

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Use of language as a means of human communication traces as back as the date of the origin of human being and the rise of human civilization.

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

Today a good knowledge in English language both in writing and in speech is the first requirement one has to meet if one wants to involve either in any scholarly activities or in getting any higher academic degree. Realizing this compulsion of English language, majority of the non-English native countries across the world have made tremendous efforts to introduce ELT as a compulsory component of their public education system.

English was formally introduced in Nepalese formal education system right since the establishment of Durbar High School in 1910. B. S. Since the year onwards, Nepali formal education system has been making tremendous efforts in terms of both money and time to produce its graduates of schools and universities as the competent users of English language both in writing and in speech. ELT experts in Nepal have also been

consuming their minds and hands at their most in making time- relevant reforms in ELT plans, objectives, curriculum and methodologies time and again. Nevertheless, researches have shown that Nepalese university graduates as the output of ELT practice in Nepal are not to show their proficiency satisfactory in using English language for the communicative purpose.

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

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

Communicative approach or communicative language teaching is the cry of the day in ELT .Obviously, as the concept communicative language teaching contains the terms 'communicative' 'language' and 'teaching' it strongly assumes the objective of teaching English language as to make the learners competent users of English language for daily communication. Communicative language teaching not only focuses in redefining the objectives of teaching English but it also attempts to restructure what content should be taught and what method of teaching should be followed.

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

Thus the guiding principle of communicative language teaching in ELT is to train the learners to use the language forms (communicative functions) appropriately for a

variety of purposes as the every day communication demands, such as 'to make a point on sex', 'to buy an air ticket', 'to write a letter to a newspaper editor' among many others.

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

In the present study, the researcher intends to focus on those communicative functions which are included in the newly prescribed textbook 'New Headway, Intermediate Students' Book' in the newly offered curriculum at PCL, First Year of T.U. After the completion of a certain curriculum designed and implemented to teach English language, students would be expected to meet the determined objectives. Unless the learners can use English in various contexts of their daily communicative life, the 'what to teach aspect' and 'how to teach aspect' of language can not be counted as a successful input. So, an English language learner needs to internalize the appropriate expressions of English to be able to use them for the purpose of daily communication. The researcher will highlight the need for learning this aspect of language as attempted to teach in the textbook in question.

1.1.1 Communicative Competence

Communicative competence, in its broad sense is that internalized knowledge of language an individual possesses which enable him/her to use appropriate forms of language to fulfill certain communicative requirements in the extended situations of daily communication. A competent language user not only can produce appropriate forms of language as per the demands of various communicative requirements but also can interpret others' use of language to associate the intended meanings in the given

situations. So, communicative competence is supposed to include everything that a native speaker needs to know about language in order to communicate effectively in distinct social settings.

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

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

1.1.2 Communicative Functions of Language

It is language by the means of which human being builds up the relationship among individuals in the society. Human beings need language to fulfill their requirements; they may be either material needs or let them be social or human. One makes query about the price of a new car in a showroom, one may need to know at the airport when the plane leaves for Delhi, and one may in another situation have an introduction with a stranger. When one uses particular forms of language in order to fulfill these purposes among many others, for instance, 'Hello, 'I am Gold Smith', then this form of

language together with the function it serves i.e. 'introducing oneself' becomes the communicative function. Therefore, communicative functions are often described as the categories of behaviours i.e. request, apologies, offers, queries, threats, advices, complain, scolding, getting things done among many others which are to be carried out by the means of appropriate forms of language or sometimes by some approved signs or signals.

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

Every native speaker or a competent language user can use language creatively or in a noble way to fulfill his/her communicative purposes in the extended situations of daily communication. Because of the complex and creative nature of language and because of the multi-dimensional inter-relationship between language and society there is nothing as such as to say categorically that these are the definite ways of using language for the definite purposes only. In the same way, there is nothing like the only right or proper way of classifying language functions.

Though, language functions have some classifications which are as follows:

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

- i. **Personal:** Clarifying or arranging one's ideas, expressing one's thoughts or feelings.

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

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

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

1.1.3 Language Form and Function: A Relationship

Language form is a meaningful unit of language used to convey certain message or to get certain task to be done. So words, phrases or sentences are the forms of language. Language forms in concern with this research study are structures that are more or less fixed multi-word units. Language function on the other hand is what the use of particular language form makes one to do or to react on other's speaking. So one language form has at least to serve one language functions the form-function relationship can be seen in the way follows:

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

Let us see some examples of these relationships:

May I help you with this bag?

Can I have your attention please?

Will you please stop talking!

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

Let us see another relationship of form and function through the following sentence.

Pedestrians should cross here.

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

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

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

May I have a smoke here?

Do you mind if I smoke here?

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

Shall I go out to smoke!

I wonder if I could smoke here.

What, if I smoke here?

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

1.1.4 Communicative Proficiency

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

For a learner to be able to use a given language effectively and appropriately for daily communicative purpose, s\he needs to know not only the rules of usages and vocabulary of the language but also its rules of use and rules of interpretation. Besides formal linguistic knowledge, a learner of a language needs to acquire knowledge of discourse competence and of pragmatic sensitivity of the language. Communicative proficiency is the actualization of what Dell Hymes (1971) terms 'communicative competence', the integrated knowledge of language which includes not only the grammar but also the knowledge of how to use language as the means of communication, appropriately and in a meaningful way in the extended situations of daily communication.

Communicative proficiency, as the researcher has meant, tries to seek "Yes" as an answer if a language user or learner can make request/enquiry appropriately as s/he

checks at the reception of a hotel or can express opinion on others' remark such as 'the weather is too fascinating' or can appropriately apologize for being late office or in many other contexts of situations that require him/her to use appropriate language forms for certain function to be done.

Since a language user or learner has to overcome with many situations and s/he needs to be able to use language appropriately in such distinct settings, communicative proficiency, in its boarder sense, comprises everything a language user has to know over and above individual words and grammatical rules. One important feature of communicative proficiency is the choice of appropriate linguistic expressions i.e. structures that are more or less fixed multi-word units

1.1.5 Introduction to the New Headway, Intermediate Student's Book

New Headway, Intermediate Students' Book is one of the prescribed textbooks in the newly introduced curriculum at the PCL First Year of T.U other two being 'Chinar I (Anthology)' and 'Academic Encounters: Life in Society' which largely focus on the different literary genre and on the skills of academic reading and writing respectively. Liz and John soars, internationally renowned authors and highly experienced teachers and teacher trainers are the authors of this book and is published by Oxford University Press. The Book names 'The New Edition, New Headway, Intermediate Students' Book' in total. It consists of 12 units under different titles like 'It's a wonderful world! (Unit 1) 'Get Happy' (unit 2) etc. and each unit seems to be well packed with diversity of up to date texts with global appeal, activities in language skills, aspects of learning language like grammar, vocabulary and more remarkably with extended varieties of communicative functions and activities and further it is well equipped with supplementary materials like Teacher's book, Student's workbook, listening text both electronic and script version.

The contents included in the book are broadly classified into two categories: LANGUAGE INPUT which consists of grammar, vocabulary and everyday English

and SKILLS DEVELOPMENT which consists of four major language skills viz. listening, speaking, reading and writing. Thus every unit provides with ample opportunities to learn grammar, vocabulary, everyday English (communicative English) and to practice reading speaking, listening and writing with colourful pictures, illustrations and examples.

In the book the communicative language teaching and learning activities, which is the one and only the concern of this research has been placed at the end of each unit under the title **EVERYDAY ENGLISH**. In this section of each unit, the book has aimed at teaching communicative functions through making learners speak immensely in various communicative situations and listening to the tapes or CDs of native conversations and narratives. Through out the book it instructs the learners as 'work with a partner...' 'find a partner....' work in group(s), play role, talk to the class...., which are some of the key activities of teaching language communicatively.

Communicative functions which are focused by the book at the end of each unit under the little '**EVERYDAY ENGLISH**' are as follows.

Unit	Section	Communicative Functions
1.	Everyday English	Social Expressions. Exponents: Never mind, Take care, You must be joking!
2.	Everyday English	Number and dates. Exponents: money, fractions, decimals, percentages, dates, phone numbers
3.	Everyday English	Giving opinion Exponents: What did you think of the play? It was really boring, I feel asleep during the first act.

4.	Everyday English	Requests and offers. Exponents: Could you...?, Would you...?, Can I..., I'll.....? Shall...?
5.	Everyday English	Traveling around, using public transport, requests in a hotel
6.	Everyday English	Signs and sounds Exponents: Dry clean only, just looking thanks.
7.	Everyday English	On the phone. Exponents: Can I take a message?, Would you like a hold?
8.	Everyday English	Making suggestion. Exponents: Let's go shopping!, Why don't you ask your parents?
9.	Everyday English	Agreeing and disagreeing. Exponents: So do I!, Neither do I!
10	Everyday English	Expressing quantity. Exponents: How much coffee do you drink? That's too much!
11.	Everyday English	Informal English Exponents: What do you say?, We break for lunch?, What's up?
12.	Everyday English	Saying sorry. Exponents: I'm sorry!, Excuse me!

1.2 Literatures Review

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

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

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

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

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

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

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

This research is different from the previous studies in the sense that it has tried to find out the communicative proficiency of the PCL second year students' after the completion of very freshly offered new textbook namely "New Headway, Intermediate Students' Book' at PCL first year in the newly introduced curriculum of T.U.

1.3 Objectives

This research has the following objectives;

1. To find out the PCL second year students' communicative proficiency on the basis of communicative functions as taught and learned in their PCL first year study from the newly introduced textbook named 'New Headway Intermediate Students' Book'
2. To compare students' proficiency in terms of the following variables:
 - A. Informant-oriented variables:
 - Humanities versus Education Faculties of T.U.

- Male versus Female
 - SLC Graduate from Private Schools versus Public schools.
- B. Content-oriented variables.
- Productive versus receptive skills.
 - Social expressions.
 - Giving opinions.
 - Using phone etc.
3. To suggest some pedagogical implications.

1.4 Significance of the Study

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

CHAPTER-TWO

METHODOLOGY

The following methodology has been used for this research:

2.1 Sources of Data

The researcher used both primary and secondary sources of data to carry out this study.

2.1.1 Primary sources

The Primary sources of data were the PCL second year students (academic year 2063/064) of two different faculties of T.U viz. Humanities and Education studying in the campuses in Kathmandu valley, who completed the 'New Headway, Intermediate Students' Book' in the academic year 2062/063 of T.U. as the partial component of the compulsory English curriculum at their PCL first year study.

2.1.2 The Secondary Sources

In addition to the primary sources, the researcher had used different relevant books, journals, papers and research reports as the secondary sources of data for the study.

2.2 Sample Population and Sampling Procedure

The sample population was one-hundred and twenty students of the PCL Second Year (academic year 2063/064) of T.U. The researcher had selected four campuses of T.U. in Kathmandu valley and selected one hundred and twenty students from two different faculties viz. Education and Humanities on the basis of stratified sampling procedure.

2.3 Tools for Data Collection

The researcher used test items to collect data. While designing test items the researcher solely based on the communicative functions included in the textbook 'New

Headway, Intermediate Students' Book'. He had elicited students' both receptive and productive proficiency to communicate in English by using two types of test items such as:

- i) Multiple choice items, and
- ii) What exactly would you say in the following situations?

2.4 Process of Data Collection

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

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

2.5 Limitations of the Study

The study was limited in the following ways:

- 1) The sample population was one hundred and twenty students from the two different faculties of T.U. viz. Humanities and Education who had just completed the 'New Headway, Intermediate Students' Book' within the academic session of 2062/2063 of T.U..
- 2) The study had taken only those communicative functions into consideration which are included in the textbook in question.
- 3) Students' proficiency was elicited by the means of written test.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

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

The following were the headings used for analyzing the data.

1. Students' overall communicative proficiency: Data as a Whole
2. Informant-oriented variables
 - a) Humanities versus Education
 - b) SLC graduates from public schools versus private schools.
 - c) Male versus female
3. Content-oriented variables: under this heading categories of communicative functions as given in the textbook "New Headway, Intermediate Students' Book" are taken into consideration.

For functionwise study of the students' proficiency 8 exact categories of communicative functions as given in the textbook 'New Headway' were taken into consideration. From each communicative function, for instance, 'Giving Opinion' 2

objectives (receptive items) tests carrying 1 mark each and 1 subjective test (productive items) carrying two marks were developed. So full marks determined to each functional category is 4. So every individual student was tested against 4 full marks in each title of function under study. However, all the test items developed that is 25 objective and 13 subjective items carrying 50 marks in aggregation were administered for analyzing students' overall proficiency.

3.1 Students' Overall Communicative Proficiency: Data as a Whole.

Table-1

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

The table above describes that in receptive items students as a whole have obtained 1353 i.e. 45.1 percent out of 3000 full marks whereas in productive items they have obtained 1411 i.e. 47.03 percent out of 3000 full marks. On the whole, their average proficiency is determined to be 46.06 percent. This reveals that students have been found to be slightly more proficient in the productive use of language for communicative purpose on their own in the given situations than that of the receptive use by 1.93 percent.

In receptive items they have produced 1432 i.e. 47.73 percent responses incorrect and 215 i.e. 7.16 percent marks have been left not responded. In productive items 1057 i.e. 35.23 percent responses have been produced incorrect and 532 i.e. 17.73 percent marks were left not responded.

3.2 Informant-oriented Variables

3.2.1 Facultywise Comparison of Data as a Whole

Students' Proficiency in Term of Education and Humanities as a Whole

Table-2

Variables	types of test items	No. of students	Fullmarks	Frequency. of CR	%	Frequency of ICR	%	Marks not responded	%
Education	Receptive	60	1500	643	44.1	724	48.26	113	7.53
	Productive	60	1500	592	39.46	578	38.53	330	22
	Average Proficiency				41.83				
Humanities	Receptive	60	1500	690	46.0	708	47.2	102	6.8
	Productive	60	1500	819	54.6	479	31.93	202	13.46
	Average Proficiency				50.3				

The table given above shows that the students of PCL in Education (henceforth PCL in I.Ed.) as a whole have obtained 663 i.e. 44.2 percent marks out of 1500 full marks in receptive items whereas in productive items they have obtained 592 i.e. 39.46 percent marks out of 1500 full marks. It means that PCL in I.Ed. students' are good at recognizing the appropriate expressions of communicative function in the given situations than producing them on their own to serve different communicative functions in the given situations. Students of PCL in Humanities and Social Science (henceforth PCL in HSS) on the other hand, have obtained 690 i.e. 46.0 percent marks out of 1500 full marks in receptive items whereas in productive items they have obtained 819 i.e. 54.6 percent marks. On the whole, average communicative proficiency of the students of PCL in Ed. is determined to be 41.83 percent where as those of the PCL in HSS is 50.3 percent. So, the students of PCL in HSS excelled their PCL in Ed's counterparts by 8.47 percent.

This can be presented as follows:

Variables	Receptive	Productive	Average Total
PCL in Ed	44.2 percent	39.46 percent	41.83 percent
PCL HSS	46.0 percent	54.6 percent	50.3 percent

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

3.2.2 Sexwise Comparison of Data as Whole

Students' Proficiency in Term of Male and Female as a Whole

Table-3

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

According to the table given above male students as a whole have obtained 659 i.e. 43.93 percent marks out of 1500 full marks in receptive items whereas in productive items they have obtained 642 i.e. 42.8 percent marks. Thus their average communicative is determined to be 43.36 percent.

Female students on the other hand, have obtained 694 i.e. 46.26 percent marks out of 1500 full marks in receptive items whereas in productive items they have secured 769 i.e. 51.26 percent marks. Thus, the female students' proficiency is determined to be

48.76 percent in average. Thus, male students showed their proficiency better in the receptive use of language for communicative purpose than that of productive use whereas female students showed their proficiency better in productive use.

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

Variables	Receptive	Productive	Average Total
Male	43.93 percent	42.8 percent	43.36 percent
Female	46.26 percent	51.26 percent	48.76 percent

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

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

3.2.3 Comparison of a Data in Terms of SLC Graduated from Public schools and Private Schools as a Whole

Proficiency of the Students of SLC Graduated from Public Schools and Private Schools as a Whole

Table-4

Variables	Types of Test Items	No of Students	Full marks	Frequency. of CR	%	Frequency of ICR	%	Marks not Responded	%
SLC Graduated from Public schools	Receptive	60	1500	633	42.2	716	47.73	51	10.06
	Productive	60	1500	494	42.8	681	45.4	315	21.0
	Average Proficiency				37.56				
SLC Graduated from Private schools	Receptive	60	1500	720	48.0	703	46.86	77	5.13
	Productive	60	1500	917	61.13	379	25.26	204	13.6
	Average Proficiency				54.56				

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

On the whole, the communicative proficiency of the students of SLC graduated from the public schools is determined to be 37.56 percent whereas those from the private

schools' is determined to be 54.56 percent. So the latter group appeared to be more proficient in using the language for the communicative purpose than the former by 17.0 percent. This can be presented precisely as follows:

Variables	Receptive	Productive	Average
SLC Graduated from Public schools	42.2 percent	32.93 percent	37.56 percent
SLC Graduated from Private schools	48.0 percent	61.13 percent	54.5 percent

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

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

3.3 Content -oriented Variables

This section deals with the students' communicative proficiency in terms of narrow functionwise comparison, i.e. in terms of the 8 exact function titles given in the textbook under the headings of Everyday English.

So, the followings are the titles of communicative functions included in the study:

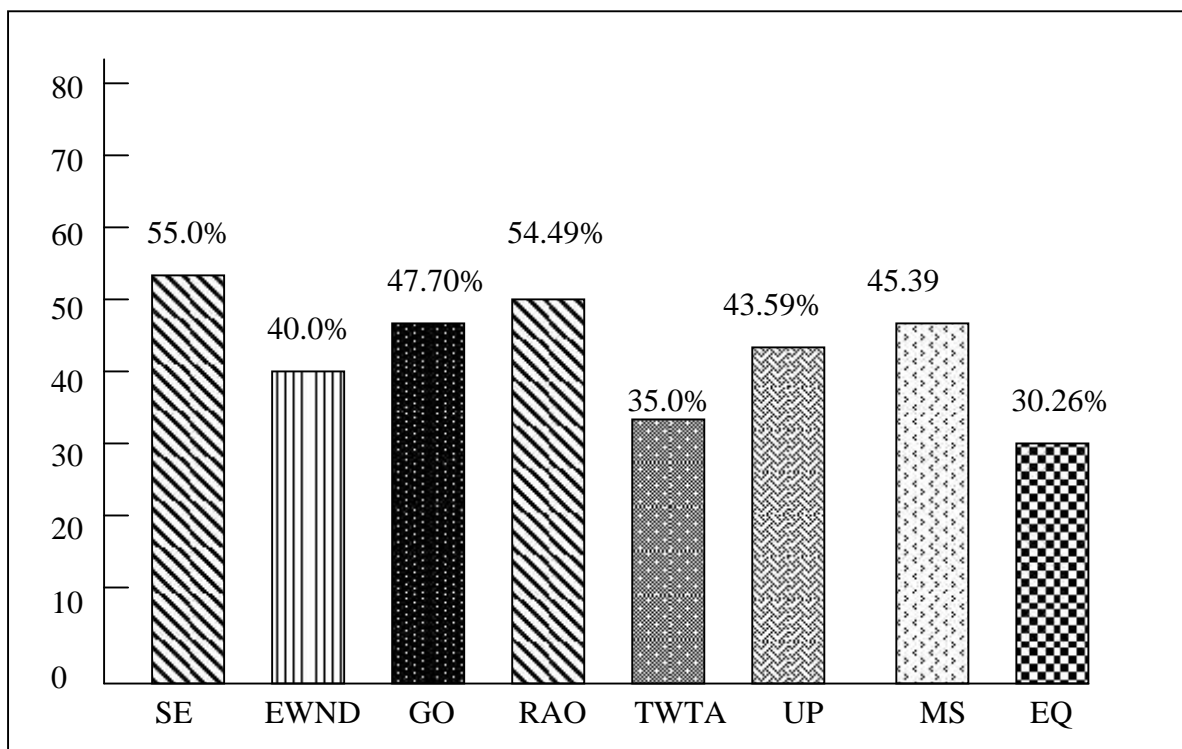
- i) Social Expression (SE)
- ii) Expressing with Number and Dates (EWND)
- iii) Giving Opinion (GO)
- iv) Requesting and Offering (RAO)
- v) Talking while Travelling Around (TWTA)

- vi) Using Phone (UP)
- vii) Making Suggestion (MS)
- viii) Expressing Quantity (EQ)

**3.3.1 Functionwise Comparison of the Students' Communicative Proficiency:
Data as a Whole.**

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

Bar Diagram of Students' Proficiency in Each Functional Category.



The above bar diagram shows that students of all campuses under study as a whole have obtained 55.0 percent marks in average in the social expressions function (henceforth SE), 40.20 percent marks in expressing with number and dates function (henceforth EWND) 47.70 percent marks in giving opinion function (henceforth GO) 51.04 percent marks in requesting and offering function (henceforth RAO), 35.0

percent marks in talking while traveling around function (henceforth TWTA), 42.5 percent marks in using phone function (henceforth UP), 45.20 percent marks in making suggestion function (henceforth MS) and 30.36 percent marks in expressing quantity function (henceforth EQ)

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

3.3.2 Functionwise Proficiency of the Students of Each Campus under Study.

Table-5

Proficiency in Each Communicative Function of the Students of Each Campus under Study

No of Students	Full marks	SE		EWND		GO		RAO		TWTA		UP		MS		EQ
		Marks	%	Marks	%	Marks	%	Marks	%	Marks	%	Marks	%	Marks	%	Marks
30	120	63	52.5	47	39.16	53	44.16	58	48.33	43	35.83	50	41.66	51	42.5	31
30	120	57	47.5	39	32.5	48	40.0	51	42.5	33	27.5	43	35.83	44	36.66	29
30	120	74	61.66	57	47.5	67	55.83	71	59.16	51	42.5	59	49.16	65	54.16	39
30	120	70	58.33	50	41.66	61	50.83	65	54.16	41	34.16	52	43.33	57	47.5	48

The comparative analysis of students' proficiency as presented in the table above shows that in functionwise performance students of Tahachal Campus found to be least proficient with 35.83 percent marks in average, with the highest score, i.e. 47.5 percent marks in SE function and the lowest i.e. 24.16 percent marks in EQ function whereas students of Pashupati Multiple Campus found to be the highest performers with 50.30 percent marks in average, with the highest score i.e. 61.66 percent marks in SE function and the lowest i.e. 32.5 percent marks in EQ function. Likewise students of Sanothimi Campus have performed with 41.24 percent marks in average, with the highest score i.e. 52.5 percent marks in SE function and the lowest i.e. 25.83 percent marks in EQ function. Students of Nepal Manabiki (Ratna Rajya) Campus have performed with 46.24 percent marks in average, with the highest score i.e. 58.33 percent marks in SE function and the lowest i.e. 34.16 percent marks in TWTA function.

So, among the students of PCL in Ed and PCL in HSS of four different campuses in the valley, Students of PCL in HSS of Pashupati Multiple Campus Chabahil have best performed with 50.30 percent marks in average which means that they could best perform in those communicative functions taught and learned from the textbook 'New Headway' in the first part of their intermediate degree than their other campuses' counterparts, followed by Nepal Manabiki Campus with 46.24 percent marks in average, and then by Sanothimi Campus, Bhaktapur with average marks of 41.24 percent and then by Tahachal Campus with 35.83 percent marks in average.

3.3.3 Functionwise Comparison of Students' Proficiency in Terms of Faculty.

Proficiency of the students of PCL in Ed in Each Function under Study

Table - 6

Variable	Types of Function	No of Students	Full marks	Marks Obtained	Percentage
Education	SE	60	240	120	50.0
	EWND		240	86	35.83
	GO		240	101	42.08
	RAO		240	109	48.41
	TWTA		240	76	31.66
	UP		240	93	38.75
	MS		240	95	39.58
	EQ		240	60	25.0
	Overall	60	1920	740	38.91

Proficiency of the students of PCL in HSS in Each Function under Study

Table-7

Variable	Types of Function	No of Students	Full marks	Marks Obtained	Percentage
Humanities	SE	60	240	144	60.0
	EWND		240	107	44.58
	GO		240	128	53.33
	RAO		240	136	56.66
	TWTA		240	92	38.33
	UP		240	111	46.25
	MS		240	122	50.83
	EQ		240	87	36.25
	Overall	60	1920	927	48.27

According to the table 6 and 7 given above in SE functions students of PCL in Ed as a whole have obtained 50.0 percent marks whereas those of PCL in HSS have secured 60.0 percent marks. So, the latter group is better than the former by 10.0 percent.

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

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

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

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

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

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

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

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

The tables given above show that in almost all communicative functions under study students of PCL in HSS have excelled their PCL in Ed's counterparts with the range of 6.67 to 11.25 percent. Out of full marks 1920 as a whole, in functionwise performance students of PCL in Ed have obtained 740 marks i.e. 39.91 percent in total whereas those of PCL in HSS have obtained 927 marks i.e. 48.27 percent. So in

overall proficiency students of PCL in HSS have excelled their PCL in Ed's counterparts by 9.36 percent.

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

3.3.4 Functionwise Comparison of Students' Proficiency in Terms of Sex.

Male Students' Proficiency in Each Function under Study

Table-8

Variable	Types of Function	No. of Students	Full marks	Marks Obtained	Percentage
Male	SE	60	240	112	46.66
	EWND		240	86	35.83
	GO		240	121	50.41
	RAO		240	101	42.08
	TWTA		240	90	37.5
	UP		240	88	36.66
	MS		240	108	45.0
	EQ		240	76	31.66
	Overall	60	1920	782	40.72

Female Students' Proficiency in Each Function under Study

Table-9

Variable	Types of Function	No. of Students	Full marks	Marks Obtained	Percentage
Female	SE	60	240	152	63.33
	EWND		240	110	45.83
	GO		240	108	45.0
	RAO		240	144	60.0
	TWTA		240	79	32.91
	UP		240	116	48.33
	MS		240	109	45.41
	EQ		240	70	29.16
	Overall	60	1920	888	46.62

Table 8 and 9 given above show that male students have obtained 46.66 percent marks in SE function whereas the female students have obtained 63.33 percent. So, the latter group found to be better in this function than the former by 16.67 percent.

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

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

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

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

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

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

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

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

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

3.3.5 Functionwise Comparison of Proficiency of the Students in Terms of SLC Graduated from Public versus Private schools as a Whole

Proficiency of the Students of S.L.C. Graduated from Public Schools

Table-10

Variable	Types of Function	No of Students	Full marks	Marks Obtained	Percentage
SLC Graduated from Public schools	SE	60	240	102	42.5
	EWND		240	78	32.5
	GO		240	97	40.41
	RAO		240	109	45.41
	TWTA		240	67	27.91
	UP		240	76	31.66
	MS		240	94	39.16
	EQ		240	62	25.83
	Overall	60	1920	685	35.67

Proficiency of the Students of S.L.C. Graduated from Private Schools

Table-11

Variable	Types of Function	No of Students	Full marks	Marks Obtained	Percentage
SLC Graduated from Private schools	SE	60	240	162	67.5
	EWND		240	115	47.91
	GO		240	132	55.0
	RAO		240	136	56.66
	TWTA		240	101	42.08
	UP		240	128	53.33
	MS		240	123	51.25
	EQ		240	85	35.41
	Overall	60	1920	982	51.14

According to the table 10 and 11 above, students of SLC graduated from public schools have obtained 42.5 percent marks in SE function whereas those of private schools have obtained 67.5 percent. So the latter group excelled the former by 25 percent.

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

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

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

In TWTA function students of SLC graduated from public schools have obtained 27.91 percent marks whereas those of private schools have obtained 42.08 percent. In

this function too, the latter group found to be more proficient than the former by 14.17 percent.

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

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

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

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

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

Out of full marks 1920 as a whole, in the functionwise performance students of SLC graduated from public schools have obtained 685 marks i.e. 35.67 percent whereas those of private schools have obtained 982 marks i.e. 51.14 percent. So, in overall proficiency students of SLC graduated from the private schools have excelled their public schools' counterparts by 15.47 percent. Similarly, students of SLC graduated from public schools have performed with the highest score i.e. 45.41 percent in RAO function and with the lowest score i.e. 25.83 percent in EQ function. Students of SLC graduated from private schools on the other hand, have done with the highest marks i.e. 67.5 percent in SE function and with the lowest marks i.e. 35.41 percent in EQ

function. So, the students of SLC graduated from public schools found to be more proficient in RAO function and the least proficient in EQ function whereas those of private schools are more proficient in SE function and the least proficient in EQ function.

3.4 Comparison of Student's Proficiency in Term of Campuses under Study: Data as a Whole

Proficiency of the Students of Tahachal Campus, Tahachal, Kathmandu

Table -12

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

According to the table given above, students of Tahachal Campus have scored 315 marks i.e. 42.0 percent out of 750 full marks in receptive items and 258 marks i.e. 34.4 percent out of 750 full marks in productive items. On the whole their communicative proficiency is determined to be 38.2 percent. This can be shown as follows:

Receptive	Productive	Average Total
42.0	34.4 percent	38.2 percent

Thus, students of Tahachal campus found to be better in receptive use of language than in productive use for communicative purpose.

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

Proficiency of the Students of Sanothimi Campus, Sanothimi, Bhaktapur

Table-13

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

As the table given above shows, students of Sanothimi Campus have secured 348 marks i.e. 46.4 percent out of 750 full marks in receptive items and 334 marks i.e. 44.53 percent in productive items. On the whole their total communicative proficiency is determined to be 45.46 percent. This can be shown as follows:

Receptive	Productive	Average Total
46.4 percent	44.53 percent	45.46 percent

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

The table also presents that they have produced 353 i.e. 47.06 percent answers incorrect and have left 49 i.e. 6.53 percent marks not responded in receptive items. In

productive items they have given 280 i.e. 37.33 percent answers incorrect and have left 136 i.e. 18.13 percent marks not responded.

**Proficiency of the Students of Nepal Manabiki Campus (Ratna Rajya),
Exhibition Road, Kathmandu**

Table-14

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

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

Receptive	Productive	Average Total
43.86 percent	52.66 percent	48.46 percent

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

The table above also presents that they have produced 387 i.e. 51.6 percent answers incorrect and have left 34 i.e. 4.53 percent marks not responded in receptive items.

They have given 249 i.e. 33.2 percent answers incorrect and have left 106 i.e. 14.13 percent marks not responded in productive items.

Proficiency of the Students of Pashupati Multiple Campus, Chabahil, Kathmandu

Table-15

Item Type	No. of Students	Full marks	Frequency of CR	%	Frequency of ICR	%	No of responded marks	%
Receptive	30	750	361	48.13	321	42.8	68	9.6
Productive	30	750	424	56.53	230	30.66	96	12.8
Overall Proficiency				52.39				

The table above shows that students of Pashupati Multiple Campus have obtained 361 marks i.e. 48.13 percent in receptive items and 424 marks i.e. 56.23 percent in productive items. On the whole their total communicative proficiency is determined to be 52.39 percent. This can be presented as follows:

Receptive	Productive	Average Total
48.13 percent	56.53 percent	52.39 percent

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

The table above also shows that they have produced 321 i.e. 42.8 percent answers incorrect and have left 68 i.e. 9.6 percent marks not responded in receptive items and they have given 230 30.66 percent answers incorrect and have left 96 i.e. 2.8 percent marks not responded in productive items.

From the analysis above, among the students of four campuses under study, students of Pashupati Multiple Campus show the highest communicative proficiency and the students of Tahachal Campus show the least proficiency compared against the students of campuses under study. The students of Nepal Manabiki (Ratna Rajya) Campus and Sanothimi campus show their proficiency in second and third position respectively.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

1. Students proficiency in using the appropriate expressions of language to serve the communicative functions that had been taught and learned in their PCL first year (2063) has been found to be 46.06 percent.

2. Students show their proficiency slightly better in producing the appropriate expressions of language on their own to serve those communicative functions in the given situations rather than in recognizing the expressions appropriate to serve the communicative functions in the given situations.

3. The followings are the findings of the research in terms of informant-oriented variables:

i) Students of PCL in HSS have shown their proficiency higher in using the expressions of language appropriately to serve those communicative functions taught and learned in their PCL first year than those of PCL in Ed with the difference of 8.47 percent.

ii) Female students show their proficiency in using the appropriate expressions of language to serve those communicative functions better than that of their male counterparts with the difference of 5.4 percent.

iii) Students of SLC graduated from the private schools show their proficiency far better in using the appropriate expressions of language to serve those communicative functions under study than that of public schools with the significant difference of 17.0 percent.

4. The findings of the study in terms of content-oriented variables are as follows:

i) Among the eight communicative function types under study students as a whole have shown the highest proficiency in social expression function and the

lowest in expressing quantity function. Their proficiency in using those communicative functions in the given situations in order of the highest to the lowest is SE, RAO, GO, MS, UP, EWND, TWTA and EQ.

- ii) In functionwise comparison of eight particularly focused function types under study students of PCL in HSS as a whole appeared to be better than their PCL in Ed's counterparts with the difference of 9.36 percent.
- iii) Students of PCL in Ed. found to be very poor in productive use of language i.e. in producing appropriate expressions on their own to serve those communicative functions under study whereas students of PCL in HSS showed their proficiency better in productive use of language to serve those communicative functions than that of receptive use i.e. in recognizing appropriate expressions to serve those communicative function in the given situations.
- iv) Students of PCL in Ed. produced more incorrect answers both in receptive and productive items than those of PCL in HSS. This means that the latter group performed better than the former.

4.1 Recommendations

The following recommendations are made based on the findings of the study:

- i) Students of the faculty of Education appeared to be very poor in the productive use of language for communicative purposes. Though they are satisfactory in recognizing expressions appropriate to serve intended communication functions in the given situations, actual communication to take place in real life requires ones to be able to produce expressions on their own depending upon the various situations. So, ELT practitioners in Nepal while teaching in the classroom should make extra

attempts to strengthen students' productive skills in using language for communicative purposes.

ii) Students of the faculty of Humanities found to be far better than their Education faculty's counterparts. It means that though, the students of the latter group have been taught by the trained ELT practitioners, they produced poor result. So the ELT practitioners in Nepal should professionally be more laborious to teach English for the communicative purposes.

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

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APPENDIX I

Test Items under Each Function Types

A. Social Expressions

Receptive

Tick the best answer. Each question carries 1 mark.

- i) You are a manager in a business building. One of your junior employees comes late and apologizes. You kindly forgive him/ her.**

Employee: Sorry, I'm late, I got stuck in traffic.

You:

- a. You always come late.
- b. Never mind. You are here now. Come in and sit down.
- c. OK. But be punctual today onwards.
- d. You'd better check your watch.

- ii) A daughter is ready to go to school. She speaks with her mother and mother farewells her**

Daughter: Bye Mom! I'm off to school now.

Mother:.....

- a) Oh, you go?
- b) Take care, my love. Have a nice day.
- c) OK. Come back soon.
- d) Well, it's your time to go.

Productive

What exactly would you say in the following situation?

You are going to have a party on the occasion of your seventeenth Birthday Anniversary. Invite your best friend to your party. 2 Marks.

.....

B. Expressing with Numbers and Dates.

Receptive

i) A teacher asks his student about his holiday plan and the student replies.

Teacher: When are you going away on holiday?

Student:

- a. we are going on fifteenth August
- b. On the fifteenth August.
- c. We leave in fifteenth August.
- d. In fifteenth August.

ii) Your father has bought a new car that cost Rs. 1,234,753 . One of your English friends asks you and you say the price.

English friend: How much did your new car cost?

You: My father says it costs.....

- a) 12 lakhs, 34 thousands seven hundred fifty three rupees.
- b) One million, two hundred and thirty four thousand, seven hundred fifty three rupees
- c) One million, two hundred and thirty four thousand, seven hundred and fifty three rupees
- d) One million, two hundred and thirty four thousand, seven hundred and fifty three rupees.

Productive

You are going to celebrate your upcoming Birthday with your friends. You need certain amount of money and other essentials. Request your father for necessary money and remind him the number of your friend's come and the date and time of your celebration. 2 marks

.....

C. Giving Opinion

Receptive

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

Father : How was the drama?

Son :

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

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

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

You :

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

Productive

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

2 marks

.....

D. Requesting and offering

Receptive

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

Waiter: May I help you anything else?

You:.....

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

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

Shop assistant: Can I help you?

You :.....

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

Productive

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

2 Marks.

.....

E Talking while Traveling Around .

Receptive

i. A passenger wants to keep his bags with himself while traveling on air. He checks if he can keep the bags.

Passenger:.....

- a) Excuse me, can I take these bags on with me?
- b) I take these bags on with me.
- c) Let me, take these bags on with me.
- d) Excuse me, how about taking these bags on with me?

ii) You are traveling in a bus. You want to go to City Hall but you don't know your stop. The bus conductor asks you where you go and you tell him your problem.

You :.....

- a) We go to City Hall. But do you know when it's our stop?
- b) We're going to City Hall. Could you tell us when its our stop?
- c) City Hall. Stop at the Dragon Park.
- d) We are going to City Hall.

Productive

You have booked two seats in a train to go to Kolkatta. As you get on the train you see that a young couple is sitting on the seats you have hbooked. Draw their attention and claim your seats politely.

2 marks

.....

F. Using Phone

Receptive

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

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

You:

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

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

Call: Could I have the extension 238, please?

You:.....

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

Productive

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

2 marks

.....

G. Making Suggestion

Receptive

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

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

You :

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

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

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

You:

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

Productive

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

2 marks

.....

H. Expressing Quantity

Receptive

- i) **You think 60 students in a classroom is quite a large number. What would you say in the following situation?**

A: How many students are there in your classroom?

B: Sixty

You:.....

- a) I think that's no much.
- b) Ow! so much?
- c) I think that's too many.
- d) It's really too much.

- ii) **You are talking with your friend on the habit of drinking coffee. You think your friend drinks lots of coffee daily which you think is not good. What do you say to your friend?**

Friend: I drink at least nine cups a day.

You:.....

- a) So many! You shouldn't drink as much as that.
- b) That's too much. Don't you think it's too much?
- c) You shouldn't drink as many as that.
- d) It's really too many. Reduce by four cup a day.

Productive

Write a short dialogue using these phrases: a few, too much, as little, how much

Objective Test Items

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

Sex: Male

Female

SLC Passed from:

Public schools

Private School

Faculty:

Education

Humanities

Tick the best answer. Each question carries 1 mark.

- 1. You are a manager in a business building. One of your junior employee comes late and apologizes. You kindly forgive him/her.**

Employee: Sorry I'm late. I got stuck in traffic.

You :

- a. You always come late.
- b. Never mind. You're here now. Come in and sit down.
- c. OK. But be punctual today onwards.
- d. You'd better check your watch.

- 2. A daughter is ready to go to school. She speaks with her mother and mother farewells her.**

Daughter: Bye mom! I'm off to school now.

Mother:

- a. Oh, you go?
- b. Take care, my love. Have a nice day.
- c. OK. Come back soon.
- d. Well, it's your time to go.

3. A teacher asks his student about his holiday plan and the student replies.

Teacher: When are you going away on holiday?

Student:.....

- a. We are going on fifteen August.
- b. On the fifteenth August.
- c. We leave in fifteenth August.
- d. In fifteen August.

4. Your father has bought a new car that cost Rs. 1,234,753. One of your English friends asks you and you say the price.

English friend: How much did your new car cost?

You: My father says it cost

- a. 12 lakhs, 34 thousand, seven hundred fifty three rupees.
- b. One million, two hundred thirty four thousand seven hundred fifty three rupees.
- c. One Million, two hundred and thirty four thousand, seven hundred and fifty three rupees.
- d. One Million, two hundred and thirty four thousands seven hundred fifty three rupees.

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

Father: How was the drama?

You:.....

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

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

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

You:.....

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

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

Waiter: May I help you anything else?

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

- 8. You want to buy a shirt. You are looking over the case in a shop.**

Shop assistant: Can I help you?

You:.....

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

- 9. A passenger wants to keep his bags with himself while traveling on air. He checks if he can keep the bags.**

Passenger:.....

- a. Excuse me, can I take these bags on with me?
- b. I take these bags on with me.
- c. Let me take these bags on with me.

d. Excuse me, how about taking these bags on with me?

10. You are traveling in a bus. You want to go to City Hall but you don't know your stop. The bus conductor asks you where you go and you tell him your problem.

You :.....

- a) We go to City Hall. But do you know when it's our stop?
- b) We're going to City Hall. Could you tell us when its our stop?
- c) City Hall. Stop at the Dragon Park.
- d) We are going to City Hall.

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

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

You :.....

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

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

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

You:

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

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

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

You:

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

14. You are a public relation officer in a business company. You received a telephone call that asks for an extension but the extension is busy, what do you say?

Call: May I have the extension 238, please?

You:.....

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

15. You think 60 students in a classroom is quite a large number. What would you say in the following situation?

A: How many students are there in your classroom

B: Sixty

You:.....

- a) I think that's no much.
- b) Ow! so much?
- c) I think that's too many.
- d) It's really too much.

16. You are talking with your friend on the habit of drinking coffee. You think your friend drinks lots of coffee daily which you think is not good. What do you say to your friend?

Friend: I drink at least nine cups a day.

You:.....

- a) That's too much. You shouldn't drink as much as that.
- a) Don't you think it's too much?
- b) It's really too many, reduce by four cups a day.
- c) You shouldn't drink as many as that.

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

You:.....

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

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

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

You:.....

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

19. You have 10 Rupees note. You want to change it for two notes of fives. What would you say to the shopkeeper?

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

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

Friend: Would you like to use my pen?

You:.....

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

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

Receptionist: Good morning. Standard Chartered Bank.

You:.....

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

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

Friends: I want to travel the world.

You:

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

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

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

You:.....

- a. I can't go along with you on that.

- b. Do you say anything more?
- c. Let me think for a while.
- d. Who told you?

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

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

You:

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

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

You:.....

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

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

Subjective Test Items

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

Sex: Male

Female

SLC Passed from: Public schools

Private School

Faculty: Education

Humanities

What would you say in the following situations?

1. You are going to have a party on the occasion of your seventeenth Birthday Anniversary. Invite your best friend to your party.

2 Marks.

.....

.....

.....

2. You are going to celebrate your upcoming Birthday with your friends. You need certain amount of money and other essentials. Request your father for necessary money and remind him the number of your friends come and the date and time of your celebration.

2 Marks.

.....

.....

.....

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

2 Marks.

.....
.....
.....

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

2 Marks

.....
.....
.....

5. You have booked two seats in a train to go to Kolkotta. As you get on the train you see that a young couple is sitting on the seats you have booked. Draw their attention and claim your seats politely.

2 Marks

.....
.....
.....

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

2 Marks

.....
.....
.....

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

2 Marks

.....
.....
.....

8. Write a short dialogue using these phrases. a few, too much, a little, how much.

2 marks

.....
.....
.....

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

2 Marks

.....
.....
.....

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

2 Marks

.....
.....
.....
.....

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

2 Marks

.....
.....
.....

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

2 Marks

.....

.....

.....

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

3 Marks

.....

.....

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Appendix III

List of the Selected Campuses for the Study.

- i) Tahachal Campus, Tahachal, Kathmandu
- ii) Sanothimi Campus, Sanothimi, Bhaktapur
- iii) Nepal Manabiki Campus (Ratna Rajya), Exhibition Road, Kathmandu
- iv) Pashupati Multiple Campus, Chabahil, Kathmandu.