AN ANALYSIS OF LANGUAGE FUNCTIONS USED IN ENGLISH TEXTBOOK FOR GRADE NINE

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

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DECLARATION

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

Date : 5th February 2017 .....

Shiv Sharan Upadhayay

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Shiv Sharan Upadhayay** has prepared this thesis entitled **An Analysis of Language Functions Used in English Textbook for Grade Nine** under my guidance and supervision.

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DEDICATION

Dedicated

to

My Parents, Teachers and my Friends

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ABSTRACT

The research entitled "An Analysis of Language Function Used in English Textbook for Grade Nine" is an attempt to analyze the language functions in relation to their exponents used in the textbook for grade nine. This is an intensive study which the researcher carried out on the basis of theoretical framework mentioned by Office of Qualification and Examination Regulation, Ofqual (2011), Sato (2011), Harmer (2008), and Little John (1991). In order to collect data, the researcher prepared two sets of checklist as the research tool based on twenty eight academic functional criteria proposed by Sato (2011). The source of data for this study was secondary. The researcher analyzed and interpreted the collected data descriptively and analytically. While analyzing the language functions used in the textbook, the researcher found most of the language exponents used in the textbook met both lower and higher complexity functional criteria of academic language proposed by Sato (2011) and the exponents were supportive to enhance communicative competence. It was also found that some language functions were found not be presented with sufficient exponents.

The present study consists of five chapters. The first chapter consists of introductory part. It deals with background of the study followed by statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and finally operational definitions of the key terms. The second chapter of the study consists of review of both theoretical and empirical literature, implications of review of the study and conceptual framework. The third chapter incorporates the method and procedure of the study followed by design of the study, sample and sampling procedure, research tools, source of data, data collection procedure, data analysis procedure and ethical considerations. Similarly, the fourth chapter contains analysis and interpretation of the result. Lastly, the fifth chapter deals with the findings, conclusion and recommendations under three levels followed by references and appendices.

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CHAPTER ONE
INTRODUCTION

This is an intensive study entitled **An Analysis of Language Functions Used in English Textbook for Grade Nine**. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms.

1.1 Background of the Study

Generally language is a means of expressing ideas and emotions by the use of sounds, signs or the symbols. It is an important tool for human communication.

Crystal (1994) defines language as, 'the systematic conventional use of sound, sign or written symbols in human society for communication and self-expression'. While supporting this idea, what we can say that human beings communicate with the help of sound, sign or the written symbols of a language. Not only for communicating with others, but also for self expression, we can use language. So, it is an important tool for human communication.

There are various means of communications viz. tactile, olfactory, gustatory, and so on. Among them, language is the most strong and effective means of communication between two parties. The two parties exchange their ideas and information via language.

Communication is the process of transmitting and interchanging ideas, thoughts and information from one person to another (Saud, 2000). Most of the people accept the above definition of communication,

Richards et al. (1999, as cited in Giri, 2011) define communication as, the exchange of ideas, information, etc between two or more persons. In an act of communication, there is usually at least one speaker or sender, a message

which is transmitted, a person or person from whom the message is intended (p.64).

So, the use of language for particular function comes under the definition of communication. The function may be requesting, apologizing, complaining and so on. Language functions are used within certain social contexts. A person can choose particular function to express his/her intent with the help of various language exponents while addressing the addressees. A sound knowledge of language functions according to particular social context is needed for effective communication including the knowledge of target language forms and meanings. Besides this, negotiation of meaning is also needed to use appropriate language functions within a particular situation.

In the context of Nepal, English language is taken as a foreign language. English is taught and learnt in a formal setting. It is taken as compulsory subject from elementary level to the higher one. The sound knowledge of these language functions can improve the communicative competence of the learners. Furthermore, an analysis of these functions in relation to their exponents will be helpful to link the curriculum, textbook, prescribed exercises and student learning achievements in English.

1.2 Statement of the Problem

In the context of Nepal, textbooks are expected as the means for containing communicative functions. Recent secondary level English curriculum, especially for grade nine has been revised with the purpose to develop the communicative competence of the learners. There were some beliefs towards the old courses like, having low result in listening and speaking skills, no contextual application of the textbook, and textbook for only passing the examination, presence of less practical exercises and so on. Therefore, Curriculum Development Center has revised the textbook for grade nine and implemented in the academic year 2016. Our recent textbook has claimed to be emphasized on the need of the students, to be respectful for ethnicity, gender,

religion, culture and social values, and child friendly. Being based on these facts, the researcher has analyzed the language functions in relation to their exponents used in textbook. This study, furthermore relates the language exponents with the components of academic language proposed by Sato (2011).

1.3 Objectives of the Study

The objectives of the present study were:

i) To analyze the language functions in relation to their exponents used in textbook for grade nine, and

ii) To suggest some pedagogical implications.

1.4 Research Questions

This study sought the answers of following research questions

i) Do the exponents used in textbook meet both lower complexity functions and higher complexity functions of academic language components proposed by Sato (2011) ?

ii) Do all the exponents used in textbook support to enhance communicative competence?

1.5 Significance of the Study

The present curriculum of grade nine has been designed with the aim of enhancing communicative competence to the learners. So, the textbook has included the language functions in a linear way. Most of the teachers and the students are not familiar with these functions. This study will be helpful for the learner of secondary level to be familiar with the language functions which are included in the textbook and the varieties of exercises guided by the selected exponents of language. They also will be enlightening about all the functional language skills criteria related to exercises. It will be supportive for the

teachers to select child friendly methods and techniques in course of teaching language functions. For the curriculum designer, this study will be supportive to provide some guidelines in designing and revising English curriculum. Similarly this study will be significant for the further researchers by providing the suggestive guidelines to analyze the language functions and their exponents presented in the textbook s in relation to curriculum.

1.6 Delimitations of the Study

This study was limited to the following aspects

i) The study was limited to the fifteen language functions used in English textbook for grade nine published by Curriculum development Center.

ii) The researcher used secondary source of data. Two sets of check lists were the tools for data collection. They were prepared on the basis of twenty eight components consisting lower complexity level functions to higher complexity level proposed by Sato (2011).

iii) The researcher searched the answer of predetermined research questions.

iv) Unit wise analysis of language functions was done to meet the objectives.

1.7 Operational Definition of the Key Terms

Communicative Competence: the term in this study refers to the knowledge of both Linguistic functions and communicative functions.

Contextual Language: the term refers to the use of language based on particular place and situation.

Language Function: In this study, the term refers to the use of language for various purposes. For example, greeting, requesting, etc

Academic Language: The term in this study, refers to the language having the components like, lexicon, grammar, discourse features and language functions. Academic language is based on the exponents of language.

Language Exponents: The word/phrases/sentences that represent particular language function. For example the language exponents like, can you ...., could you ...., would you mind + v-ing ...., represent the language function "requesting".

Functional Skills Criteria: In this study the term refers to the skills and knowledge criteria related to particular functions. I analyzed the language functions being based on the functional skills criteria proposed by Sato (2011).

Higher Complexity Functions: This function is proposed by Sato (2011). In this study, it means academic language function consisting advanced level of competencies of the learners in grade nine**.**

Lower Complexity Functions: This function of language is also proposed by Sato (2011). It means general level of competencies of learners in grade nine

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of the study consists of review of theoretical literature, review of empirical literature, implications of review of the study and conceptual framework.

2.1 Review of Theoretical Literature

This section deals with the different theoretical perspectives related to the factors that are directly and indirectly associated with the topic. So, the researcher has dealt with language functions, communicative competence, form-function relation, secondary level English curriculum, English textbook for grade nine and theoretical framework for language function analysis.

2.1.1 Language Functions: An Introduction

According to Richards et al. (1999,as cited in Giri,2016), function of language refers to the purpose for which an utterance or unit of language is used; such functions are often described as the category of behavior. It means each function has got separate message to convey. For example, the sentence ‘Give me a book.’ serves the function of ordering while the sentence ‘Please give me a book’ serves the function of request. In a broad sense language functions are categorized in to grammatical functions and communicative functions.

Grammatical functions deal with the relationship between one constituent to another in the sentence. ‘More specifically, grammatical functions refer to the role of linguistic units in the structure of a sentence’ (Sharma & Sharma, 2009). There are mainly five grammatical functions .They are subject, predicate, object, complement and adjunct. Similarly, communicative functions of a language refer to the communicative purpose for which a particular utterance is used.

Regarding communicative functions of language, Widdowson (1978) opines ‘we do not only learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence; but also how to use sentences appropriately to achieve communicative purposes’. It means language learning is not merely as acquiring the knowledge of rules of grammar but also as acquiring the ability to use language to communicate. So, the ability to use language in different context is regarded as communicative function of language.

To support the ideas of Canale & Swain (1980), we should focus both grammatical and communicative functions of language. They further say, there are rules of language use that would be useless without rules of grammar. ‘For example, one may have an adequate level of sociolinguistic competence in Canadian French language just from having developed such a competence in Canadian English; but without some minimal level of grammatical competence in French, it is unlikely that one could communicate effectively with monolingual speakers of Canadian French’(ibid). The following types of language functions are given by different scholars.

(a) Searlie's Category of Language Functions

Searlie (1970) has classified language functions as :

(i) Representative Function

This function commits the speaker to the truth of the expressed proposition. For example, Asserting, concluding, etc.

(ii) Directive Function

It is an attempt made by the speaker to get the addressee to do something .For example, requesting, questioning, etc.

(iii) Commissive Function

It commits the speaker to some future course of action. For example, promising, offering, etc.

(iv) Expressive Function

It expresses a psychological state. For example, thanking, welcoming, etc.

(v) Declarative Function

It deals with the immediate changes made with the language in the institutional state or affairs.For example, declaring war.

(b) Halliday's Category of Language Functions

Halliday (1977, pp. 27-44) categorized language functions as:

(i) Instrumental Function

The instrumental function serves to manipulate environment, to cause certain events to happen.

(ii) Regulatory Function

The regulatory function of a language is the control of events and behaviors of others, to manipulate the person in the environment.

(iii) Representational Function

It means the use of language to make statements, convey facts and knowledge explain that is to represent reality is as one sees it.

(iv) Interactional Function

The interactional function of language serves to ensure social maintenance. It means use of language as a means of personal interaction with those around him.

(v) Personal Function

The personal function allows the speaker to express feelings, emotions, personality and so on. A person can use language for his/her own benefits.

(vi) Heuristic Function

The heuristic function involves language use to acquire knowledge, to learn about environment, etc. The functions of language are often conveyed in the form of questions that will lead to answer.

(vii) Imaginative Function

The imaginative function serves to create imaginary system or idea. It means using language to create a world of imagination.

(c) Finocchiro & Brumfit's Category of Language Functions

Finocchiro & Brumfit (1983) proposed the following language functions

(i) Personal

This function consists of:

- Classifying or arranging one's ideas
- Expressing moral, intellectual and social concern
- Expressing everyday feelings of hunger, thirst, fatigue, sleepiness, cold and warmth
- Expressing one's thoughts and feelings(love, joy, pleasure, happiness, likes, dislikes, opportunities, etc)

(ii) Interpersonal

This function consists of:

- Greeting and leave taking
- Introducing people to others

– Identifying oneself to others
– Expressing joy at another's success or misfortune
– Expressing concern for other people's welfare
– Extending and accepting invitations
– Refusing invitations politely or making alternative arrangements
– Making appointments for meetings
– Apologizing
– Arguing and debating
– Making excuses, etc

(iii) Directive Function

Directive functions attempt to influence the action of others. This includes:

– Accepting or refusing directions
– Making suggestions in which the speaker is included
– Requesting and granting permission
– Asking for help and responding to instructions or directions
– Warning someone
– Discouraging someone from persuading a course of action
– Establishing guidelines and deadlines for the completion of action
– Asking for directions and instructions

(iv) Referential Function

This function consists of:

– Taking or reporting about things, actions, events or people in the environment
– Identifying items or people in the classroom, school, the home and the community

- Asking for a description of someone or something
- Understanding message or descriptions
- Creating questions
- Interpreting information
- Comparing or contrasting
- Formulating and supporting opinions ,evaluating the result of an action or an events

(v) Imaginative Function

This function consists of:

- Discussing a poem, a story, a text, an advertisement, a piece of music, a play, a painting, a film, a TV program, etc.
- Story telling or narrating events
- Expanding ideas suggested by others or by a piece of reading
- Create rhymes, poetry, stories, plays or scripts
- Recombining familiar of dialogue or passage creatively
- Suggesting original beginning or ending to dialogue or stories
- Solving problems of mysteries

2.1.2 Communicative Competence

Generally communicative competence refers to the way of using language in an appropriate manner by considering the setting and the context. Saleh (2013) defines Communicative competence as “the speakers' ability to use the appropriate language in the right context for the right purpose.” It means to use the right language for the right purpose within the right context is the goal of communicative competence. Communicating effectively in a language requires the speaker's good understanding of linguistic and socio-linguistic situation of that language.

According to Hymes (1973), 'communicative competence' refers to the level of language learning that enables language users to convey their messages to others and to understand others' messages within specific contexts.' He further describes the competent language user as the one who knows when, where and how to use language appropriately rather than merely knowing how to produce accurate grammatical structure. Supporting these ideas, what we can say is that only producing correct or accurate forms of a language cannot be regarded as communicative competence. For that the use of these normative forms and structure should be contextual and appropriate in the given setting. It does not mean that grammatical rules should be avoided but they should simultaneously be included with context.

Canale and Swain (1980, as cited in Saleh, 2011) define communicative competence with three domains of knowledge and skills. They are grammatical competence, socio-linguistic competence, and strategic competence. Grammatical competence refers to accurate knowledge of sentence formation and vocabulary. Sociolinguistic competence refers to the language user's ability to produce and understand language in different social context. Similarly, strategic competence refers to the ability of using language to achieve communicative goals and enhance the effectiveness of communication.

Bachman (1990) proposed the following components of communicative competence.

(i) Linguistic Competence

Linguistic competence is concerned with the knowledge and ability about the forms and meaning of target language. It includes the grammatical, phonological and semantic knowledge of the language.

(ii) Pragmatic Competence

Pragmatic competence involves two kinds of competence. The first is to use language to achieve desired communicative goals and the next is the ability to

make choice of language forms and interpret according to the social context. It is also called the illocutionary competence.

(iii) Discourse Competence

Discourse competence includes how to perform the turns in discourse; how to maintain conversation, and how to develop the topic. It is the ability to acquire useful language strategies like, initiating, entering, interpretation, checking and confirming conversation.

(iv) Strategic Competence

Strategic competence consists of communication strategies like paraphrasing, asking for help, literal translation, word coinage etc. it makes communication successful and effective.

(v) Fluency

The term 'fluency' relates to language production and it is normally reserved for speech. It is the ability to link unit of speech together with facility and without strain or inappropriate slowness or undue hesitation. It is also one of the components of communicative competence.

In conclusion, all the definitions presented above have put the similar ideas on communicative competence. They have stressed on both grammatical and communicational skills to enhance communicative competence.

2.1.3 Form-Function Relation

In a simple sense, 'form' refers to the physical shape and size of language. It sometimes refers to the organization of smaller units of a language to larger ones. It focuses on the structural nature of a language. It studies how the words sentences, phrase, clause are combined into each other. On the other hand, 'function' is the purpose for which particular sentence is used.

In other words, the role of the large units (e.g. clauses and sentences) that play in communication is called communicative functions. Thus, the words' he' and 'a letter' in the sentence 'He writes a letter' functions as subject and object respectively. The sentences, 'Would you mind giving me hundred rupees?' and 'Give me hundred rupees, please' are the interrogative and imperative sentences respectively and perform the communicative function of requesting. In a nutshell, form is simply physical shape and size of the language. Function is the purpose for which particular sentence/utterance is used.

Here, language function means communicative function. It does not refer to the grammatical function only. Similarly, form refers to the pattern or structure of language in its syntactic or morphological level. (Sharma & Sharma, 2009)

There are several functions of a language in relation to communication. These functions make communication more successful and effective. For example, we request, ask for permission, advice, command with the help of distinctive language forms. Generally, a particular form performs a particular function: The form 'Open the door' simply functions as command. The form "You should take medicine" functions as advice. The form "Please help me" functions as requesting. However, there is not always one-to-one relationship between forms and functions; a single form can perform several functions and conversely a single function can be represented by several forms. For example the word 'Bank' performs several functions.

Similarly, the single function 'requesting' can be expressed with various forms. For example,

- Please help me to pick up this.
- Could you help me to pick up this?
- Can you pick up this?
- Would you mind picking up this?

The form function relation is not an analogous to each and every situation. It may vary from to situation to situation, person to person and place to place as well. For example: a four footed domestic animal refers to 'dog' (in English), *kukur* (in Nepali), *kutta* (in Hindi) and hound (in German). So there may be also the various representation of a single form.

In a similar vein, the language functions used in grade nine may have such kind of overlapping relations with their forms and pattern. By considering this fact, it is essential to find out their relation and usage in the textbook.

2.1.4 Secondary Level English Curriculum: Introduction

The apex body for designing and preparing our school level curriculum is Curriculum Development Center. ‘Secondary level English curriculum is prepared by assuming an increasing importance of English worldwide as well as in Nepal within and outside the school system’ (Curriculum Development Center, 2016). It means the learning of English gives the learners an ability to become active participants in the knowledge making society and raises their awareness of a multilingual and multicultural society they live in. It involves the range of teaching strategies to meet the different learning needs and explicit teaching to scaffold students’ learning so that they develop and consolidate the required knowledge and skills to meet the anticipated future demands of work and citizenship.

There are seven level wise competencies of this curriculum. The competencies of the English curriculum at this level are to enable learners to:

i) Understand spoken English for general purposes with the good degree of precision.

ii) Use spoken English for general purposes with good degree of fluency and accuracy.

iii) Interact, communicate and collaborate effectively with others orally in pairs, groups and whole class discussion.

iv) Read a range of fiction and nonfiction texts, in a range of media, understanding the idea and information they convey with good degree of precision.

v) Write descriptive, narrative and imaginative texts, in a range of different forms and media with a fair degree of accuracy.

vi) Use all four language skills in a variety of personal, social and academic contexts.

vii) Use English language to think creatively, critically and to solve the problems that crop up in the real life and to promote tolerance and maintain socio-cultural harmony.

In the same way, the scope and sequence (functions and forms) is given in the curriculum also. (See Appendix III).

2.1.5 English Textbook for Grade Nine: Introduction

The textbook for grade nine is prepared on the basis of the curriculum by Curriculum Development Center. 'The textbook has been developed and revised on the regular basis with the aim of making education objective-oriented, practical, relevant and job oriented.' (CDC, 2016).

It also aims at developing linguistic and mathematical skills, information and communication technology and so on. 'This textbook has been developed in the line with the secondary level curriculum 2071(2014) by incorporating the recommendations of various education commissions and the feedback obtained from various schools, workshops and seminars, interaction program attended by teachers students and parents'.(ibid.).

This book contains variety of materials and exercises which will help learners to achieve competency and learning outcomes set in the curriculum. There are fifteen units altogether. Each unit deals with all the language skills and the content required to practice various language learning.

In this textbook various language functions are carefully graded and sequenced. They are as follows.

i) Making Plans and Expressing Intentions

ii) Suggesting, Advising and Persuading

iii) Making Request and Responding to them

iv) Expressing Condolence and Sympathy

v) Criticizing and Expressing Degree of Probability

vi) Making Offers and Responding to them

vii) Giving Instructions and Describing Purpose

viii) Talking about past : Narrating Post Events

ix) Giving Directions

x) Interpreting Graphs, Chart and Diagrams

xi) Describing an Object or Place: Talking about Present

xii) Expressing In/Ability

xiii) Expressing Congratulations

xiv) Asking for Permission

xv) Apologizing and responding to an Apology

2.1.6 Theoretical Framework for Language Function Analysis

Analysis of language function means how the exponents of particular language work in the given situation; how they are organized, constructed and related with larger units. Not only that, but also their meaning will be analyzed in the given context. There is not a single criterion to analyze the language function but we have many more for this. But this study will focus on only the two criteria. They are, Ofqual's criteria and Sato's criteria.

A) Ofqual's Criteria

Office of Qualifications and Examinations Regulation, 0fqual (2011) has proposed the Functional skills criteria for English. The office believes that

every exponent has got its functions in a language. There are various functions of a language which are based on different criteria. Such criteria are mostly based on all the four language skills in relation to grammatical accuracy.

According to Ofqual (2011), the functional skills qualifications for English access the three major components. They are:

i) Speaking, Listening and Communication

ii) Reading

iii) Writing

i) Speaking, Listening and Communication

Speaking, listening and communication within functional skills qualifications are defined as non-written communication, normally conducted face to face.

ii) Reading

'Reading' within functional skills qualifications is defined as the independent decoding and understanding of written language and text in a purposeful context. Here, 'text' is defined as materials that include the use of words that are written, printed, on screen or presented using Braille.

iii) Writing

'Writing' within functional skills qualifications is defined as the independent construction of written text to communicate in a purposeful context. Here, 'text' is defined as the materials that includes the use of words that are written, printed, on screen or presented using Braille, and that are presented in a way that is accessible for the intended audience.

The functional skills qualifications in English are available at different levels. They are, Entry 1, Entry 2, Entry 3, Level 1 and Level 2. It is so difficult to analyze the language components from all the criteria. So, I will take only the three criteria (Entry 1, Entry 2 and Entry 3). (See Appendix II)

B) Sato's Criteria

Sato (2011) proposed the functional criteria in relation to academic language function. Here, academic language refers to the language having the features like, coherence and cohesion, grammatical correctness and contextual use. According to Sato (2011), academic language is the language that has lexicon, grammar, discourse features and functions which need to access, meaningfully engage with, and achieve rigorous academic content as they prepare for college and career.

So, the most important feature of academic language is to accomplish the meaning by the use of lexicon, grammar and discourse features that make the learner to prepare for his or her higher degree in language use. Sato (2011) has presented four key components of academic language. They are vocabulary, grammar, language functions and genre. He presented the framework to analyze the language from lower complexity level to higher one.(See Appendix I).

Though there are limited empirical evidences to make relationship between specific academic language functions and the achievement of specific content, the work of Sato (2011) has given much more stressed on all the exponents of language functions. He has presented the components from the lower complexity level to higher one. For that he has presented twenty eight components.

C) Harmer's Criteria

Harmer (2008) has proposed the following criteria for textbook analysis.

i) Price and Availability

- How much does the textbook cost?
- Will students have to buy any extra materials?
- Are all the components (textbook, workbook, teacher's guide, audio, etc.) available?

- Is the price reasonable?

- What about other level?

ii) Add-ons and Extras

- Apart from workbook, what other extras are offered with the course?
- Are there internet sites with extra materials (exercises, texts, etc.) or with ‘meeting places’ for users?
- What else is offered to support the course?
- What value should we place on the extras that are available?

iii) Layout Design

- Is the book attractive?
- Is its design appropriate for the student and teacher?
- Does the design of a book make it easy to follow?

iv) Instructions

- Are the instructions clear and unambiguous?
- Are they written in language that the students will understand?
- Can the course book/ textbook be used by students working on their own, or is a teacher necessary to show them to use it?

v) Methodology

- What kinds of teaching and learning does the course book/ textbook promote?
- Is there good balance between study and activation?
- How does the author appear to think that people learn languages and do we agree with him/her?

vi) Syllabus

- Is the syllabus appropriate for our students?
- Does is cover the language areas (grammar, vocabulary, functions, pronunciations, etc.) that we would expect?
- Do we and our students like the sequencing of language and the topics?
- Can the course book/textbook cause the learners a feeling of progress?

vii) Language Skills

- Does the course/textbook have the appropriate balance of skills?
- Is the skill-work really designed to promote the skills (e.g. writing for writing, not writing for learning)?
- Are there possibilities for the both study and activation in the skills area?
- Are the skills activities likely to engage students?

Viii) Topics

- Does the book content a variety of topics?
- On balance, are the topics appropriate for the kind of students who will be using the course book/textbook?
- Are the topics likely to engage the students?

ix) Cultural Appropriacy

- Is the material appropriate for the cultural situation that the students are in
- Do the texts contain culturally insensitive materials?
- Are the activities for the learning cultural?

x) Teacher's Guide

- Does the course book/textbook have a teacher's guide?
- Is it easy to use?
- Does it explain things clearly?
- Does it offer alternatives to the course book/textbook activities?
- Does it provide differentiated activities for fast and slow learners?

D) Littlejohn's Criteria

Littlejohn (1998, as cited in Sharma, 2012) suggested three levels of course book analysis consisting of a number of observations on the course book. The three levels at which a course book can be analyzed are in the following ways :

Level	Focus of analysis	Examples of features to be considered
1	'What is there'	Publication date; intended users, types of materials; intended context; physical aspects such as durability, components, pictures, print, colours, etc.; organization; teacher help notes: and so on.
2	'What is required of users'	Tasks; what the learner has to do; whether their focus will be on form, meaning or both; what cognitive operations will be required; what form of classroom organization will be involved and so on.
3	'What is implied'	Selection and sequencing of contents and tasks; information for teachers and students; reconsiderations of the information collected at level one and two.

2.2 Review of Empirical Literature

A number of research works have been conducted in the field of textbook analysis. But few of them are related to the analysis of language functions. the following research works have been conducted which are found in the Curriculum Resource Centre of Tribhuvan University.

Giri (2016) carried out the research on "An Analysis of Language Functions Included in English Book for Grade Twelve." His main objective was to find out the context through which language functions have been presented in the textbook Meaning into Words'. He purposively selected the textbook 'Meaning into Words' prescribed for class XII and analyzed through intensive reading. For this study, he used only secondary source of data. He found the language functions in most of the cases for grade12 have been presented in linear way, i.e. one language function per unit. But some of the language functions have been revised in other units than the units in which they have been primarily presented.

Tharu (2015) carried out a research entitled "An Analysis of Textbook 'Learning English'. His main purpose was to examine the quality of textbook in term of its peripheral and academic aspects. He used survey design for the study. All the aspects of textbook analysis were his population. He purposively selected the academic and peripheral aspects as the sample for the study. Questionnaire was his main research tool. He found that the textbook 'Learning English' is good in term of its peripheral and academic aspects except there are some lackings like the objectives were not clearly defined and language skills are not in natural order.

Similarly, Pokharel (2011) conducted a research on "An Analysis of Language Functions Covered in the Textbook for Grade One." His main objective was to analyze language functions included in grade one. He used survey design for his study. He purposively selected the textbook for grade one and analyzed descriptively. Observation was his main tool for data collection. He found that

only with few exceptions, all the functions prescribed in the curriculum and textbook nearly match with each other. Most of the language functions have been realized by more than one form but otherwise there is sound relationship between the language functions in the textbook.

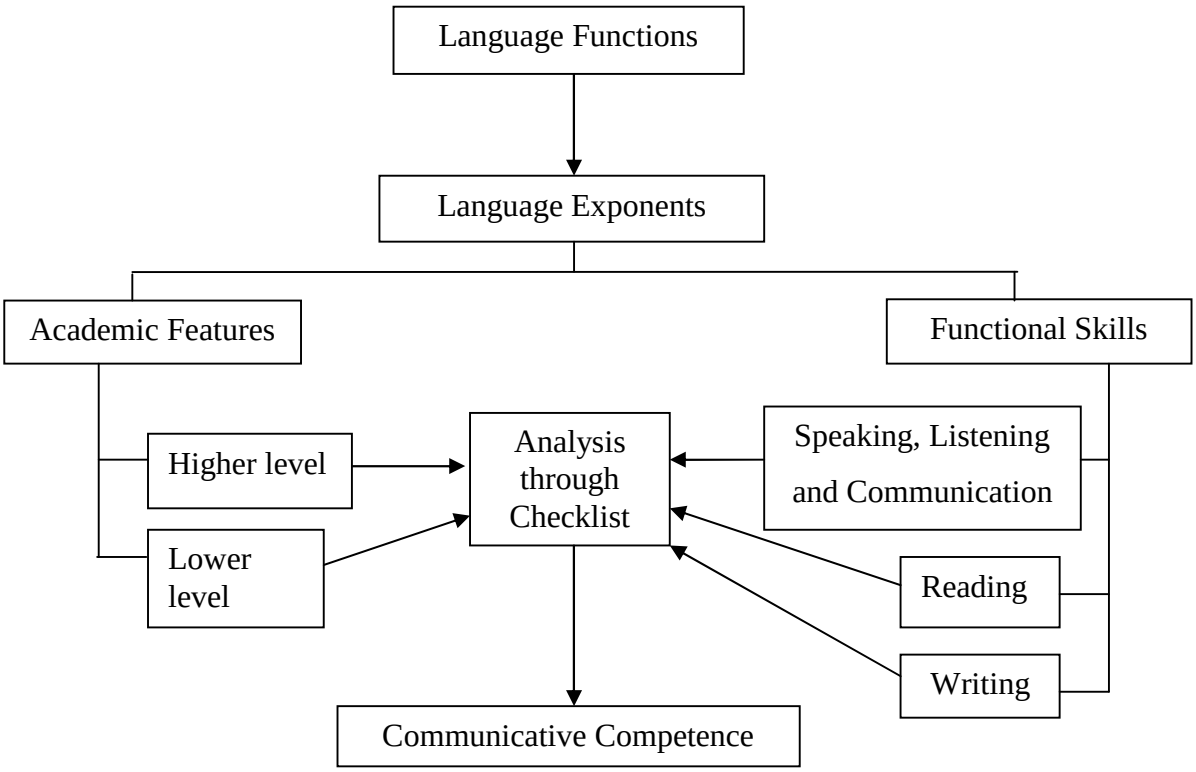
K.C. (2011) carried out a research on "Strategies Adopted in Teaching Language Functions at Secondary Level." His main objective was to explore teaching strategies used by private schools' language teachers and community schools' teachers. He also used survey design where his population consisted of all the secondary level English teachers of Pyuthan district. He selected forty teachers from both private and community schools as his sample through non random sampling procedures. He took questionnaire and observation as his research tools. He found despite of having slight difference at theoretical level, there was no such striking differences between them. The teachers of private schools were a bit forward then the community schools for adopting various strategies.

However, all of them have tried to find out the contextualization of language functions with exercises. They have related the language functions between curriculum and textbook and found the similar ideas that all the functions found in textbook and curriculum seem to be same. They have analyzed the language functions at elementary level to higher level. But no one has analyzed the exponents by taking particular criteria. They holistically have analyzed the language functions. Therefore, for the first time, this study has attempted to analyze the language functions with some specified criteria and standards provided in international arena. So, what the researcher can say is that this study is different from the other related study.

2.3 Implication of the Review for the Study

The reviewed works are to some extent related to this study. After reviewing these works, The researcher has got a lot of ideas regarding the definition of communicative competence given by different linguists, regarding the idea about forms and function relation to analyze language exponents. He has got the ideas regarding the basic criteria to analyze language functions by the work of Sato (2011) and Ofqual (2011). This study has taken the supporting idea on conducting survey research from the research works like, Pokharel (2011), K.C (2011), Giri(2016) and Tharu (2015). It is no doubt that the previous studies helped me to guide any way. The reviewed studies helped to lubricate the mind of the researcher to expand the knowledge related to the studies; he was benefited by knowing how to conduct the study, prepare tool for data collection, to analyze data and so on.

2.4 Conceptual Framework



CHAPTER THREE

METHOD AND PROCEDURE OF THE STUDY

This chapter deals with the methodology adopted in the study describing the design of the study, population, sample and sampling strategy, research tools, source of data, data collection procedures, data analysis procedures and ethical considerations.

3.1 Design of the Study

To analyze the language functions used in textbook for grade nine, the researcher followed survey design.

3.2 Population, Sample and Sampling Strategy

In this study, all the criteria to analyze language functions used in textbook for grade nine were the population. The language criteria including twenty eight components from lower complexity level to higher level criteria proposed by Sato (2011) were the sample for the study. Similarly, the researcher used non-random sampling procedure where the samples. The criteria were purposively selected from the population (all the criteria of language function analysis).

3.3 Research Tools

To fulfill the objectives, the researcher used two sets of observation checklist mainly based on the criteria of Sato (2011). He took the secondary level curriculum and textbook for grade nine as the other tools.

3.4 Source of Data

The researcher used secondary sources of data to meet the objectives.

The secondary sources of data were related materials with Sato (2011) and Ofqual (2011). The other sources were English textbook for grade nine and

secondary level curriculum published by Curriculum Development Center, Halliday (1977), Richards et al. (1999), Hymes (1972) and Saleh (2013).

3.5 Data Collection Procedures

In order to collect data, the researcher prepared two sets of checklists based on twenty eight academic language criteria proposed by Sato (2011). After determining the criteria, the researcher studied all the language functions used in the textbook in relation to their exponents in depth with the help of check list. Finally, the data were collected and presented descriptively being based on the responses of the researcher himself.

3.6 Data Analysis Procedures

The researcher analyzed and interpreted collected data descriptively and analytically with the help of predetermined research tools. The researcher analyzed the language functions used in the textbook unit-wise with the help of his personal responses being based on the selected criteria.

3.7 Ethical Consideration

For this study, the researcher has taken the data and information from the various sources, these sources are not only based upon his own ideas and intend but they are found and collected with long and rigorous study. So, he has given the sources or citations for the data and information. He furthermore has given both in text- citation and references by thinking the matter of plagiarism. He is also very much sure that his study will not be barrier for anyone having its negative effects and pseudo impression to the stakeholders.

Regarding to the definitions, categories, quotations and other related information, he has not twisted or changed even a bit by respecting the writers, scholars, philosophers and researchers.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF THE DATA

4.1 Analysis of Data and Interpretation of Results

This section concerns with the analysis of language functions in relation to their exponents given in the textbook of grade nine. The researcher has analyzed them with the academic language criteria proposed by Sato (2011). For that the researcher has prepared the checklist consisting 28 components from lower complexity functions to higher functions.

4.2 Introduction to Language Function: An Analysis

The researcher has presented all the language functions from the textbook . He has analyzed all the language functions in relations to their exponents unit wise under the different sub headings.

4.2.1 Making Plans and Expressing Intentions

The researcher has analyzed the language function “Making Plans and Expressing Intentions” given in unit one of the textbook . In this unit mostly the language exponents like, is going to, are planning, will be + ing; will + v1, thinking of; intend to, going, perhaps, may be, I think, etc. are used.

The researcher has tried to analyze this language function in accordance with lower complexity criteria and higher complexity criteria proposed by Sato (2011) separately and overall under the following sub headings.

4.2.1.1 Lower Complexity Functional Criteria

Sato (2011) has presented fourteen components related to lower complexity functional criteria. The components have incorporated the features of academic language like vocabulary, grammar, text structure etc. the researcher has attempted to find out whether the language exponents used in the textbook meet these criteria or not by analyzing them. For that the researcher has analyzed the language function ‘Making Plans and Expressing intention’ intensively with the help of the following table.

Table : 1

Lower Complexity Functional Criteria

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from a word to paragraph		√		
2	No/little variation in word/phrase/sentences			√	
3	Repetition of key words/phrase/sentences/ paragraph		√		
4	Language is used to present central/critical details			√	
5	No abstraction/concrete information			√	
6	Graphic and relevant text feature for critical information		√		
7	Mostly common word/phrase/sentence			√	
8	Language is organized/structured		√		
9	Mostly simple sentence construction		√		
10	No/little passive voice				√
11	Little variation in tense		√		
12	Mostly one idea per sentence		√		
13	Mostly familiar construction (e.g., 's for possessive, s/es for plural)		√		
14	Mostly familiar text features (e.g., bulleted lists, bold face)		√		

Regarding the lower complexity criteria, the above table indicates that the researcher has agreed with the criteria presented in no.1,3, 4 ,6,8,9,11,12,13 and 14. Similarly, he has disagreed with the criteria presented in no.2,4,5 and 7. Finally he has strongly disagreed with the criteria presented in no.10. The researcher came to know that most of the criteria from lower complexity meet with the exponents of the textbook used for this language function " Making Plans and Expressing Intentions" in term of length range, text feature, language organization, single idea presentation and so on. The researcher has made detailed analysis under the heading of Overall Analysis session.

4.2.1.2 Higher Complexity Functional Criteria

Sato has presented fourteen criteria related to higher complexity functions. The functions have incorporated higher level of knowledge in the related field. Such kind of knowledge is related to word structure, sentence construction, passivization and so on. The researcher has analyzed the language function "Making Plans and Expressing Intentions" in relation to higher complexity functional criteria with the help of the following table.

Table : 2

Higher Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from word to paragraphs		√		
2	Some variation in word/phrase/ sentences/ paragraph		√		
3	Repetition of key words/sentences for new information		√		
4	No- essential detail/ central idea presented by language				√
5	Some abstraction of language		√		
6	Graphic and relevant features may not reinforce the critical information				√
7	Both common/familiar and un- common word/sentences	√			
8	Language may not be organized/ structured		√		
9	Complex sentence construction		√		
10	Some passive voice	√			
11	Variation in tense		√		
12	Multiple ideas presented	√			
13	Some irregular construction	√			
14	Less familiar text features (e.g., punctuation, key, text boxes)		√		

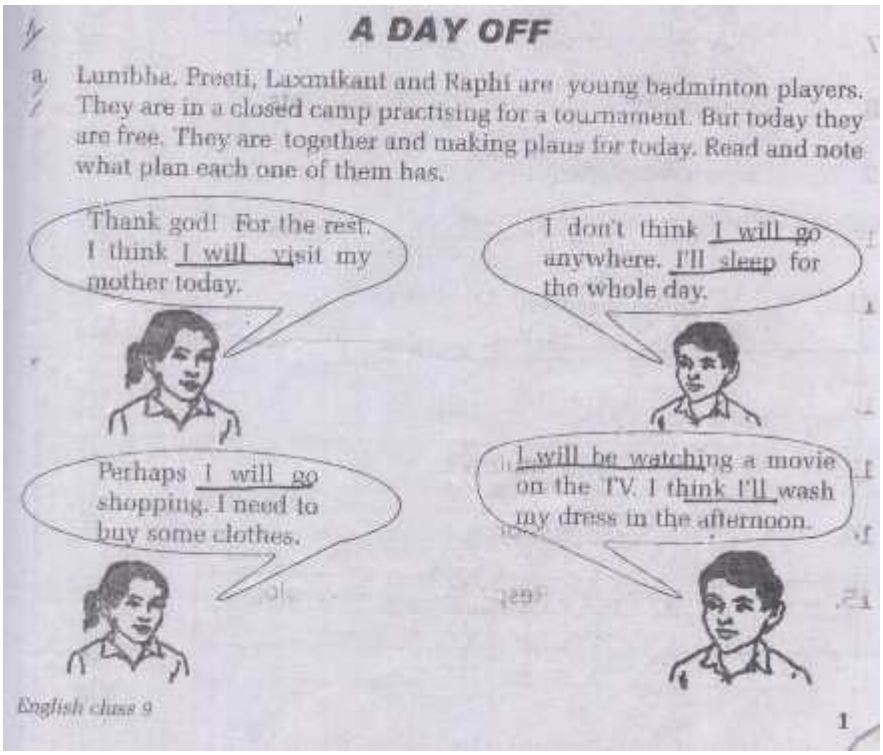
The above table shows that the researcher has strongly agreed with the criteria presented in no. 7, 9, 12 and 13. Similarly he has agreed with the criteria presented in no.1, 2, 3, 5, 8, 11 and 14. Finally he has disagreed with the criteria presented in no. 4 and 6. It means the researcher supports with the criteria like length range, text feature, use of abstract language, poor sentence organization and use of less similar text features. And he does not support with few criteria like supporting the critical idea with graphic representation and using of no essential idea through language which meet both textbook criteria and Sato's criteria. The researcher has analyzed this whole unit in the following sub heading.

4.2.1.3 Overall Analysis of Lower and Higher Complexity Functional Criteria

The language function "Making plan and expressing intentions" has some strong aspects in term of both higher and lower complexity functions like language organization, word construction, use of words features, presentation of relevant information and so on.

While talking about key word/phrase repetition, language presentation for critical details, use of common words/phrases or sentences and use of passive voice, this unit meets the higher complexity functional criteria than the lower one. Similarly, in term of using essential detail, graphic symbolization, use of complex sentence construction, tense variation and using text features (e.g. punctuation, key, text boxes) etc. This unit meets the lower complexity functions rather than the higher ones. Some common exponents from both lower complexity functions and higher ones are like sentence construction, structured organization, passivization, multiple ideas to express the message, text features like punctuation, key words, text boxes) etc. are supporting for linguistic competence but some aspects like graphic features for detailed information and multiple ideas of presentation are weak in both criteria.

A Model of Language Function used in this unit



A DAY OFF

a. Lunibha, Preeti, Laxmikant and Raphi are young badminton players. They are in a closed camp practising for a tournament. But today they are free. They are together and making plans for today. Read and note what plan each one of them has.

Thank god! For the rest. I think I will visit my mother today.

I don't think I will go anywhere. I'll sleep for the whole day.

Perhaps I will go shopping. I need to buy some clothes.

I will be watching a movie on the TV. I think I'll wash my dress in the afternoon.

English class 9

1

The above cut out is the example of language function "Making plans and Expressing Intentions" where the researcher has underlined the exponents as used in the textbook.

4.2.2 Suggesting, Advising and Persuading

The researcher has analyzed the language function **"**Suggesting, Advising and persuading" used in unit two of the textbook in this session. In this unit, mostly the language exponents like, you should/ought to..., would/could be better..., why don't you ... ?, using of .... is effective ...., I hope ..., could help ..., if I were you…..?, I'd + verb ..., How about + v-ing ?, are used.

He has attempted to analyze this language function in relation to lower complexity functional criteria and the higher complexity functional criteria in the following sub headings.

4.2.2.1 Lower Complexity Functional Criteria

The researcher has analyzed the language exponents used in the language function “Suggesting, Advising and Persuading" in relation to lower complexity criteria with the help of given check list.

Table : 3

Lower Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from a word to paragraph		√		
2	No/little variation in word/phrase/ sentences			√	
3	Repetition of key words/phrase/ sentences/ paragraph			√	
4	Language is used to present central/ critical details		√		
5	No abstraction/concrete information			√	
6	Graphic and relevant text feature for critical information		√		
7	Mostly common word/phrase/ sentence			√	
8	Language is organized/structured		√		
9	Mostly simple sentence construction		√		
10	No/little passive voice			√	
11	Little variation in tense			√	
12	Mostly one idea per sentence		√		
13	Mostly familiar construction (e.g., ’s for possessive, s/es for plural)		√		
14	Mostly familiar text features (e.g., bulleted lists, bold face)		√		

The above table exhibits that the researcher has agreed with the criteria presented in no.1, 4, 6, 8, 9, 12, 13 and 14. Similarly, he has disagreed with the criteria presented in no.2, 3, 5, 7, 10 and 11. The researcher has similar opinion

with the criteria which meet both textbooks criteria and Sato's criteria mostly in term of length range from word to paragraph, use of graphical and relevant text feature, use of mostly familiar sentences and so on.

4.2.2.2 Higher Complexity Functional Criteria

As presented in lower complexity functional criteria, there are also fourteen criteria related to higher complexity criteria proposed by Sato (2011). The analysis of these criteria is presented with the help of following table.

Table : 4

Higher Complexity Functional Criteria

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from word to paragraphs		√		
2	Some variation in word/phrase/ sentences/paragraph	√			
3	Repetition of key words/sentences for new information		√		
4	No- essential detail/ central idea presented by language			√	
5	Some abstraction of language		√		
6	Graphic and relevant features may not reinforce the critical information			√	
7	Both common/familiar and un- common word/sentences	√			
8	Language may not be organized/ structured				√
9	Complex sentence construction			√	
10	Some passive voice		√		
11	Variation in tense		√		
12	Multiple ideas presented		√		
13	Some irregular construction		√		
14	Less familiar text features(e.g., punctuation, key, text boxes)			√	

The above table indicates that the researcher strongly has agreed with the criteria presented in no 2 and 7. Similarly he has agreed with the criteria presented in no 1, 3, 5, 10, 11, 12 and 13. And he has disagreed with the criteria no.4, 6, 9 and 14. Finally he has strongly disagreed with the criteria presented in no.8. The researcher comes to know that most of the exponents under higher complexity functional criteria meet with this unit. So, he supports with them. He does not support with only few of them like, less use of essential /detailed presentation, using of passive sentences as so on. He had made detailed analysis and implication under the following sub-heading.

4.2.2.3 Overall Analysis of Lower and Higher Complexity Functional Criteria

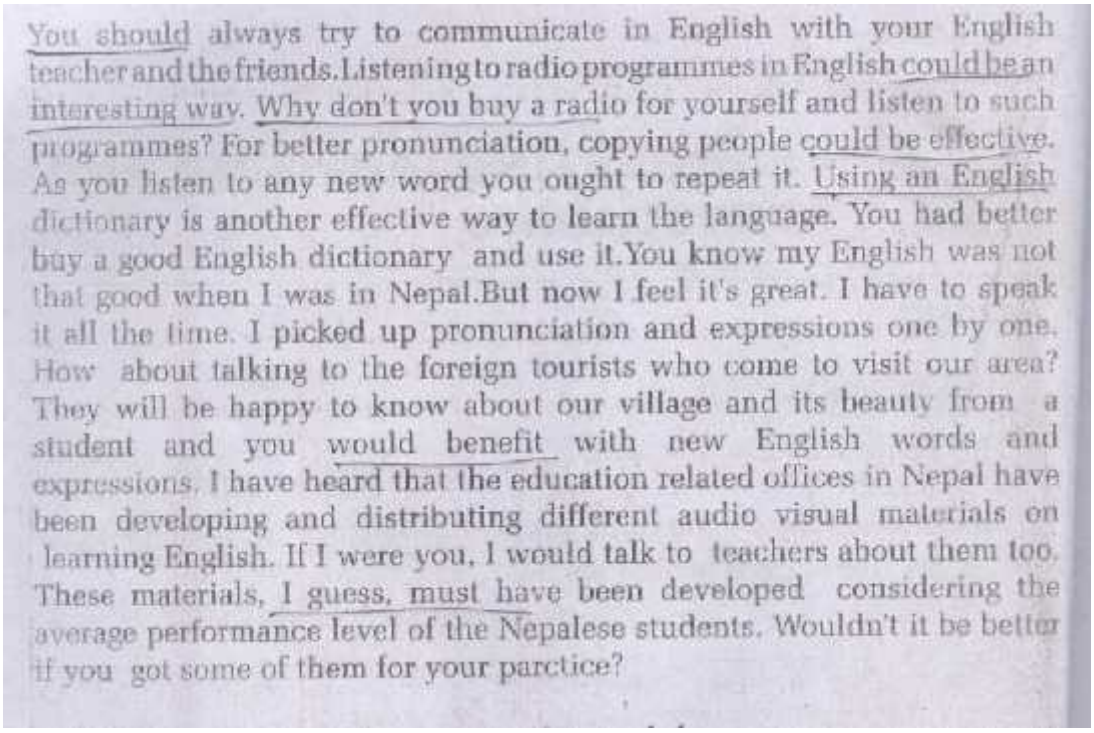
While analyzing this language function 'Suggesting, Advising and Persuading' there are some good aspects found in the exponents that range from both lower complexity functional criteria to higher complexity functional criteria. The exponents seem to be strong from both criteria in term of the length range of the word to paragraph, repetition of key words/phrase or sentences, tense variation, sentence construction, and so on. The above presented tables show that the length range of the word to paragraph is suitable. The repetition of key words for new information is also found in the textbook which can make easy to learn the language. Unit wise tense variation, well sentence construction are also the other plus points.

In term of using words, passivization and tense variation in language exponents etc., the tables show that this unit meets the higher complexity functions. It means there is the use of both common and uncommon words/sentences, there is tense variation is the language exponents and it is found that there is the use of some passive voice in this language function.

Similarly, to some extent, this unit has met the lower complexity function in terms of sentence construction, text features like, punctuation, key, textbooks, etc. It means mostly simple sentence construction is found in the exponents.

In term of communicative competence, this unit has incorporated essential reading text and dialogue related to the language functions so, the learners can be benefitted to get the knowledge of discourse competence and pragmatic competence as they can get the knowledge of dialogue invitation, turn taking and responding according to the particular content.

A Model of Language Function used in this unit



You should always try to communicate in English with your English teacher and the friends. Listening to radio programmes in English could be an interesting way. Why don't you buy a radio for yourself and listen to such programmes? For better pronunciation, copying people could be effective. As you listen to any new word you ought to repeat it. Using an English dictionary is another effective way to learn the language. You had better buy a good English dictionary and use it. You know my English was not that good when I was in Nepal. But now I feel it's great. I have to speak it all the time. I picked up pronunciation and expressions one by one. How about talking to the foreign tourists who come to visit our area? They will be happy to know about our village and its beauty from a student and you would benefit with new English words and expressions. I have heard that the education related offices in Nepal have been developing and distributing different audio visual materials on learning English. If I were you, I would talk to teachers about them too. These materials, I guess, must have been developed considering the average performance level of the Nepalese students. Wouldn't it be better if you got some of them for your parctice?

The above cut out is presented to indicate the example of language exponents as used in the textbook .The underlined words show the language exponents.

4.2.3 Making Requests and Responding to them

The researcher has analyzed the language function "Making Requests and responding to them" given in unit three of the textbook in this session.

Mostly, this unit has incorporated the language exponents like would you mind (not) + ing ...., I wonder If you could ....?, could/would you possibly ...?, I'd appreciate it if you ...?, etc. for making requests and to respond the exponents, the words, like ... of course, you certainly....., not at all ....., good question ....., sure ....., I'd rather, you didn't ..... etc.

The researcher has analyzed this language function in accordance with lower complexity criteria and higher complexity criteria proposed by Sato (2011) separately and overall under the following sub headings.

4.2.3.1 Lower Complexity Functional Criteria

Sato (2011) has presented fourteen criteria related to lower complexity functional criteria. The researcher has analyzed the language function 'Making Plans and Expressing intention' intensively with the help of the following table.

Table : 5

Lower Complexity Functional Criteria

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from a word to paragraph		√		
2	No/little variation in word/phrase/ sentences			√	
3	Repetition of key words/phrase/ sentences/ paragraph		√		
4	Language is used to present central/critical details			√	
5	No abstraction/concrete information			√	
6	Graphic and relevant text feature for critical information		√		
7	Mostly common word/phrase/sentence			√	
8	Language is organized/structured		√		
9	Mostly simple sentence construction		√		
10	No/little passive voice				√
11	Little variation in tense		√		
12	Mostly one idea per sentence		√		
13	Mostly familiar construction (e.g., 's for possessive, s/es for plural)		√		
14	Mostly familiar text features (e.g., bulleted lists, bold face)		√		

In term of lower complexity functional criteria, the researcher has agreed with the criteria presented in no.1, 4, 10 and13. Similarly, he has disagreed with the criteria presented in no.2, 3, 5, 6, 7, 8, 9, 11, 12 and 13 as shown in the above

table. In term of using little variation in word to phrases, critical detail presentation and use of common words, the researcher has disagreed and he has supported with the criteria like repetition of key words, language organization, and familiar sentence construction and so on. For detailed analysis, (see Overall Analysis part) of this chapter

4.2.3.2 Higher Complexity Functional Criteria

These criteria have incorporated higher level of knowledge in the related field. Such kind of knowledge is related to word structure, sentence construction, and passivization and so on. The researcher has analyzed the language function "Making Requests and Responding to them" in relation to higher complexity functional criteria with the help of following table.

Table : 6

Higher Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from word to paragraphs			√	
2	Some variation in word/phrase/sentences/ paragraph		√		
3	Repetition of key words/sentences for new information		√		
4	No- essential detail/ central idea presented by language			√	
5	Some abstraction of language		√		
6	Graphic and relevant features may not reinforce the critical information		√		
7	Both common/familiar and un- common word/sentences	√			
8	Language may not be organized/structured		√		
9	Complex sentence construction		√		
10	Some passive voice			√	
11	Variation in tense		√		
12	Multiple ideas presented		√		
13	Some irregular construction		√		
14	Less familiar text features (e.g., punctuation, key, text boxes)		√		

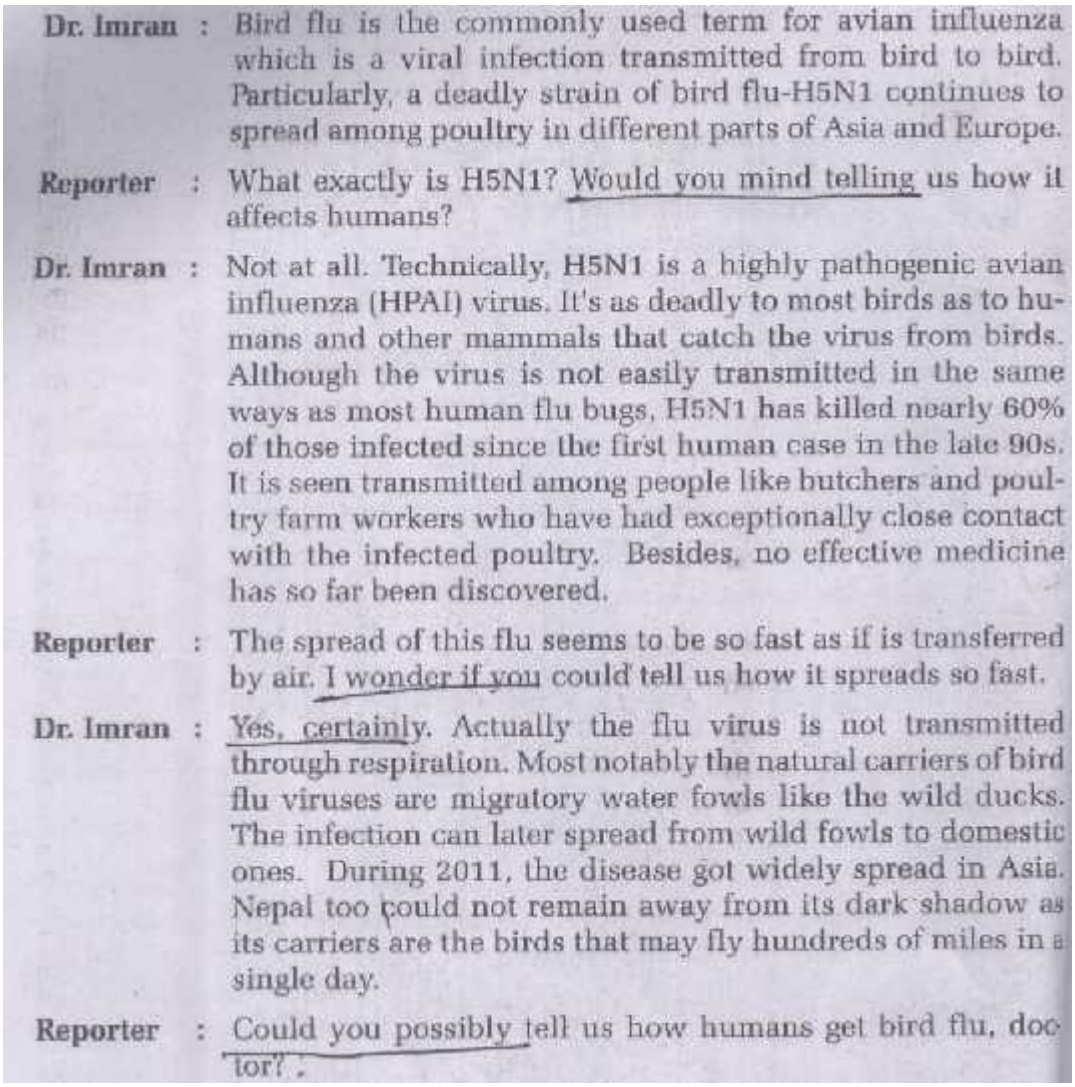
In term of higher complexity functional criteria, the researcher has strongly agreed with the criteria presented in no.7. Similarly, he supports to the criteria presented in no.2, 3, 5, 6, 8, 9, 11, 12, 13 and 14. In the same way, he has disagreed with the criteria presented in no. 1, 4 and 10. The researcher in this unit, supports most of the criteria presented by Sato (2011) which are similar to the language exponents used in this unit. Only few criteria which the researcher denies are used in the textbook. The detail analysis and implication is made under the following sub heading.

4.2.3.3 Overall Analysis of Lower and Higher Complexity Functional Criteria

Regarding the language exponents in this unit, the above tables indicate that there are some strong aspects of both lower complexity functions and higher complexity function- which meet the textbook's criteria. While analyzing this unit, most of the criteria of higher complexity functions meet the criteria of the unit. They are matching in term of some variation of word/phrase/sentences, repetition of key words/sentences for new information and so on. Similarly, in term of graphic and relevant features, use of colloquial language in the exponents, passivization, multiple ideas are present by the same structure and irregular sentence constructions are also the other matching parts.

While analyzing the lower complexity functions, this unit incorporates the aspects like there is some repetition of key words/phrases or sentences, use of unfamiliar word are used mostly like... I'd rather…, could you possibly…? And ‘not at all.’ for this levels particularly, the practice of these all language exponents can be fruitful for enhancing communicative competence of the learners.

A Model of Language Function used in this unit



Dr. Imran : Bird flu is the commonly used term for avian influenza which is a viral infection transmitted from bird to bird. Particularly, a deadly strain of bird flu-H5N1 continues to spread among poultry in different parts of Asia and Europe.

Reporter : What exactly is H5N1? Would you mind telling us how it affects humans?

Dr. Imran : Not at all. Technically, H5N1 is a highly pathogenic avian influenza (HPAI) virus. It's as deadly to most birds as to humans and other mammals that catch the virus from birds. Although the virus is not easily transmitted in the same ways as most human flu bugs, H5N1 has killed nearly 60% of those infected since the first human case in the late 90s. It is seen transmitted among people like butchers and poultry farm workers who have had exceptionally close contact with the infected poultry. Besides, no effective medicine has so far been discovered.

Reporter : The spread of this flu seems to be so fast as if is transferred by air. I wonder if you could tell us how it spreads so fast.

Dr. Imran : Yes, certainly. Actually the flu virus is not transmitted through respiration. Most notably the natural carriers of bird flu viruses are migratory water fowls like the wild ducks. The infection can later spread from wild fowls to domestic ones. During 2011, the disease got widely spread in Asia. Nepal too could not remain away from its dark shadow as its carriers are the birds that may fly hundreds of miles in a single day.

Reporter : Could you possibly tell us how humans get bird flu, doctor?

The above cut out is presented to indicate the example of language exponents used in the textbook.

4.2.4 Expressing Condolence and Sympathy

The researcher has analyzed the language function “Expressing Condolence and Sympathy” given in unit four of the textbook in this session.

The common language exponents for this language function "expressing condolence and sympathy "used in this unit are I'm/I was sorry to hear .., that's too bad ..., what a pity ..., I know how you feel.., may god grant, I am/was shocked to ... I'm really/terribly sorry about ... etc.

The researcher has analyzed this language function in accordance with lower complexity criteria and higher complexity criteria proposed by Sato (2011) separately and overall under the following sub headings.

4.2.4.1 Lower Complexity Functional Criteria

There are fourteen components under lower complexity functional criteria. They are related to the features of academic language like vocabulary, grammar, text structure etc. The researcher has analyzed the language function 'Expressing Condolence and Sympathy' intensively with the help of following table.

Table : 7

Lower Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from a word to paragraph		√		
2	No/little variation in word/phrase/ sentences		√		
3	Repetition of key words/phrase/ sentences/ paragraph		√		
4	Language is used to present central/critical details		√		
5	No abstraction/concrete information		√		
6	Graphic and relevant text feature for critical information		√		
7	Mostly common word/phrase/ sentence		√		
8	Language is organized/structured		√		
9	Mostly simple sentence construction		√		
10	No/little passive voice		√		
11	Little variation in tense			√	
12	Mostly one idea per sentence	√			
13	Mostly familiar construction (e.g., 's for possessive, s/es for plural)	√			
14	Mostly familiar text features(e.g., bulleted lists, bold face)		√		

The above table indicates that the researcher has strongly agreed with the criteria presented in no.12 and 13. Similarly, he has agreed with the criteria

presented in no.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 14. Similarly, he has disagreed with the criteria presented in no. 11. The researcher has positive attitude with all the lower complexity criteria presented by Sato (2011) which meet the textbook criteria. Only few do not match with the textbook criteria. The detail analysis is made under Overall Analysis session.

4.2.4.2 Higher Complexity Functional Criteria

These functional skills criteria have incorporated higher level of knowledge in the related field. Such kind of knowledge is related to word structure, sentence construction, and passivization and so on. The researcher has analyzed the language function "Expressing Condolence and Sympathy" in relation to higher complexity functional criteria with the help of following table.

Table : 8

Higher Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from word to paragraphs		√		
2	Some variation in word/phrase/ sentences/paragraph	√			
3	Repetition of key words/sentences for new information		√		
4	No- essential detail/ central idea presented by language			√	
5	Some abstraction of language			√	
6	Graphic and relevant features may not reinforce the critical information			√	
7	Both common/familiar and un- common word/sentences			√	
8	Language may not be organized/ structured			√	
9	Complex sentence construction			√	
10	Some passive voice			√	
11	Variation in tense		√		
12	Multiple ideas presented			√	
13	Some irregular construction			√	
14	Less familiar text features (e.g., punctuation, key, text boxes)				√

While talking about the criteria proposed by Sato (2011), the researcher has strongly agreed with the criteria presented in no.2. Similarly, he has agreed with the criteria presented in no.1, 3 and 11. He has disagreed with the criteria presented in no. 4, 5, 6, 7, 8, 9, 10, 12 and 13. Finally, he has strong disagreement with the criteria presented in no. 14. As the table shows, he has not positive response with the exponents under higher complexity criteria that did not match with the language exponents used in the textbook. But only few of them have met the criteria: in term of length range from word to paragraph, tense variation and so on. The detailed analysis is made under the following sub heading.

4.2.1.3 Overall Analysis of Lower and Higher Complexity Functional Criteria

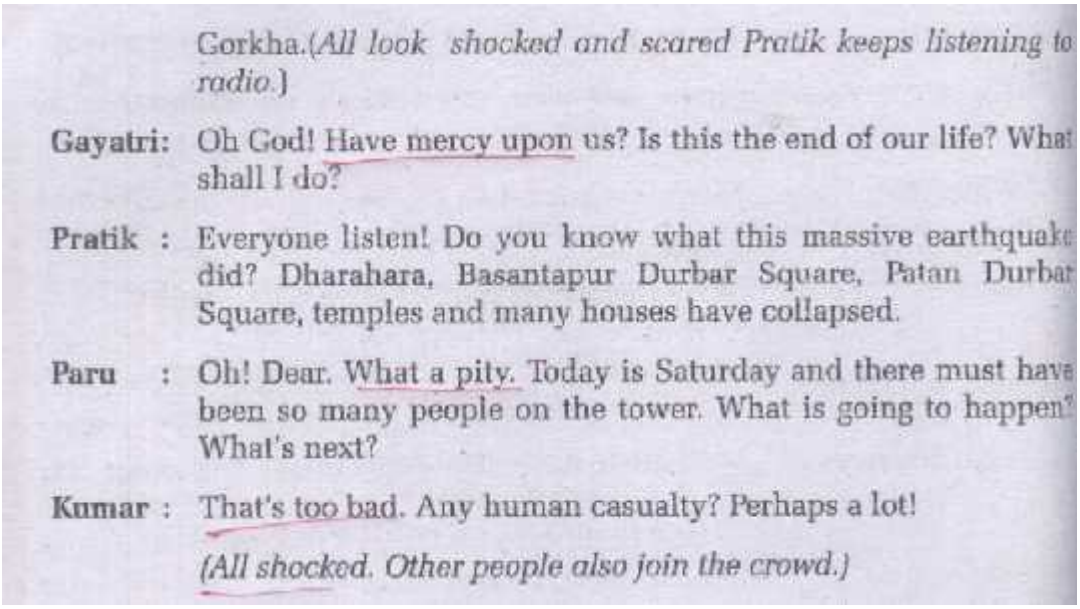
In overall, the language exponents used in this unit match the lower complexity functional criteria mostly in comparison to the higher one. They are matching in term of the range of the words to paragraph, it means various words or phrases have been used in the language exponents. Similarly they are matching in terms of information abstraction and use of relevant text feature. It means the concrete information and the suitable information can be found in this language function which may be easier to understand for the learner of this level. Furthermore, the other lower complexity functions like, use of organized language, mostly use of familiar text features and so on are also the strong one. But this unit has got week point in term of tense variation. It means only the few examples are presented related to different tense.

On the other hand, some higher complexity functions are also strongly used in this unit like; there are some variations in word phase or sentence. Repetition of key words or sentence for new information and use of some passive voice..

In a nutshell, maximum use of lower complexity functional aspects show that the learners can get communicative competence by less effort to practice them.

It entails that, it is easier to get sound knowledge if the exponents are familiar to the learner to learn.

A Model of Language Function used in this unit



Gorkha.*(All look shocked and scared Pratik keeps listening to radio.)*

Gayatri: Oh God! Have mercy upon us? Is this the end of our life? What shall I do?

Pratik : Everyone listen! Do you know what this massive earthquake did? Dharahara, Basantapur Durbar Square, Patan Durbar Square, temples and many houses have collapsed.

Paru : Oh! Dear. What a pity. Today is Saturday and there must have been so many people on the tower. What is going to happen? What's next?

Kumar : That's too bad. Any human casualty? Perhaps a lot!

(All shocked. Other people also join the crowd.)

The above cut out is presented to indicate the example of language exponents by underlining them as used in the textbook.

4.2.5 Criticizing and Expressing Degree of Probability

The researcher has analyzed the language function “Criticizing and Expressing Degree of Probability” given in unit five of the textbook in this session.

The most frequent language exponents related to the language function "Criticizing and expressing degree of probability" used in this unit are: you should have better..... Aren't you ing ...? All of you are trying to be aristotle ....., I strongly suggest you (not) ....., I am sure/certain that ..., there is no doubt .... I don't think that, It's unlikely that ..., he may /might come ....., he probably ....., etc.

Following Sato’s criteria, the researcher has analyzed this language function “Criticizing and Expressing Degree of Probability” separately and overall under the following sub headings.

4.2.5.1 Lower Complexity Functional Criteria

Sato (2011) has presented fourteen components related to lower complexity functional criteria. The components have incorporated the features of academic language like vocabulary, grammar, text structure etc. The researcher has analyzed the language function 'Criticizing and Expressing Degree of Probability' intensively with the help of the following table.

Table : 9

Lower Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from a word to paragraph			√	
2	No/little variation in word/phrase/ sentences			√	
3	Repetition of key words/phrase/sentences/ paragraph		√		
4	Language is used to present central/critical details		√		
5	No abstraction/concrete information			√	
6	Graphic and relevant text feature for critical information		√		
7	Mostly common word/phrase/ sentence			√	
8	Language is organized/structured			√	
9	Mostly simple sentence construction			√	
10	No/little passive voice			√	
11	Little variation in tense		√		
12	Mostly one idea per sentence			√	
13	Mostly familiar construction(e.g., 's for possessive, s/es for plural)			√	
14	Mostly familiar text features(e.g., bulleted lists, bold face)		√		

The above table asserts that the researcher has agreed with the criteria presented in no.3, 4, 6, 11 and 14. Similarly, he has disagreed with the criteria presented in no.1, 2, 5, 7, 8, 9, 10, 12 and 13.

4.2.5.2 Higher Complexity Functional Criteria

There are fourteen criteria under higher complexity functions. The researcher has analyzed the language function "Criticizing and Expressing Degree of Probability" in relation to higher complexity functional criteria with the help of following table.

Table : 10

Higher Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from word to paragraphs		√		
2	Some variation in word/phrase/sentences/paragraph		√		
3	Repetition of key words/sentences for new information			√	
4	No- essential detail/ central idea presented by language			√	
5	Some abstraction of language	√			
6	Graphic and relevant features may not reinforce the critical information			√	
7	Both common/familiar and un- common word/sentences		√		
8	Language may not be organized/ structured	√			
9	Complex sentence construction		√		
10	Some passive voice		√		
11	Variation in tense			√	
12	Multiple ideas presented		√		
13	Some irregular construction		√		
14	Less familiar text features(e.g., punctuation, key, text boxes)			√	

The above table entails that the researcher has strong agreement with the criteria presented in no.5 and 8. Similarly, he has simple agreement with the criteria presented in no.1, 2, 7, 9, 10, 12 and 13. The criteria presented in no. 3,

4, 6, 11 and 14 have been disagreed by the researcher. He has made detailed analysis under the following sub heading

4.2.5.3 Overall Analysis of Lower and Higher Complexity Functional Criteria

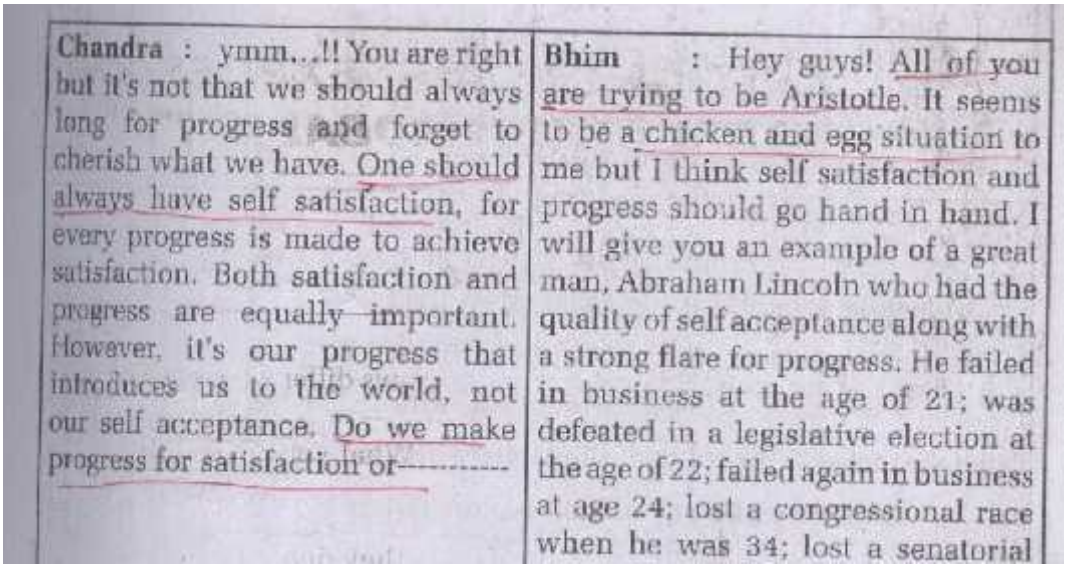
Overall, the researcher has found this unit is the fusion of both lower complexity functions and higher one. Both the functional exponents have been equally used in this language function.

Regarding to the critical detail, word repetition, use of graphic features, passivization, the exponents are matching with the lower complexity functions. It means there is the use of detail information for the exponents, use of less passivization, and mostly there is the use of familiar text feature which may be easier to the learner to understand.

Regarding to the abstraction of language in the text, unorganized language use, length of word to paragraph, use of word/paragraph, passivization, and word/sentence construction, the exponents meet the higher functional criteria. It means there is found some abstract use of language and the language may not be found in an organized order. Similarly, the length of word to paragraph is not fund in high range; he also has found that there is the use of some passive voice and irregular sentence construction too.

So, use of both functional units in the language exponents sound that it is suitable for this level of students but use of some irregular sentence construction, unorganized language and multiple ideas presented by the same sentence structure "i.e. All of you are trying to be Aristotle", may create the confusion to the learners.

A Model of Language Function used in this unit



Chandra : ymm...!! You are right but it's not that we should always long for progress and forget to cherish what we have. One should always have self satisfaction, for every progress is made to achieve satisfaction. Both satisfaction and progress are equally important. However, it's our progress that introduces us to the world, not our self acceptance. Do we make progress for satisfaction or----------

Bhim : Hey guys! All of you are trying to be Aristotle. It seems to be a chicken and egg situation to me but I think self satisfaction and progress should go hand in hand. I will give you an example of a great man, Abraham Lincoln who had the quality of self acceptance along with a strong flare for progress. He failed in business at the age of 21; was defeated in a legislative election at the age of 22; failed again in business at age 24; lost a congressional race when he was 34; lost a senatorial

The above cut out is presented to indicate the example of language exponents as used in the textbook.

4.2.6 Making Offers and Responding to Them

The language function “Making Offers and Responding to Them” is given in unit six of the textbook.This unit has got some common language exponents related to this function. They are …: ,shall I ... ?, would you like me to .. ?, I'll .... If you like…., Do you want me to +v .....? That would be very nice .... etc. And the responses may be like, thank you, I'm sorry, I can't, I'd love to but…, sure, thanks but no thanks, etc. The researcher has analyzed this language function by taking the criteria proposed by Sato (2011) under the following sub headings.

4.2.6.1 Lower Complexity Functional Criteria

Lower complexity functional criteria have incorporated the features of academic language like vocabulary, grammar, text structure etc. The researcher has analyzed the language function ‘Making Offers and Responding to Them’ intensively with the help of the following checklists.

Table : 11

Lower Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from a word to paragraph		√		
2	No/little variation in word/ phrase/ sentences			√	
3	Repetition of key words/phrase/ sentences/ paragraph		√		
4	Language is used to present central/critical details		√		
5	No abstraction/concrete information			√	
6	Graphic and relevant text feature for critical information		√		
7	Mostly common word/phrase/ sentence		√		
8	Language is organized/structured		√		
9	Mostly simple sentence construction		√		
10	No/little passive voice		√		
11	Little variation in tense		√		
12	Mostly one idea per sentence			√	
13	Mostly familiar construction(e.g., ’s for possessive, s/es for plural)		√		
14	Mostly familiar text features(e.g., bulleted lists, bold face)		√		

The above table entails that the researcher has agreed with the criteria presented in no.1, 3, 4, 6, 7, 8, 9, 10, 11, 13 and 14. Similarly, he has disagreed with the criteria presented in no. 2, 5 and 12. The researcher agreed with most of the above criteria that meet the textbook criteria. The detailed analysis is made under the heading of “Overall Analysis”.

4.2.6.2 Higher Complexity Functional Criteria

These functions have incorporated of knowledge that is related to word structure, sentence construction, and passivization and so on. The researcher has analyzed the language function "Making Offers and Responding to Them" with the help of following checklists

Table : 12

Higher Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from word to paragraphs			√	
2	Some variation in word/phrase/ sentences/paragraph		√		
3	Repetition of key words/sentences for new information		√		
4	No- essential detail/ central idea presented by language			√	
5	Some abstraction of language		√		
6	Graphic and relevant features may not reinforce the critical information			√	
7	Both common/familiar and un- common word/sentences			√	
8	Language may not be organized/structured			√	
9	Complex sentence construction			√	
10	Some passive voice			√	
11	Variation in tense			√	
12	Multiple ideas presented		√		
13	Some irregular construction			√	
14	Less familiar text features(e.g., punctuation, key, text boxes)			√	

In term of higher complexity functions, the researcher has agreed with the criteria presented in no.2, 3, 5 and 12 as shown in the above table.. Similarly, he has disagreed with the criteria presented in no.1, 4, 6, 7, 8, 9, 10, 11, 13 and

14. The researcher has mostly disagreed with the criteria presented in the textbook that have not meet with Sato's (2011) criteria. The detailed analysis is made under the following sub heading.

4.2.6.3 Overall Analysis of Lower and Higher Complexity Functional Criteria

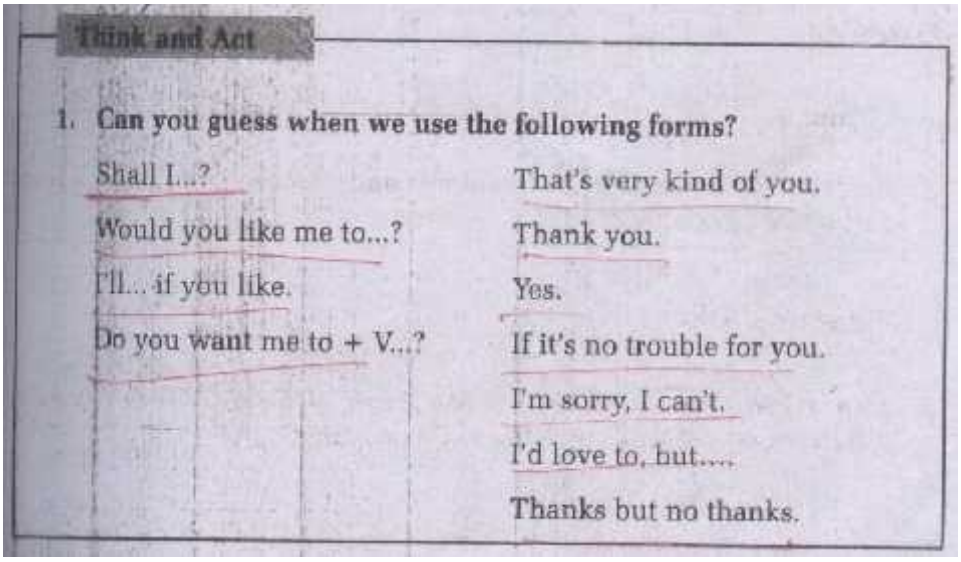
While analyzing the language functions overall, the researcher has found that this unit mostly has met the lower complexity functional criteria in term of length range of word, key words/phrase, presentation of detail, use of word or phrases, organization of language, passivization and text feature.

It means the length of the exponents range from a word to paragraph, there is repetition of the key words, central idea is presented by the language, mostly use of common words/phrases or the sentences. Similarly, the language is organized and structured in the exponents, we can find the less/no use of passive sentence and mostly the use of familiar text feature like bulleted lists, bold face etc.

It does not mean the very language function has not met the higher functional criteria but in some cases we can find the use of higher complexity function also. In term of language abstraction, presentation of multiple ideas and variation in word phrases/sentences, the exponents has meet the higher complexity functional criteria. There is the use of abstract terms in some cases like "I'd love to"... Similarly, the single language exponents have got multiple ideas to convey and varieties of words/phrases are used to convey the single message. It shows that the lesson is totally complete except some cons.

The unit is also communicative as there is the presentation of dictionary activity which is followed by the English consonants sound systems.

A Model of Language Function used in this unit



Think and Act

1. Can you guess when we use the following forms?

Shall I...?	That's very kind of you.
Would you like me to...?	Thank you.
I'll... if you like.	Yes.
Do you want me to + V...?	If it's no trouble for you.
	I'm sorry, I can't.
	I'd love to, but....
	Thanks but no thanks.

The above cut out is presented to indicate the example of language exponents used in the textbook where the underlined words/sentences indicate the language exponents.

4.2.7 Giving Instructions and Describing Purpose

This unit has incorporated the some common language exponents related to the language function "giving instructions and describing purposes." They are: First, .. then, .. after, ….this machine is for ..., this machine is meant to ... , in order to ..., there is an option ..., next step ..., click on ... etc.

The researcher has analyzed the language function “Giving Instructions and Describing Purpose” given in unit seven of the textbook in this session under the following sub headings.

4.2.7.1 Lower Complexity Functional Criteria

Sato (2011) has presented fourteen components related to lower complexity functional criteria. The researcher has analyzed the language function ‘Making Plans and Expressing intention’ intensively with the help of the following table.

Table : 13

Lower Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from a word to paragraph	√			
2	No/little variation in word/phrase/ sentences	√			
3	Repetition of key words/phrase/ sentences/ paragraph		√		
4	Language is used to present central/ critical details			√	
5	No abstraction/concrete information		√		
6	Graphic and relevant text feature for critical information		√		
7	Mostly common word/phrase/sentence		√		
8	Language is organized/structured		√		
9	Mostly simple sentence construction		√		
10	No/little passive voice		√		
11	Little variation in tense			√	
12	Mostly one idea per sentence		√		
13	Mostly familiar construction (e.g., ’s for possessive, s/es for plural)		√		
14	Mostly familiar text features(e.g., bulleted lists, bold face)		√		

Regarding the lower complexity functional criteria as shown in the above table, the researcher has strongly agreed with the criteria presented in no.1 and 2. Similarly, he has agreed with the criteria presented in no.3, 5, 6, 7, 8, 9, 10, 12, 13, and 14. He has disagreement with the criteria presented in no. 4 and 11. The researcher has come to know that most of the exponents used in the textbook match with the criteria presented by Sato (2011).

4.2.7.2 Higher Complexity Functional Criteria

Sato (2011) has presented fourteen criteria related to higher complexity functions also. The functions incorporated higher level of knowledge in the related field. Such kind of knowledge is related to word structure, sentence construction, and passivization and so on. The researcher has analyzed the

language function “Making Plans and Expressing Intentions” with the help of following table.

Table : 14

Higher Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from word to paragraphs				√
2	Some variation in word/phrase/ sentences/paragraph			√	
3	Repetition of key words/sentences for new information		√		
4	No- essential detail/ central idea presented by language		√		
5	Some abstraction of language			√	
6	Graphic and relevant features may not reinforce the critical information			√	
7	Both common/familiar and un- common word/sentences			√	
8	Language may not be organized/structured			√	
9	Complex sentence construction			√	
10	Some passive voice			√	
11	Variation in tense		√		
12	Multiple ideas presented			√	
13	Some irregular construction			√	
14	Less familiar text features(e.g., punctuation, key, text boxes)			√	

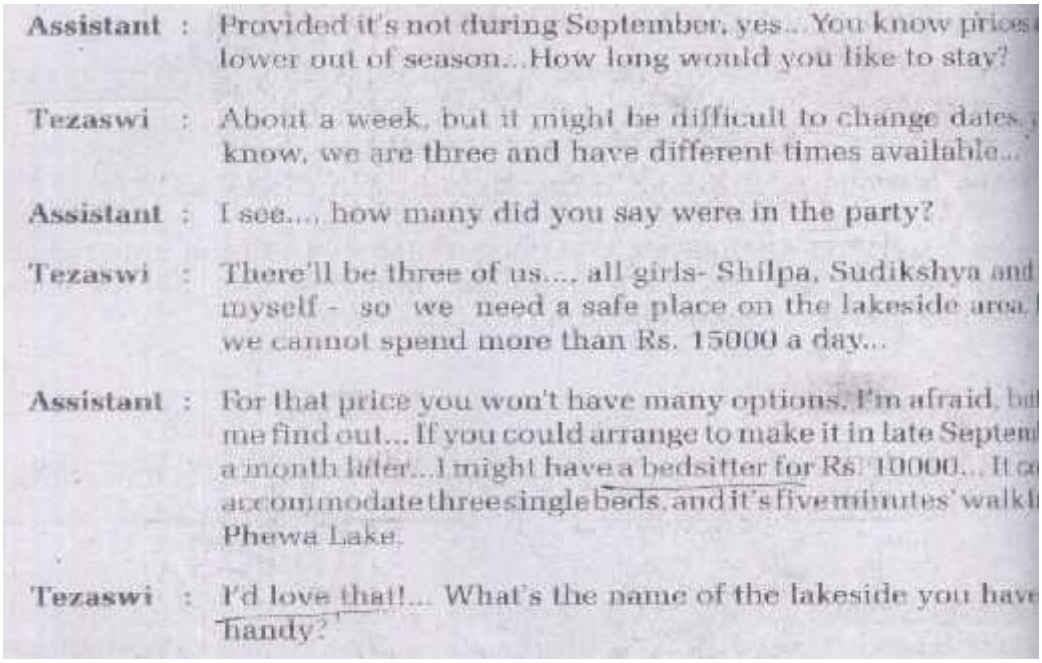
The above table indicates that the researcher has agreement with the criteria presented in no.3, 4 and 11. Similarly, he has disagreed with the criteria presented in no.2, 5, 6, 7, 8, 9, 10, 12, 13, and 14. He has strongly disagreed with the criteria presented in no. 1. The researcher has come to know that most of the criteria under higher complexity category do not match with the language exponents used in this unit but only few meet the criteria which the researcher agreed with them. He has made detail analysis under the following sub heading.

4.2.7.3 Overall Analysis of Lower and Higher Complexity Functional Criteria

It is also found that only the few criteria of higher complexity functions have met with the criteria of the textbook . They are matching in term of repetition of key words, central idea presented by the language and the tense variation. It means the repetition of key words for new information has one strong aspect of higher complexity function. Similarly, there is not the use of sentence structure which shows the essential detail presented by the language and somehow we can find the tense variation in the language exponents.

While analyzing this language function in relation to the language exponents, the researcher has come to know that in comparison of earlier unit this unit is easier for the learner as it has met the lower complexity criteria maximally. This unit seems to be communicative as it has got the various tips for instructional functions.

A Model of Language Function used in this unit



Assistant : Provided it's not during September, yes... You know prices lower out of season...How long would you like to stay?

Tezaswi : About a week, but it might be difficult to change dates, know, we are three and have different times available...

Assistant : I see.... how many did you say were in the party?

Tezaswi : There'll be three of us..., all girls- Shilpa, Sudikshya and myself - so we need a safe place on the lakeside area. we cannot spend more than Rs. 15000 a day...

Assistant : For that price you won't have many options. I'm afraid, but me find out... If you could arrange to make it in late Septem a month later...I might have a bedsitter for Rs. 10000... It c accommodate three single beds, and it's five minutes' walk Phewa Lake.

Tezaswi : I'd love that!... What's the name of the lakeside you have handy?

The above cut out is presented to indicate the example of language exponents used in the textbook.

4.2.8 Talking about Past: Narrating Past Events

the language function “Talking about Past: Narrating Past Events” is presented in unit eight of the textbook. It has included some common language exponents used in narrating past events. They are: there was ...., the fox saw ..... , was shocked, he/she promised..... , I didn't know where to ...., I met ...., this made my day ...., when we arrived, they ....., the bridge broke down, etc.

The researcher has analyzed this language function in accordance with lower complexity criteria and higher complexity criteria proposed by Sato (2011) under the following sub headings.

4.2.8.1 Lower Complexity Functional Criteria

Sato (2011) has presented fourteen components related to lower complexity functional criteria. The components incorporated the features of academic language like vocabulary, grammar, text structure etc. The researcher analyzed the language function ‘Talking about Past: Narrating Past Events’ intensively with the help of the following table.

Table : 15

Lower Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from a word to paragraph				√
2	No/little variation in word/phrase/sentences			√	
3	Repetition of key words/phrase/ sentences/ paragraph		√		
4	Language is used to present central/critical details		√		
5	No abstraction/concrete information			√	
6	Graphic and relevant text feature for critical information		√		
7	Mostly common word/phrase/sentence		√		
8	Language is organized/structured		√		
9	Mostly simple sentence construction		√		
10	No/little passive voice			√	
11	Little variation in tense			√	
12	Mostly one idea per sentence		√		
13	Mostly familiar construction (e.g., ’s for possessive, s/es for plural)		√		
14	Mostly familiar text features(e.g., bulleted lists, bold face)		√		

The above table shows that the researcher has agreed with the criteria presented in no.3, 4, 6, 7, 8, 9, 12, 13 and 14. Similarly, he has disagreed with the criteria presented in no.2, 5, 10 and 11. He has strongly disagreed with the criteria presented in no. 1. It means the researcher has agreement with most of the criteria under lower complexity function. He has put negative view with only few exponents which did not match the textbook criteria used in this unit. For detailed analysis, (see Overall Analysis).

4.2.8.2 Higher Complexity Functional Criteria

These functions have incorporated higher level of knowledge in the related field. Such kind of knowledge is related to word structure, sentence construction, and passivization and so on. The researcher has analyzed the language function "Talking about Past: Narrating Past Events" in relation to higher complexity functional criteria with the help of following table.

Table no. 16

Higher Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from word to paragraphs		√		
2	Some variation in word/phrase/ sentences/paragraph		√		
3	Repetition of key words/sentences for new information			√	
4	No- essential detail/ central idea presented by language			√	
5	Some abstraction of language		√		
6	Graphic and relevant features may not reinforce the critical information			√	
7	Both common/familiar and un- common word/sentences			√	
8	Language may not be organized/ structured			√	
9	Complex sentence construction			√	
10	Some passive voice	√			
11	Variation in tense		√		
12	Multiple ideas presented			√	
13	Some irregular construction			√	
14	Less familiar text features(e.g., punctuation, key, text boxes)			√	

The above table entails that the researcher has strongly agreed with the criteria presented in no. 10. Similarly, he has put his agreement with the criteria

presented in no.1, 2, 5 and 11. He has disagreed with the criteria presented in no. 3, 4, 6, 7, 9, 12, 13 and 14. The researcher has come to know that most of the exponents under higher complexity function do not match with the language exponents used in this unit. But some of them meet the criteria of the textbook. The detailed analysis has been made under the following heading.

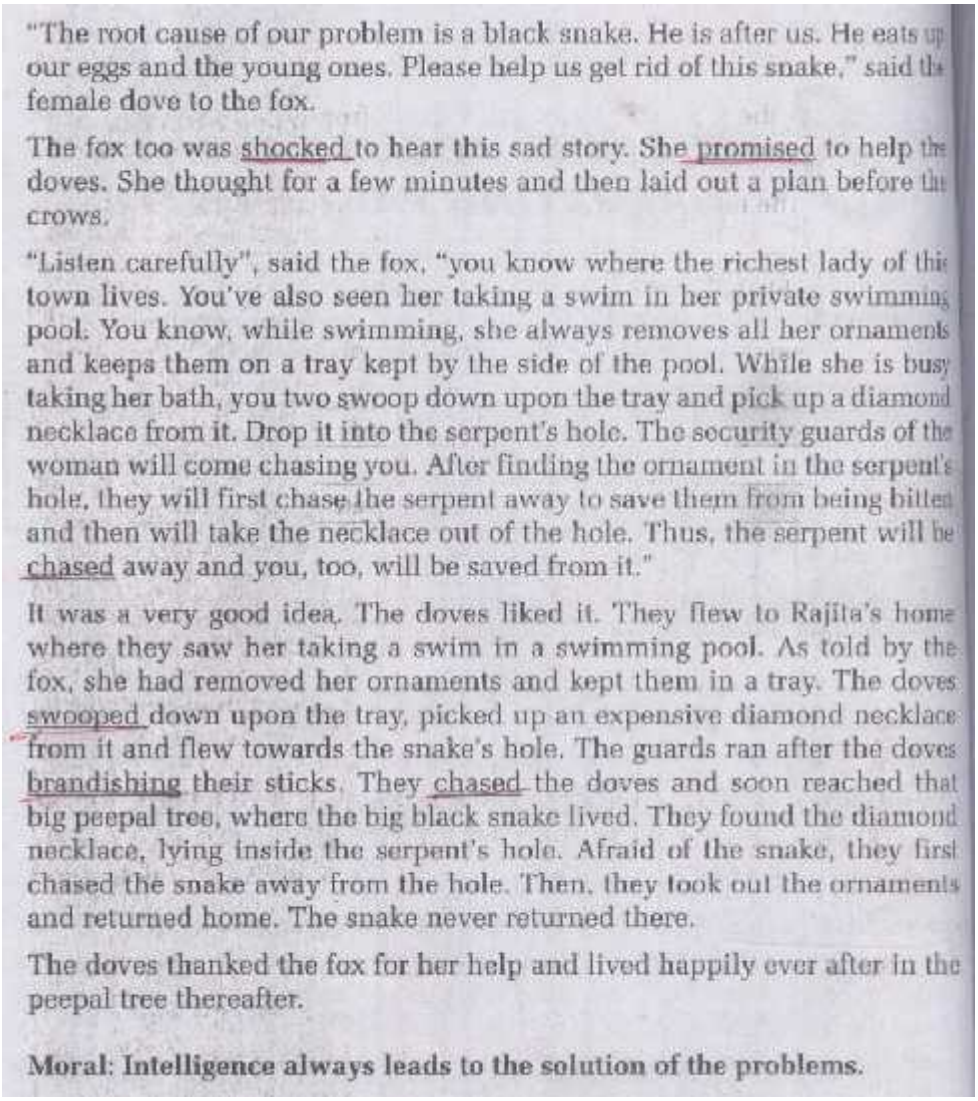
4.2.8.3 Overall Analysis of Lower and Higher Complexity Functional Criteria

While analyzing the language function "Talking about past: Narrating past Events" overall, the researcher has found that the language exponents meet the lower complexity function maximally than the higher one. It does not mean that all the exponents are matching with the lower complexity functions but some are related with the higher functions also.

Regarding to the criteria like key words repetition, text features, use of words/phrases, language organization, sentence construction, ideas presentation etc. the exponents meet the lower complexity functions. It means, he has found the repetition of key words or phrases, well organized language and mostly simple sentence constructions. Similarly, the language exponents have presented mostly one idea for a sentence.

In some cases, it has found that the language exponents are matching with higher complexity functions also. Regarding to the word length range, abstraction of language, passivization and tense variation, they are matching it means, he has found that the length range from words to paragraph rather than a word to paragraph, sometimes there is a use of abstract language in the language function like 'This made me ...', and so on. Similarly, there is the use of some passive structure based on various tense. It may create the difficulty to understand the structure for the learner in some extend. So most of the exponents used in the language functions are supportive for enhancing communicative competence.

A Model of Language Function used in this unit



"The root cause of our problem is a black snake. He is after us. He eats up our eggs and the young ones. Please help us get rid of this snake," said the female dove to the fox.

The fox too was shocked to hear this sad story. She promised to help the doves. She thought for a few minutes and then laid out a plan before the crows.

"Listen carefully", said the fox, "you know where the richest lady of this town lives. You've also seen her taking a swim in her private swimming pool. You know, while swimming, she always removes all her ornaments and keeps them on a tray kept by the side of the pool. While she is busy taking her bath, you two swoop down upon the tray and pick up a diamond necklace from it. Drop it into the serpent's hole. The security guards of the woman will come chasing you. After finding the ornament in the serpent's hole, they will first chase the serpent away to save them from being bitten and then will take the necklace out of the hole. Thus, the serpent will be chased away and you, too, will be saved from it."

It was a very good idea. The doves liked it. They flew to Rajita's home where they saw her taking a swim in a swimming pool. As told by the fox, she had removed her ornaments and kept them in a tray. The doves swooped down upon the tray, picked up an expensive diamond necklace from it and flew towards the snake's hole. The guards ran after the doves brandishing their sticks. They chased the doves and soon reached that big peepal tree, where the big black snake lived. They found the diamond necklace, lying inside the serpent's hole. Afraid of the snake, they first chased the snake away from the hole. Then, they took out the ornaments and returned home. The snake never returned there.

The doves thanked the fox for her help and lived happily ever after in the peepal tree thereafter.

Moral: Intelligence always leads to the solution of the problems.

The above cut out is presented to indicate the example of language exponents used in the textbook with the help of underlined items.

4.2.9 Giving Directions

There are various ways to give and take the directions. Our textbook for grade nine has included some exponents related to the language function "Giving Direction" with some common ways to give directions. They are : Turn left/ right, roundabout, so straight, next to, opposite, go past, on the left/right, go back/ down etc. The researcher has analyzed the language function "Giving Directions" given in unit nine of the textbook with the help of functional skills criteria proposed by Sato(2011) in this session.

4.2.9.1 Lower Complexity Functional Criteria

The researcher has analyzed the language function 'Making Plans and Expressing intention' intensively by relating the lower complexity functional criteria and the higher criteria with the help of the following table.

Table : 17

Lower Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from a word to paragraph			√	
2	No/little variation in word/phrase/ sentences			√	
3	Repetition of key words/phrase/ sentences/ paragraph			√	
4	Language is used to present central/critical details				√
5	No abstraction/concrete information		√		
6	Graphic and relevant text feature for critical information		√		
7	Mostly common word/phrase/ sentence		√		
8	Language is organized/structured		√		
9	Mostly simple sentence construction		√		
10	No/little passive voice		√		
11	Little variation in tense		√		
12	Mostly one idea per sentence		√		
13	Mostly familiar construction (e.g., 's for possessive, s/es for plural)		√		
14	Mostly familiar text features (e.g., bulleted lists, bold face)		√		

As the above table shows, the researcher has agreed with the criteria presented in no.5, 6, 7, 8, 9, 10, 11, 12, 13 and 14. Similarly, he has put disagreement with the criteria presented in no. 1, 2 and 3. He has strong disagreement with the criteria presented in no. 4. The researcher has found most of the criteria under lower complexity function meet the criteria of this unit. The detail analysis is made under the heading of 'Overall Analysis' part.

4.2.9.2 Higher Complexity Functional Criteria

The researcher has analyzed the language function "Making Plans and Expressing Intentions" in relation to higher complexity functional criteria with the help of following table.

Table : 18

Higher Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from word to paragraphs		√		
2	Some variation in word/phrase/ sentences/paragraph		√		
3	Repetition of key words/sentences for new information			√	
4	No- essential detail/ central idea presented by language		√		
5	Some abstraction of language			√	
6	Graphic and relevant features may not reinforce the critical information			√	
7	Both common/familiar and un- common word/sentences			√	
8	Language may not be organized/structured			√	
9	Complex sentence construction			√	
10	Some passive voice			√	
11	Variation in tense				√
12	Multiple ideas presented			√	
13	Some irregular construction			√	
14	Less familiar text features(e.g., punctuation, key, text boxes)			√	

Regarding the higher complexity criteria as shown in the above table, the researcher has agreed with the criteria presented in no.1, 2 and 4. Similarly, he has disagreed with the criteria presented in no.3, 5, 6, 7, 8, 9, 10, 12, 13 and 14. He has strongly disagreed with the criteria presented in no.11.So far, the researcher has disagreement with most of the criteria proposed by Sato (2011) that have not meet with the language exponents used in this unit. The detail analysis is given under the following sub heading.

4.2.9.3 Overall Analysis of Lower and Higher Complexity Functional Criteria

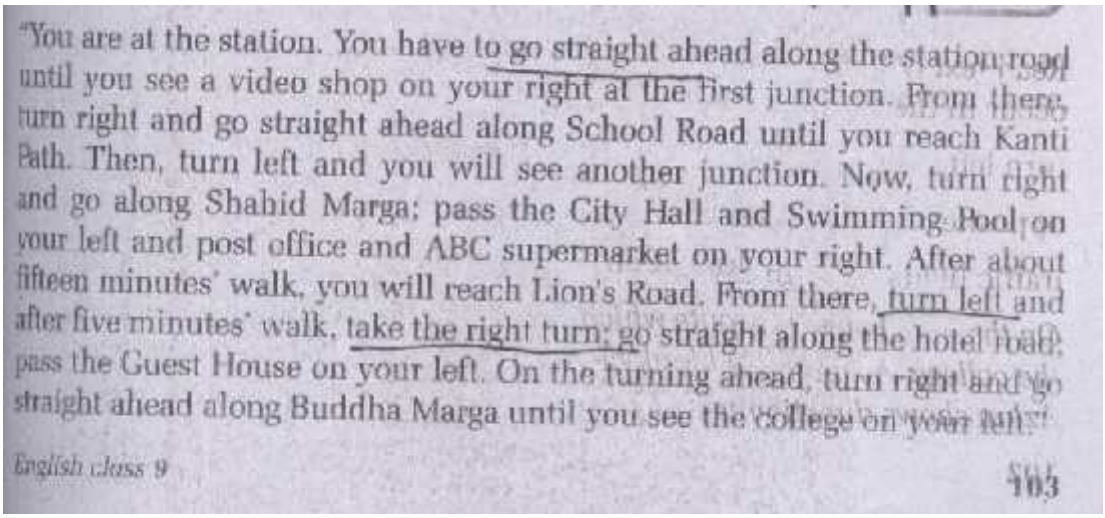
The exponents used in this unit are found to be matching with the lower complexity functions but only some are matching with the higher one.

Regarding to the abstraction of information, relevant text features use of common words, language organization, sentence construction, passivization, tense use and ideas presentation, the exponents meet the lower criteria. It means the there is not the use of abstract information, mostly there is the use of common words/phrases and sentences. Similarly there is a good language organization we can find the simple sentence construction. The researcher has not found the passive structural words in this language functions. One more main point is that he has not found any tense structure except present tense structure. And single idea has been presented by a structure.

While talking about higher complexity functional categories, I found that the length ranges from words to paragraph, there was some variation is word/phrases and sentence to show the directions as I found. Similarly, the tables show that there is not the essential detail for presenting the central detail but only the detail is presented by single exponents.

So, this language function has also met the lower complexity functional criteria however, some higher criteria are matching. In case of communicative competence, there is the use of varieties of daily used language exponents to fulfill the communicative functions. They are quite familiar to the level of the learners also.

A Model of Language Function used in this unit



"You are at the station. You have to go straight ahead along the station road until you see a video shop on your right at the first junction. From there, turn right and go straight ahead along School Road until you reach Kanti Path. Then, turn left and you will see another junction. Now, turn right and go along Shahid Marga; pass the City Hall and Swimming Pool on your left and post office and ABC supermarket on your right. After about fifteen minutes' walk, you will reach Lion's Road. From there, turn left and after five minutes' walk, take the right turn; go straight along the hotel road; pass the Guest House on your left. On the turning ahead, turn right and go straight ahead along Buddha Marga until you see the college on your left.

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The above cut out with underlined items is presented to indicate the example of language exponents used in the textbook.

4.2.10 Interpreting Graphs, Charts and Diagrams

While interpreting graphs charts and diagrams our textbook has incorporated many language exponents. Some of them are : name the picture, explain the diagram/figure, to go up..., to increase, to climb up, to go down, to decrease, a fall, a drop, slight fall, dropped down, observe and write etc.

The researcher has analyzed the language function "Interpreting Graphs, Charts and Diagrams" given in unit ten of the textbook in this session.He has analyzed this language function in accordance with lower complexity criteria and higher complexity criteria proposed by Sato(2011) with an overall analysis under the following sub headings.

4.2.10.1 Lower Complexity Functional Criteria

The researcher has analyzed the language function 'Interpreting Graphs, Charts and Diagrams' intensively relating to the lower and higher complexity functional criteria with the help of the following table.

Table : 19

Lower Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from a word to paragraph			√	
2	No/little variation in word/phrase/ sentences			√	
3	Repetition of key words/phrase/ sentences/ paragraph		√		
4	Language is used to present central/critical details			√	
5	No abstraction/concrete information			√	
6	Graphic and relevant text feature for critical information	√			
7	Mostly common word/phrase/sentence			√	
8	Language is organized/structured		√		
9	Mostly simple sentence construction			√	
10	No/little passive voice		√		
11	Little variation in tense			√	
12	Mostly one idea per sentence		√		
13	Mostly familiar construction (e.g., ’s for possessive, s/es for plural)			√	
14	Mostly familiar text features (e.g., bulleted lists, bold face)		√		

The above table exhibits that the researcher has strongly agreed with the criteria presented in no.6. Similarly, he has agreed with the criteria presented in no. 3, 8, 10, 12 and 14. The criteria presented in no. 1, 2, 4, 5, 7, 9, 11 and 13 have been disagreed by the researcher. He has given equal responses under these lower complexity criteria where he has found the equal use of the Sato's criteria and the other criteria in the textbook..

4.2.10.2 Higher Complexity Functional Criteria

The researcher has analyzed the language function “Interpreting Graphs, Charts and Diagrams” in relation to higher complexity functional criteria with the help of following table.

Table : 20

Higher Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from word to paragraphs		√		
2	Some variation in word/phrase/ sentences/paragraph		√		
3	Repetition of key words/sentences for new information		√		
4	No- essential detail/ central idea presented by language		√		
5	Some abstraction of language		√		
6	Graphic and relevant features may not reinforce the critical information				√
7	Both common/familiar and un- common word/sentences	√			
8	Language may not be organized/ structured			√	
9	Complex sentence construction		√		
10	Some passive voice			√	
11	Variation in tense		√		
12	Multiple ideas presented			√	
13	Some irregular construction		√		
14	Less familiar text features (e.g., punctuation, key, text boxes)			√	

In term of higher complexity functions as the table exhibits, the researcher has strong agreement with the criteria presented in no.7. Similarly, he has agreed with the criteria presented in no.1, 2, 3, 4, 5, 9, 11 and 13. He has disagreed with the criteria presented in no.8, 10, 12 and 14. He has strong disagreement with the criteria presented in no.6. Many criteria used in the textbook have met the Sato's criteria under higher complexity criteria. So, he has agreed with most of the criteria. The researcher has made detail analysis under the following sub heading.

4.2.10.3 Overall Analysis of Lower and Higher Complexity Functional Criteria

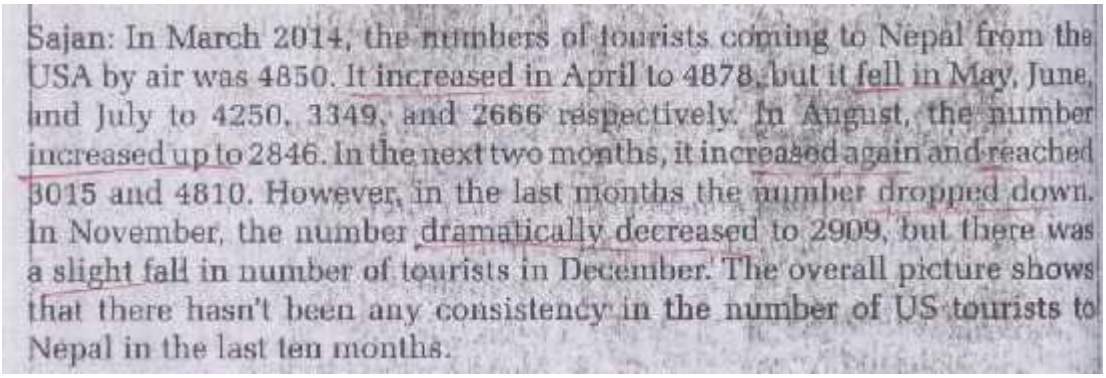
Overall this language function has met the maximum criteria of higher complexity functions rather than the lower ones.

Regarding to the length range, word repetition, language abstraction word use, sentence construction, tense variation, etc. higher complexity criteria are matching. It means the length ranges from words to paragraphs, repetition of key words/sentences for new information is also found, there is the use of both common and uncommon sentences. Similarly, the exponents have some abstraction of language. The use of both present and past tense is another strong point of the exponents.

Regarding to lower complexity function, there are some strong aspects like the use of graphic and relevant text feature, repetition of key words/phrases passivization and so on. It means the exponents show that there is a use of graphic and relevant text feature for detail information, repetition of key words/phrases is also another. He has also found that there is less use of passive structure in the exponents and mostly one idea per sentence is found in the exponents.

He has found that using of higher complexity functional criteria rather than the lower one shows the structure of the exponents are somehow difficult for the level of the learners. This unit seems to be less communicative for the learners.

A Model of Language Function used in this unit


Sajan: In March 2014, the numbers of tourists coming to Nepal from the USA by air was 4850. It increased in April to 4878, but it fell in May, June, and July to 4250, 3349, and 2666 respectively. In August, the number increased up to 2846. In the next two months, it increased again and reached 3015 and 4810. However, in the last months the number dropped down. In November, the number dramatically decreased to 2909, but there was a slight fall in number of tourists in December. The overall picture shows that there hasn't been any consistency in the number of US tourists to Nepal in the last ten months.

The above cut out is presented to indicate the example of language exponents by underlining them as used in the textbook.

4.2.11 Describing an Object or a Place: Talking about Present

There are various language exponents, which can be used to describe an object or a place. Some of them are used in this unit of the textbook for grade nine. They are described as the relative pronouns mostly like-who, that, which, whom, whose, why, where, when, etc. The others are : .... is categorized, ... is called,.., that attracts and is made…. for passive case

The researcher has analyzed this language function in accordance with lower complexity criteria and higher complexity criteria proposed by Sato (2011).with an overall analysis under the following sub headings.

4.2.11.1 Lower Complexity Functional Criteria

Lower Complexity functional criteria refer to the lowest level of skill and knowledge that meet the level of learner of the particular level. In this session, the researcher has analyzed the language function 'Describing an Object or a Place: Talking about Present' used in the textbook to match these criteria with lower complexity functional criteria intensively with the help of the following table.

Table : 21

Lower Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from a word to paragraph		√		
2	No/little variation in word/ phrase/ sentences			√	
3	Repetition of key words/ phrase/ sentences/paragraph			√	
4	Language is used to present central/ critical details		√		
5	No abstraction/concrete information			√	
6	Graphic and relevant text feature for critical information		√		
7	Mostly common word/phrase/sentence	√			
8	Language is organized/structured		√		
9	Mostly simple sentence construction			√	
10	No/little passive voice				√
11	Little variation in tense	√			
12	Mostly one idea per sentence		√		
13	Mostly familiar construction (e.g., ’s for possessive, s/es for plural)			√	
14	Mostly familiar text features (e.g., bulleted lists, bold face)		√		

The above table entails that the researcher has strongly agreed with the criteria presented in no.7 and 11. Similarly, he has agreed with the criteria presented in no. 1, 4, 6, 8, 12 and 14. He has disagreed with the criteria presented in no.2, 3, 5, 9 and 13. He has strong disagreement with the criteria presented in no. 10. There is the use of equal responses made by the researcher. He has agreed with the exponents like use of length range, critical idea presentation and so on. And he has disagreed with the criteria like little variation of word, familiar sentence construction and so on.

4.2.11.2 Higher Complexity Functional Criteria

The researcher has analyzed the language function "Describing an Object or a Place : Talking about Present" in relation to higher complexity functional criteria with the help of following table.

Table : 22

'Higher Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from word to paragraphs		√		
2	Some variation in word/phrase/ sentences/paragraph		√		
3	Repetition of key words/sentences for new information		√		
4	No- essential detail/ central idea presented by language			√	
5	Some abstraction of language		√		
6	Graphic and relevant features may not reinforce the critical information			√	
7	Both common/familiar and un- common word/sentences		√		
8	Language may not be organized/ structured			√	
9	Complex sentence construction		√		
10	Some passive voice	√			
11	Variation in tense				√
12	Multiple ideas presented			√	
13	Some irregular construction		√		
14	Less familiar text features (e.g., punctuation, key, text boxes)			√	

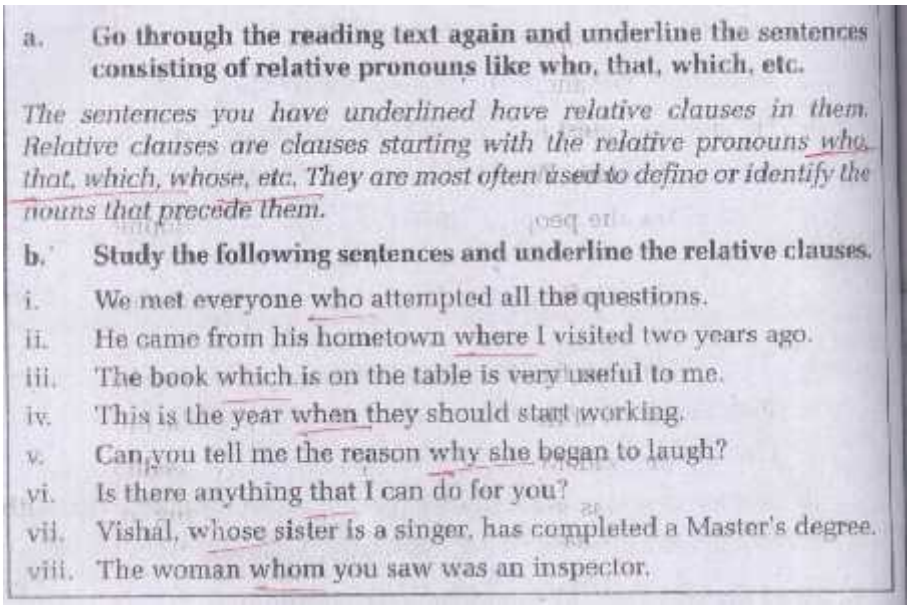
Regarding this language function as the table asserts, the researcher has strongly agreed with the criteria presented in no.10. Similarly, he agreed with the criteria presented in no.1, 2, 3, 5, 7, 9 and 13. He has disagreed with the criteria presented in no. 4, 6, 8, 11 and 14. He has strong disagreement with the criteria presented in no. 11.The researcher equally agreed and disagreed with the exponents under higher complexity criteria by Sato (2011) that met the textbook criteria. The detail analysis is made under the following heading.

4.2.11.3 Overall Analysis of Lower and Higher Complexity Functional Criteria

While analyzing the language function the researcher has found mixed result that met both lower and higher complexity criteria equally. The strong aspect of lower complexity functional criteria are related to length range of a word, word used in the exponents have the length range which is found from a word to paragraph but not many words to paragraph. Similarly, there is the use of mostly common words with no tense variation. There is the use of only present tense. The researcher also has found the organized language in the structure and familiar text features like bulleted lists, bold faces of key words, punctuation etc.

Regarding to the key word repetition, abstracted language and passivization, the language exponents are weak to meet the lower completes function. It does not mean that the exponents meet only the lower complexity criteria but they equally meet the higher functional criteria in term of repetition of key words for new information, use of passive voice in the structure, using of some irregular constructions which present sometimes abstract meanings and length ranges which is found from words to paragraphs as it was found from a word to paragraph also.

A Model of Language Function used in this unit



a. **Go through the reading text again and underline the sentences consisting of relative pronouns like who, that, which, etc.**

The sentences you have underlined have relative clauses in them. Relative clauses are clauses starting with the relative pronouns who, that, which, whose, etc. They are most often used to define or identify the nouns that precede them.

b. **Study the following sentences and underline the relative clauses.**

i. We met everyone who attempted all the questions.
ii. He came from his hometown where I visited two years ago.
iii. The book which is on the table is very useful to me.
iv. This is the year when they should start working.
v. Can you tell me the reason why she began to laugh?
vi. Is there anything that I can do for you?
vii. Vishal, whose sister is a singer, has completed a Master's degree.
viii. The woman whom you saw was an inspector.

The above cut out is presented to indicate the example of language exponents used in the textbook.

4.2.12 Expressing In/Ability

There are various ways to express ability and inability. This unit has incorporated some of the language exponents to express ability and inability. They are can/can't, could/couldn't, can/could (not) be, do you know how to ...., being able to, was/wasn't able ....., will/would be able to, these above exponents are related with the connectives like because of, so, so that, in spite of, despite, therefore etc.

The researcher has analyzed this language function in accordance with lower complexity criteria and higher complexity criteria proposed by Sato(2011) with an overall analysis of higher and lower complexity functional criteria under the following sub headings.

4.2.12.1 Lower Complexity Functional Criteria

Sato (2011) has presented fourteen components related to lower complexity functional criteria. The components have incorporated the features of academic language like vocabulary, grammar, text structure etc incorporating with the lower skills and knowledge. The researcher has analyzed the language function ‘Expressing In/ability’ intensively with the help of the following table.

Table : 23

Lower Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from a word to paragraph		√		
2	No/little variation in word/phrase/ sentences			√	
3	Repetition of key words/phrase/ sentences/ paragraph		√		
4	Language is used to present central/critical details			√	
5	No abstraction/concrete information			√	
6	Graphic and relevant text feature for critical information			√	
7	Mostly common word/phrase/sentence		√		
8	Language is organized/structured		√		
9	Mostly simple sentence construction		√		
10	No/little passive voice			√	
11	Little variation in tense			√	
12	Mostly one idea per sentence				√
13	Mostly familiar construction(e.g., ’s for possessive, s/es for plural)		√		
14	Mostly familiar text features (e.g., bulleted lists, bold face)		√		

The above table shows that the researcher has agreed with the criteria presented in no. 1, 3, 7, 8, 9, 13 and 14. Similarly, he has disagreed with the criteria presented in no.2, 4, 5, 6, 10 and 11. He has got strong disagreement with the criteria presented in no.12. In term of length range, key word repetition, use of common words, familiar sentence construction and so on. But some other exponents are disagreed by the researcher. He has made the detail analysis under Overall Analysis session.

4.2.12.2 Higher Complexity Functional Criteria

Sato (2011) has presented fourteen criteria related to higher complexity functions. The functions incorporate higher level of knowledge in the related field. Such kind of knowledge is related to word structure, sentence construction, and passivization and so on. The researcher has analyzed the language function "Expressing In/ability" in relation to higher complexity functional criteria with the help of following table.

Table : 24

Higher Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from word to paragraphs		√		
2	Some variation in word/phrase/ sentences/paragraph		√		
3	Repetition of key words/sentences for new information		√		
4	No- essential detail/ central idea presented by language		√		
5	Some abstraction of language		√		
6	Graphic and relevant features may not reinforce the critical information		√		
7	Both common/familiar and un- common word/sentences			√	
8	Language may not be organized/ structured			√	
9	Complex sentence construction			√	
10	Some passive voice		√		
11	Variation in tense		√		
12	Multiple ideas presented		√		
13	Some irregular construction		√		
14	Less familiar text features(e.g., punctuation, key, text boxes)			√	

The above table exhibits that the researcher has got agreement with the criteria presented in no.1, 2, 3, 4,5, 6, 10, 11, 12 and13. Similarly, he has disagreed with the criteria presented in no. 7, 8, 9 and 14. Most of criteria proposed by Sato (2011) under higher complexity functional criteria have met with the textbook criteria used in this unit. So, the researcher agreed with them mostly. The researcher has made detailed analysis under the following heading.

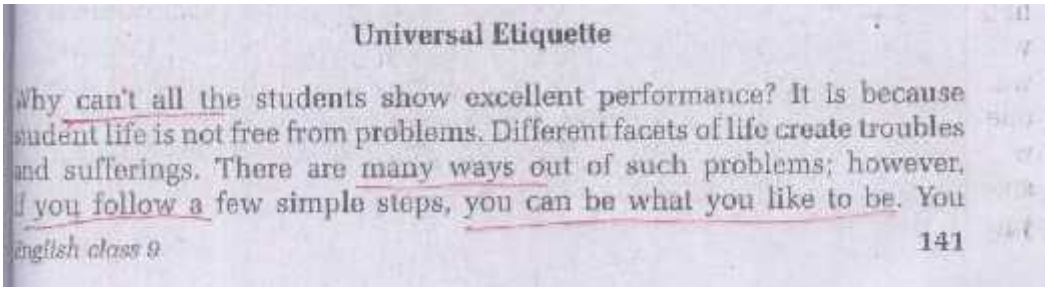
4.2.12.3 Overall Analysis of Lower and Higher Complexity Functional Criteria

While analyzing the language exponents, the researcher has found that there is the equal use of both lower and higher complexity functions to meet the textbook criteria. Regarding to the length range, key word repetition, word/sentence use, language organization, sentence construction and text feature, lower complexity functions are strong. It shows that the length ranges from a word to paragraph; sometimes it ranges from words to paragraph. Similarly, maximum use of key word repetition, mostly common words/phrases used with simple sentence construction followed by familiar text features like bulleted lists, bold face, possessive and plural sequence, but some other aspects are weaker in this unit; they are related to passivization, tense variation and abstraction of concrete information.

Regarding to the word/sentence variation, abstraction of language, passivization, tense variation, multiple idea presentation and sentence construction, the exponents has met the lower complexity functions. It shows that there is the use of various tense structure, various word/sentence use, abstracted language that shows the irregular sentence construction. Similarly, some passive structures are also used in the text, and the single structures present multiple ideas etc.

So, the whole unit seems to be communicative as the most exponents severe the communication functions of the language for example, they serve the function like ordering (can you bring?), requesting (could you mind + ing) etc.

A Model of Language Function used in this unit



Universal Etiquette

Why can't all the students show excellent performance? It is because student life is not free from problems. Different facets of life create troubles and sufferings. There are many ways out of such problems; however, if you follow a few simple steps, you can be what you like to be. You

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The above cut out is presented to indicate the example of language exponents as used in the textbook.

4.2.13 Expressing Congratulations

There are many language exponents for this function “Expressing Congratulations. Among them our textbook has included some of them. They are : I wonder about ....., congratulation many thanks, I am so happy, I want to congratulate on your ...., I can't express in words how happy I was, accept my sincere congratulation, I am proud of you,…. he deserves….. a round of applause etc.

The researcher has analyzed this language function in accordance with lower complexity criteria and higher complexity criteria proposed by Sato (2011) and an overall analysis of higher and lover criteria under the following sub headings.

4.2.13.1 Lower Complexity Functional Criteria

Edynn Sato has presented fourteen components related to lower complexity functional criteria. The researcher has analyzed the language function ‘Expressing Congratulations’ intensively with the help of the following table.

Table : 25

Lower Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from a word to paragraph		√		
2	No/little variation in word/phrase/sentences			√	
3	Repetition of key words/phrase/ sentences/ paragraph		√		
4	Language is used to present central/critical details		√		
5	No abstraction/concrete information			√	
6	Graphic and relevant text feature for critical information		√		
7	Mostly common word/ phrase/ sentence	√			
8	Language is organized/ structured		√		
9	Mostly simple sentence construction		√		
10	No/little passive voice		√		
11	Little variation in tense			√	
12	Mostly one idea per sentence		√		
13	Mostly familiar construction (e.g., ’s for possessive, s/es for plural)		√		
14	Mostly familiar text features (e.g., bulleted lists, bold face)		√		

Regarding to the lower complexity functional criteria the researcher has strongly agreed with the criteria presented in no.7 as the table entails. Similarly, he agreed with the criteria presented in no.1, 3, 4, 6, 8, 10, 12, 13 and 14. He has got disagreement with the criteria presented in no.2, 5 and 11. So, most of the exponents used in the textbook for this unit met the criteria proposed by Sato (2011). So, the researcher has agreed with them but only few did not match. For them, he disagreed with them. He has made detailed analysis under Overall Analysis session.

4.2.13.2 Higher Complexity Functional Criteria

The researcher has analyzed the language function "Expressing Congratulations" in relation to higher complexity functional criteria with the help of following table.

Table : 26

Higher Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from word to paragraphs			√	
2	Some variation in word/phrase/ sentences/ paragraph		√		
3	Repetition of key words/sentences for new information		√		
4	No- essential detail/ central idea presented by language			√	
5	Some abstraction of language		√		
6	Graphic and relevant features may not reinforce the critical information		√		
7	Both common/familiar and un-common word/sentences		√		
8	Language may not be organized/structured			√	
9	Complex sentence construction			√	
10	Some passive voice			√	
11	Variation in tense		√		
12	Multiple ideas presented			√	
13	Some irregular construction			√	
14	Less familiar text features (e.g., punctuation, key, text boxes)		√		

The above table shows that the researcher has agreed with the criteria presented in no.2, 3, 5, 6, 7, l1 and 14. Similarly, he has disagreed with the criteria presented in no. 1, 4, 8, 9, 10, 12 and 13. The researcher has made both

agreements and disagreements under higher complexity functional criteria. It means this language function has equal criteria proposed by Sato. The researcher has made detailed analysis under the following heading.

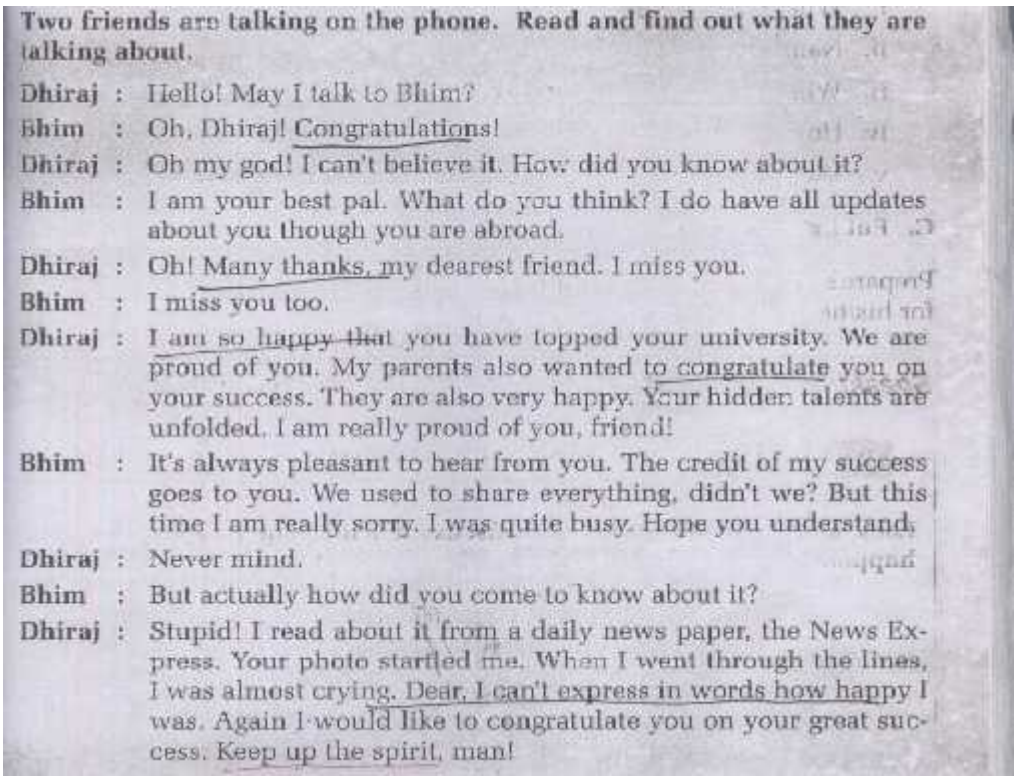
4.2.13.3 Overall Analysis of Lower and Higher Complexity Functional Criteria

This language function has the common properties that match with both lower and higher complexity criteria. Some exponents are related to the higher functional criteria while the others with the lower one.

Regarding to the length range of a word to paragraph, key word repetition, use of mostly common and familiar words, language organization, the common text features, etc, the exponents meet the lower complexity criteria. It means some exponents used in language function are not so unfamiliar for the learner; they can be easily generalized for the learners.

The table also shows that the other criteria like word/phrase variations, key word repetition, abstraction of language, tense variation etc. are matching with the higher complexity functional criteria. It means the words or structures used in the exponents are somehow difficult for the level of learners. In conclusion, the researcher found that there is the fusion of both higher and lower complexity functions used in the language exponents. Basically the unit is less communicative as it does not represent other functional units except simple ways to congratulation.

A Model of Language Function used in this unit



Two friends are talking on the phone. Read and find out what they are talking about.

Dhiraj : Hello! May I talk to Bhim?

Bhim : Oh, Dhiraj! Congratulations!

Dhiraj : Oh my god! I can't believe it. How did you know about it?

Bhim : I am your best pal. What do you think? I do have all updates about you though you are abroad.

Dhiraj : Oh! Many thanks, my dearest friend. I miss you.

Bhim : I miss you too.

Dhiraj : I am so happy that you have topped your university. We are proud of you. My parents also wanted to congratulate you on your success. They are also very happy. Your hidden talents are unfolded. I am really proud of you, friend!

Bhim : It's always pleasant to hear from you. The credit of my success goes to you. We used to share everything, didn't we? But this time I am really sorry. I was quite busy. Hope you understand.

Dhiraj : Never mind.

Bhim : But actually how did you come to know about it?

Dhiraj : Stupid! I read about it from a daily news paper, the News Express. Your photo startled me. When I went through the lines, I was almost crying. Dear, I can't express in words how happy I was. Again I would like to congratulate you on your great success. Keep up the spirit, man!

The above cut out is presented to indicate the example of language exponents by underlining them as used in the textbook.

4.2.14 Asking for Permission

The most common language exponents for 'Asking Permission' used in this unit are: can/could you ... ?, Is it all right. If I ..... ?, may I ..... ? would you mind if I ..... ?, would it be possible..... Do you mind if I ..... ?, are you ..... ?, is it OK ..... ?

The researcher has analyze this language function in accordance with lower complexity criteria and higher complexity criteria proposed by Sato (2011) and an overall analysis of these criteria under the following sub headings.

4.2.14.1 Lower Complexity Functional Criteria

Sato(2011) has presented fourteen components related to lower complexity functional criteria. The researcher has analyzed these criteria used in the language function 'Asking for Permission' intensively with the help of the following table.

Table : 27

Lower Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from a word to paragraph			√	
2	No/little variation in word/phrase/sentences			√	
3	Repetition of key words/phrase/sentences/ paragraph		√		
4	Language is used to present central/critical details		√		
5	No abstraction/concrete information		√		
6	Graphic and relevant text feature for critical information		√		
7	Mostly common word/phrase/sentence		√		
8	Language is organized/structured		√		
9	Mostly simple sentence construction		√		
10	No/little passive voice	√			
11	Little variation in tense			√	
12	Mostly one idea per sentence		√		
13	Mostly familiar construction(e.g., 's for possessive, s/es for plural)		√		
14	Mostly familiar text features(e.g., bulleted lists, bold face)		√		

The above table talks that the researcher has strongly agreed with the criteria presented in no.10. Similarly, he has agreed with the criteria presented in no.3,

4, 5, 6, 7, 8, 9, 12, 13 and 14. He has got disagreement with the criteria presented in no.1, 2 and 11. Most of the responses have met the lower complexity criteria which the researcher agreed with them. But only few criteria proposed by Sato do not match with the exponents used for this language function. The detail analysis is made under Overall Analysis session.

4.2.14.2 Higher Complexity Functional Criteria

The researcher has analyzed the language function "Asking for Permission" in relation to higher complexity functional criteria with the help of following table.

Table : 28

Higher Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from word to paragraphs	√			
2	Some variation in word/phrase/ sentences/ paragraph		√		
3	Repetition of key words/sentences for new information		√		
4	No- essential detail/ central idea presented by language			√	
5	Some abstraction of language			√	
6	Graphic and relevant features may not reinforce the critical information			√	
7	Both common/familiar and un- common word/sentences		√		
8	Language may not be organized/structured			√	
9	Complex sentence construction			√	
10	Some passive voice			√	
11	Variation in tense		√		
12	Multiple ideas presented			√	
13	Some irregular construction			√	
14	Less familiar text features (e.g., punctuation, key, text boxes)			√	

The above table asserts that the researcher has got strong agreement with the criteria presented in no.1. Similarly, he has agreed with the criteria presented in no.2,3, 7, and 11. He has got disagreement with the criteria presented in no.4, 5, 6, 8, 9, 10, 12, 13 and 14. The researcher has disagreed with the criteria used for this language function mostly under higher complexity functional criteria proposed by Sato. He has made agreement with only some criteria. The detail analysis is made under the following heading.

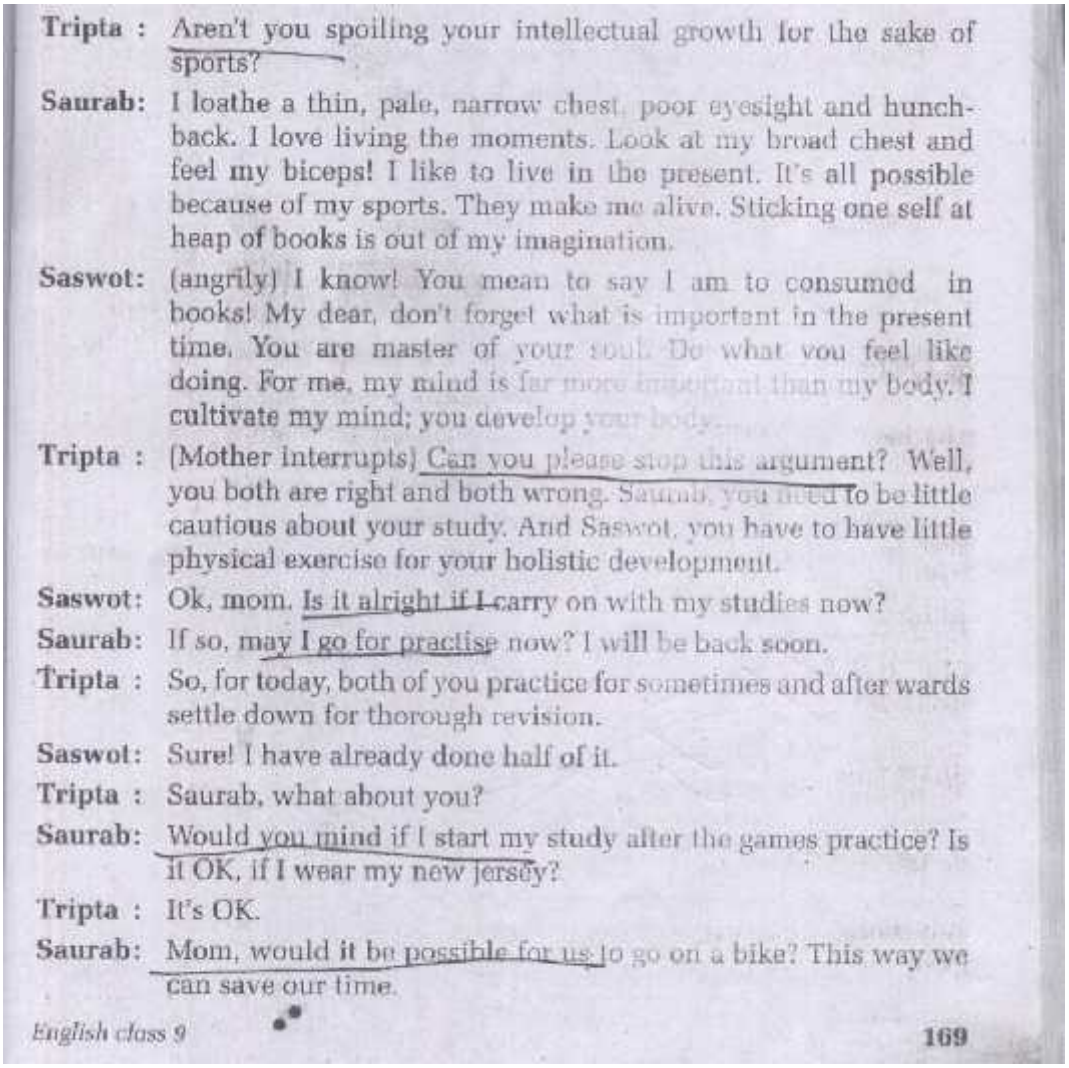
4.2.14.3 Overall Analysis of Lower and Higher Complexity Functional Criteria

While analyzing this language function, the above table asserts that there is the maximum use of lower complexity functional criteria in the language exponents not only this but some higher complexity functional units are also used in the exponents.

Regarding to the repetition of key words/phrases, abstracted information, use of common words or /phrases or sentences, language organization, sentence construction, passivization, text features, etc. the lower complexity functional units are strong. It means most of the criteria of the language exponents meet the lower complexity functional units. Therefore, the exponents seem to be more easy and familiar for the learner. But in reference to the higher complexity criteria, some exponents seem to be more difficult for the level of learner as they meet the higher complexity functional criteria. Such types of criteria are related to the length range from words to paragraphs, use of unfamiliar words, tense variation, in words, phrase or sentences.

In conclusion, not all but most of the functional criteria has matched with the language exponents used in the textbook. It seems this unit is communicative and practical for the learners.

A Model of Language Function used in this unit



Tripta : Aren't you spoiling your intellectual growth for the sake of sports?

Saurab: I loathe a thin, pale, narrow chest, poor eyesight and hunch-back. I love living the moments. Look at my broad chest and feel my biceps! I like to live in the present. It's all possible because of my sports. They make me alive. Sticking one self at heap of books is out of my imagination.

Saswot: (angrily) I know! You mean to say I am to consumed in books! My dear, don't forget what is important in the present time. You are master of your soul. Do what you feel like doing. For me, my mind is far more important than my body. I cultivate my mind; you develop your body.

Tripta : (Mother interrupts) Can you please stop this argument? Well, you both are right and both wrong. Saurab, you need to be little cautious about your study. And Saswot, you have to have little physical exercise for your holistic development.

Saswot: Ok, mom. Is it alright if I carry on with my studies now?

Saurab: If so, may I go for practise now? I will be back soon.

Tripta : So, for today, both of you practice for sometimes and after wards settle down for thorough revision.

Saswot: Sure! I have already done half of it.

Tripta : Saurab, what about you?

Saurab: Would you mind if I start my study after the games practice? Is it OK, if I wear my new jersey?

Tripta : It's OK.

Saurab: Mom, would it be possible for us to go on a bike? This way we can save our time.

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The above cut out is presented to indicate the example of language exponents as used in the textbook.

4.2.15 Apologizing and Responding to an Apology

The common language exponents for 'Apologizing and Responding to an Apology' used in this units are : sorry, I am sorry, I'm extremely sorry… I didn't notice, oh no !... I'm ever so sorry… ,forgive me….., I apologize on my ....., and for responding the exponents like, ok, not mention, it's ok, no mind…., are you really sorry ? etc. are used.

The researcher has tried to analyze this language function in accordance with lower complexity criteria and higher complexity criteria proposed by

Sato(2011) and an overall analysis of these criteria under the following sub headings.

4.2.15.1 Lower Complexity Functional Criteria

The researcher has analyzed lower complexity functional criteria by relating the language function 'Apologizing and Responding to an Apology' intensively with the help of the following table.

Table : 29

Lower Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from a word to paragraph		√		
2	No/little variation in word/phrase/sentences			√	
3	Repetition of key words/ phrase/ sentences/ paragraph		√		
4	Language is used to present central/critical details		√		
5	No abstraction/concrete information		√		
6	Graphic and relevant text feature for critical information				√
7	Mostly common word/phrase/ sentence	√			
8	Language is organized/ structured		√		
9	Mostly simple sentence construction		√		
10	No/little passive voice	√			
11	Little variation in tense		√		
12	Mostly one idea per sentence		√		
13	Mostly familiar construction (e.g., 's for possessive, s/es for plural)		√		
14	Mostly familiar text features (e.g., bulleted lists, bold face)		√		

In term of lower complexity criteria, the above table exhibits that the researcher has strongly agreed with the criteria presented in no.7 and 10. Similarly, he has got agreement with the criteria presented in no. 1, 3, 4, 5, 8, 9,

11, 12, 13 and 14. He has disagreed with the criteria presented in no. 2. He has got strong disagreement with the criteria presented in no. 6. The researcher come to know that most of the criteria proposed by Sato met with the criteria used for this language function in the textbook but only few do not match. For detailed analysis, (see Overall Analysis).

4.2.15.2 Higher Complexity Functional Criteria

The researcher has analyzed the language function "Apologizing and Responding to an Apology" in relation to higher complexity functional criteria with the help of following table.

Table : 30

Higher Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from word to paragraphs			√	
2	Some variation in word/phrase/ sentences/paragraph		√		
3	Repetition of key words/sentences for new information		√		
4	No- essential detail/ central idea presented by language			√	
5	Some abstraction of language			√	
6	Graphic and relevant features may not reinforce the critical information		√		
7	Both common/familiar and un- common word/sentences		√		
8	Language may not be organized/structured			√	
9	Complex sentence construction			√	
10	Some passive voice			√	
11	Variation in tense				√
12	Multiple ideas presented			√	
13	Some irregular construction			√	
14	Less familiar text features(e.g., punctuation, key, text boxes)			√	

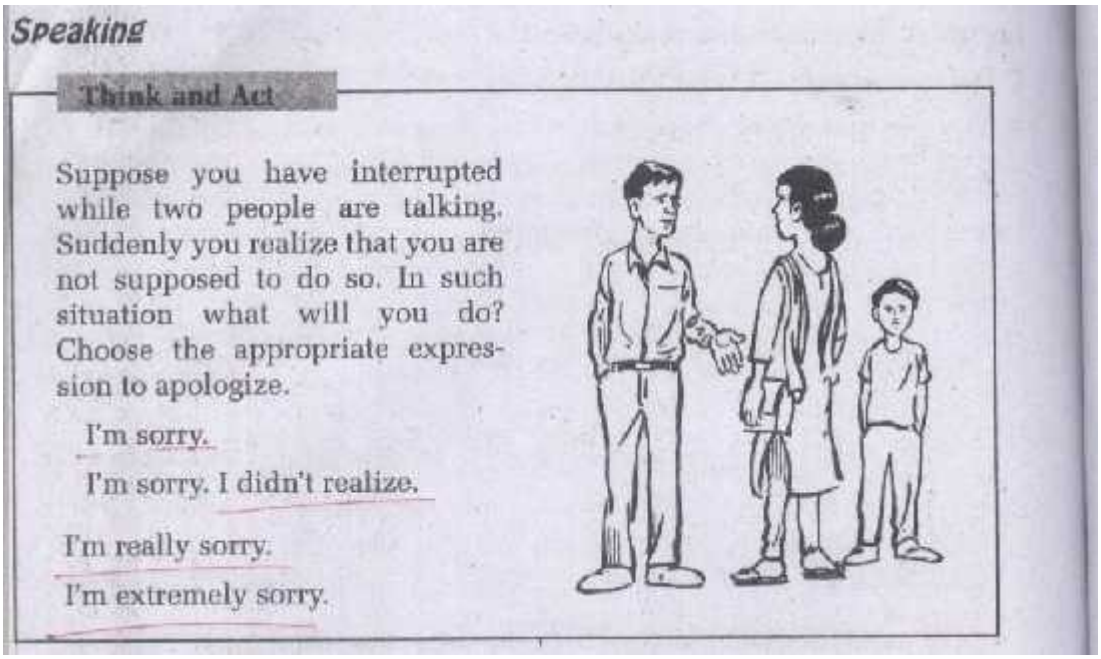
The above table indicates that the researcher has got agreement with the criteria presented in no.2, 3, 6 and 7. Similarly, he has disagreed with the criteria presented in no. 1, 4, 5, 6, 8, 9, 12, 13 and 14. He has made strong disagreement with the criteria presented in no. 11. The researcher has made equal responses under higher complexity functional criteria used in the textbook for this language function. He has agreed and disagreed equally with the exponents. The researcher has made the detailed analysis under the following sub heading.

4.2.15.3 Overall Analysis of Lower and Higher Complexity Functional Criteria

While analyzing language function "Apologizing and Responding to the Apology" the researcher has found that this unit mostly meets the criteria of lower complexity functions. The exponents meet the criteria like the length range of a word to paragraph, key word repetitions on word/phase/sentences, language organization, using of non passive words or phrases, use of single idea for a sentence and the use of familiar text features like using of bulleted lists, bold face, etc. But in case of using graphic and relevant text features for critical information, the exponents are weak, no exponents have used for graphic symbolization to critical information.

It does not mean that all the exponents are far away from higher complexity function. But some meet the higher functional criteria too. The higher criteria like repetition of key words/sentences for new information, use of unfamiliar words sometimes, and the word or sentence variation meet with some exponents also. It means there is the maximum use of lower complexity criteria but in some cases he has found the higher functional criteria met by the language exponents, the table also shows that the unit is also communicative as it possesses the wide range of exponents to express the language function "Apologizing and Responding to the Apology."

A Model of Language Function used in this unit



Speaking

Think and Act

Suppose you have interrupted while two people are talking. Suddenly you realize that you are not supposed to do so. In such situation what will you do? Choose the appropriate expression to apologize.

I'm sorry.

I'm sorry. I didn't realize.

I'm really sorry.

I'm extremely sorry.

The above cut out is presented to indicate the example of language exponents by underlining them as used in the textbook.

CHAPTER FIVE

FINDING, CONCLUSION AND RECOMMENDATIONS

5.1 Findings

On the basis of analyzed data the researcher has come up with following findings.

(a) Most of the language exponents used in textbook were found to meet both lower and higher complexity functional criteria of academic language proposed by Sato (2011).

(b) Almost all the language exponents used in the textbook seemed to be supportive to enhance communicative competence.

(c) Some functions in textbook were found not to be presented with sufficient exponents. For example, the exponents for criticizing were not sufficient. They are few in number also.

(d) Most of the language functions were presented in reading texts.

(e) Language structures of the exponents are well selected. The language of the structure is less colloquial and complex.

(f) Use of mostly familiar text features like punctuation, text boxes, key, bold face etc. were the other findings.

(g) Less use of key word repetition and various kinds of sentences in the exponents were found.

(h) Less use of graphic and relevant features to reinforce critical information was found in the language functions.

(i) Both lower and higher complexity functions criteria were not equally used in all the language functions but in some cases he equally found them.

(j) Most of the language exponents were found to have in familiar sentence constructions. Like, is +v3 for possessive, s/es for plural, etc. but the few are the exceptions as they convey multiple meanings.

(k) In most of the cases, the language functions were presented in a linear way, i.e. one language function per unit. However, some of the language

exponents for the functions were revised in the other units for example "Making request" and "asking permission" are two language functions used in separate units but it was found that there was the use of same exponents like can you….?, may I……?, could you……?, etc. The same thing was found in the language function like describing an objects or place and interpreting graphs, charts and diagrams.

5.2 Conclusion

The gist or main idea of the study is described in this sub-chapter.

The present study entitled "An Analysis of Language Functions Used in English Textbook for Grade Nine" aimed at analyzing the language functions in relation to their language exponents. The analysis was based on the components of academic language proposed by Sato (2011). I adopted secondary sources of data to meet the objectives. Two sets of checklists were taken as the data collection tool for this study.

Analysis of language functions, provides the wide range of knowledge to the stakeholders about their exponents not only on the basis of their single aspects but also from multi aspects like, use of structure, language organization, and sentence construction and so on. On the other hand language functions are designed and prepared to achieve the specific goals and objectives. So, they play important roles to enhance communicative competence for the learners in English language. Being based on these facts the analysis of language function should be done to see their appropriately, complexity for the particular levels, contextualization and practicality.

The English textbook for grade nine is good in most of the aspects. All the fifteen language functions used in each units (fifteen) are in a linear way. However, the some exponents of the language functions are revised in other language functions. The textbook has been designed from the point of view of developing communicative competence, job oriented, practical and relevant. As per the goal, the language functions are also included in the textbook.

However, the textbook is relatively difficult to the level of students of grade nine. Behind this there are the many reasons. The reasons like using of English sound systems whereas the students of this level first encountered with them, no detail information and keys for the grammatical items, and availability of insufficient listening materials.

Furthermore, the language exponents used in the functions were not found equally distributed. Some exponents were in large numbers ranges from a word to paragraphs but some are few in numbers representing a word or paragraph. So the textbook should incorporate varieties of exponents that meet lower complexity level to higher of the learners. It should addresses above mentioned pit falls, and then only the goal will be fulfilled.

5.3 Recommendations

Finally, on the basis of findings and conclusion, the recommendations have been made in the following three levels.

Based on the major findings of the present study, the following suggestions and recommendations for different levels are proposed.

5.3.1 Policy Related

CDC is regarded as the apex body for designing and preparing the textbook for school level's students. So, in the process of textbook designation and preparation CDC should be more conscious to make the textbook more communicative, practical and goal oriented. For that it should conduct the seminar, conferences and workshops to be more reliable and free from all short of lackings. Regarding to familiar text features like bulleted list, bold faces of key words, key, etc, the textbook designers should be more conscious and need to be edited accordingly. The mismatch between the language exponents (some language functions have more and some have less exponents) need to be corrected by the textbook designers also.

5.3.2 Practice Related

Both the teachers and students come under the stakeholders for the practice level. Not all but some language exponents are made on the context of native speakers. They do not represent our context, culture and classroom setting. So far, the teacher, basically, in the classroom should be more practical. He/she should deal with these exponents being based on our context, culture, settings and our students' level. To make more practical book, the teacher should give the local examples by using the particular language exponents. It is not necessary to give the example of international arena. The students also should be more serious and curious while learning there language functions to cope the problem related to English by considering English as a good lingua franca.

5.3.3 Further Research Related

a) The present study is limited to my own personal judgment. The findings are derived by filling out the checklists he made. Moreover, the study was limited to only the functional skills criteria proposed by Sato (2011). The further research can be done on other aspects like the relation between language exponents used in curriculum and textbook and so on.

b) A textbook that is suitable in one situation may not be suitable in another situation. Therefore, the teacher who use this textbook in the classroom should analyze these language functions on their own. So, they can analyze the exponents with different perspectives according to their situation and setting.

c) The authority personals like curriculum designer, policy makers, etc. who have the right to update or change school level's curriculum and textbook; they can conduct the studies regarding the complexity, appropriateness, contextualization and practicality of the language functions.

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APPENDIX I

Checklist for Language Functions Analysis

Lower Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from a word to paragraph				
2	No/little variation in word/phrase/sentences				
3	Repetition of key words/phrase/sentences/ paragraph				
4	Language is used to present central/critical details				
5	No abstraction/concrete information				
6	Graphic and relevant text feature for critical information				
7	Mostly common word/phrase/sentence				
8	Language is organized/structured				
9	Mostly simple sentence construction				
10	No/little passive voice				
11	Little variation in tense				
12	Mostly one idea per sentence				
13	Mostly familiar construction(e.g., ’s for possessive, s/es for plural)				
14	Mostly familiar text features(e.g., bulleted lists, bold face)				

Higher Complexity Functions

S.N	Components	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Length ranges from word to paragraphs				
2	Some variation in word/phrase/sentences/paragraph				
3	Repetition of key words/sentences for new information				
4	No- essential detail/ central idea presented by language				
5	Some abstraction of language				
6	Graphic and relevant features may not reinforce the critical information				
7	Both common/familiar and un-common word/sentences				
8	Language may not be organized/structured				
9	Complex sentence construction				
10	Some passive voice				
11	Variation in tense				
12	Multiple ideas presented				
13	Some irregular construction				
14	Less familiar text features(e.g., punctuation, key, text boxes)				

APPENDIX II

Entry -1

Skill standard	**Coverage and Range**
Speaking, listening and communication	a) Understand the main point of short explanations; b) Understand and Follow instructions; c) Respond appropriately to comments and requests; d) Make contribution to be understood e) Ask simple questions to obtain specific information.
Reading	a)Read and understand simple ,regular words and sentences; b) Understand short text to familiar topics and exercises.
Writing	a) Use written words and phrases to present information b) Construct simple sentences using full stops. c) Spell correctly some personal or very familiar words.

Entry-2

Skill standard	**Coverage and Range**
Speaking, listening and communication	a) Identify the main points of short explanations and instructions; b) Make appropriate contributions that are clearly understood c) Express simple feelings and understand those expressed by others; d) Communicate information so that the meaning is clear. e) Ask and response to straight forward questions f)Follow the gist of discussion
Reading	a)Understand the main events in chronological texts b) Read and understand simple instructions c)Read & understand words with common spelling pattern
Writing	a) Use written words and phrases to record present information b) Construct compound sentences using common conjunctions. c) punctuate correctly, using upper and lower case, c) Spell correctly all high frequency words with common spelling pattern.

Entry-3

Skill standard	**Coverage and Range**
Speaking, listening and communication	a) Follow the main point of discussions; b) Use technique to clarify and confirm understandings; c) Give own point of view and respond appropriately to others 'point of view. d) Use appropriate language in formal discussions; e) Make relevant contributions, allowing the responses to others.
Reading	a) Understand the main point of text b) Obtain specific information through detailed readings. c) Use organizational features to locate information. d) Read and understand texts in different formats using appropriate technique for the task.
Writing	a) Plan, draft and organize writing b) Sequence writing logically and clearly. c) Use basic grammar including verb tense and subject verb agreement. d) Check work for accuracy, including spelling.

APPENDIX III

Scope and Sequence (Functions and Forms)

Grade 9 (170 periods)

The content of Grade Nine English curriculum can be seen as a set of functions which are realized linguistically by grammatical structures and lexical items. A matrix showing the relationship between these elements, together with the approximate number of periods to be allocated to each, is shown in the following pages.

S.N.	Functions	Forms	Period
1	Making plans and expressing intension	He eats ..... I'll play ..... She is going to ..... They are	9
2	Suggesting and advising	You'd better .... How about .... ? If I were ...	8
3	Making requests	Please/please don't .. Would you mind not ... ing ? Could you possibly stop ... ing ?	8
4	Expressing condolence/sympathy	I'm/I was sorry to hear ... That's too bad. What a pity ! I know how you feel.	8
5	Expressing congratulation	Congratulation ! I'd like to congratulate you on your success.....	8
6	Apologising and responding to an apology	I'm sorry ../I didn't realise .../ Excuse me... Never mind..	7
7	Asking for permission	May I ... ? / Can I ? / Do you mind if I ... ? Is it all right if I ... ? Is it O.K. / all right if I ... ? Would it be possible for me to .. ?	8
8	Making offers, accepting and rejecting offers	Shall I ... ? Would you like me to ... ? I'll ... if you like. That would be very nice. Thank you. I'm sorry, I can't. I'd love to, but ...	9
9	Describing	**i. Defining relative clauses: (who, what, where, when, that)** Hotels which cater for tourists are very expensive. We pay women who work here the same as men. **ii. Passive** The best cloth is made in Tansen. This song was sung by Tara Devi	10

10	Locating places and objects	**Prepositions of place:** at, on, in, opposite, beside, in front o, across, from etc. The boy ran across the road. Sanothimi is in Bhaktapur. The book is on the table.	10
11	Giving instructions	First ... then ... First light the stove, then put the pan on it. Next pour the content into the pan.	8
12	Giving directions	Turn left/right ... go straight on for .. The ... is / on your right / left	8
13	Describing purpose and function	This machine is for ... This is a camera which ... / to start the Machine you ... /The machine is meant to ... Gita got a license in order to ...	9
14	Talking about the past: (1) narrating past events	Ram walked over the bridge. The bridge broke and Ram fell into the river.	9
15	Talking about present Describing an object or a place	The chair is made of wood. Nepal is a beautiful country.	9
16	Talking about the past (2): past action with Present significance	How long have you lived/been living in Kathmandu? I've lived / been living in Kathmandu for six years.	9
17	Criticising	You should have better.....	7
18	Persuading someone to do something	I wouldn't .... if I were you. Wouldn't it be better if you ... ?	8
19	Expressing (in/ability to do something)	I can'/ can't .... Won't be able to... Do you know how to .... ?	8
20	Expressing degrees of certainty and probability	I'm sure / certain that .... There's no doubt that .... I don't think that .... It's unlikely that .... He'll probably come. He may/might come. I don't think he'll come. He probably won't come.	9
	Total		**170**

APPENDIX IV