter is divided into two parts conclusion and recommendations. The recommendations of the study are offered to be effective for policy, practice and research related levels respectively.

Conclusion

Conclusion is the final outcome or theme drawn after the successful condition of the study. It is crucial message that the researcher draws after the systematic synthesis of whole study. As my study was on " **Grade Five Students' Awareness Of Language Functions And Exponents** ", it tried to find out grade five students awareness level in different language functions and exponents .

To conclude, as title of this study reveals the nature of the study to be followed. The survey research design was adopted to find the awareness of different language function and exponents of Grade 5 students. 30 different students of community school was selected using purposive sampling in order to get sample of the study. The study was done among 30 students in which 14 students were able to meet the criteria of advanced, 13 students were able to meet the criteria of medium and only 3 students were found to be poor in language function 'Introducing and Leave Taking'. In the same way, 12 students were able to meet the criteria of advanced in language function 'Expressing Possession'. Like this, 15 students were able to meet the criteria of medium in that language function and 3 students were not able to make more than half of the exponents given in the curriculum. Similarly, 12 students were able to meet the criteria of advanced in language function 'Asking for information', 16 students were able to meet the criteria of medium in language function 'Asking for information' and 2 students were poor to make the exponents given in the curriculum.

In the same way, out of 30, 13 students were able to meet the criteria of advanced in language function 'Requesting and Apologizing', 14 students were able to meet the criteria of medium in language function 'Requesting and Apologizing'. And 3 students were poor to make the exponents given in the curriculum in language function 'Requesting and

Apologizing'. Likewise, 14 students were able to meet the criteria of advanced in language function 'Congratulating and Thanking', 13 students were able to meet the criteria of medium and 3 students were found to be poor in language function 'Congratulating and Thanking'.

From the study it was found that criteria-based tests assessed the students' knowledge and skills against a predetermined set of standards or criteria. The goal was to control whether a student got mastered specific content or skills. Criterion-based tests could be tailored to individual student needs and learning goals. It allowed for more personalized instruction and assessment. Students became clear what was expected from them, which helped them to focus their learning and study efforts. Similarly, criterion-based tests were motivating for students as they could see their progress towards specific goals. Teachers could provide specific feedback on students' strengths and weaknesses, which could help students improve their learning. Because of these reasons criteria based tests are better than norm base test. Most of the students were in the criteria of advanced and medium so it was found that the students' speaking level was good.

Recommendations

Based on the major results of the present study the following recommendations/ suggestions and implications for different level are proposed:

Policy Level

The following implications are proposed for this level:

-) In designing curriculum and syllabus, the weak points of students in speaking should be taken into consideration.
-) They should be designed to develop the students' accuracy, fluency and vocabulary.
-) Different teacher training programs and workshops should be conducted for the teachers of basic level.
-) Curriculum of basic level (4-5) has given greater emphasis on developing speaking skill.
-) Concerned authorities should encourage using the authentic materials along with non-authentic materials as they provide the live experiences to the readers.
-) The concerned authorities should adopt and apply criterion related test items.

Practice Level

Some recommendations for practice level are provided on the basis of the findings of this study. They are in the following points:

-) Different activities should be used by the teachers for speaking at basic level, it can be said that ELT teachers need to use maximum activities for teaching speaking skill.
-) Language teachers should teach the use of language rather than about language
-) Group work, pair work and role play techniques are referred to apply while teaching speaking to the students.
-) Active and meaningful teaching should be encouraged so that traditional methods can be replaced and language learning becomes effective and useful.
-) Modern, scientific and students centered methods should be applied in teaching speaking skill.

Further Research

There may be some weakness in this research work since no researches can be perfect. There are so many areas related to this topic which are not researched/ covered. Therefore, this research work provides the following bases for further research:

-) This research was limited to Arunodaya Secondary School of Bharatpur on speaking skill of Grade 5 only. So other researchers are recommended to carry out similar researches in other levels and private schools too.
-) As this study was concerned only language function and exponents , further researchers are suggested to conduct research on different skills and criteria.
- Ñ This research was limited to Chitwan district only. Similar type of research can be carried in other districts.

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Appendix

Questionnaire

The researcher asks the following open-ended questionnaire to the students under these sub topics:

Introducing and Leave-Taking

1. How do you introduce yourself to someone new? When were you born?
2. What are some easy questions you think are important to include when introducing yourself?
3. How do you feel when meeting someone for the first time?
4. How important is it to make a good first impression, and why?
5. What are some ways to say goodbye?
6. Why do people say goodbye?
7. How do you usually end a conversation with someone you've just met?
8. How do you handle leave-taking in a group setting?

Expressing possession

9. Whose school is it?
10. Whose book is it?
11. Whose shirt do you like?
12. Whose classroom is it?

Asking for information

13. How do you ask for information?
14. If you want to go to Manakamana, what may be your question for asking the location?
15. What question do you make for asking your beginning your grade 5?
16. How can you ask the location?
17. Can you tell me an interesting place in Nepal?
18. Excuse me! Do you know where Manakamana is?
19. When did you begin Grade 5?
20. Where are you from?

Requesting and apologizing

21. How do you make request?
22. What requests do you use in in classroom?
23. How do you accept the requests?
24. How do you reject the request?

25. How do you make an apology?

Congratulating and thanking

26. How do you express congratulation?

27. What are different ways to express congratulations?

28. How do you reply if someone congratulates you?

