

# **STUDENTS' PROFICIENCY IN THE USE OF COMMUNICATIVE FUNCTIONS**

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

**Submitted by  
Umesh Kumar Rai**

**Faculty of Education  
Tribhuvan University  
Kirtipur Kathmandu, Nepal**

**2017**

# **STUDENTS' PROFICIENCY IN THE USE OF COMMUNICATIVE FUNCTIONS**

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

**Submitted by  
Umesh Kumar Rai**

**Faculty of Education  
Tribhuvan University  
Kirtipur Kathmandu, Nepal  
2017**

**M.Ed. 4<sup>th</sup>Semester**

**T.U. Reg. No: - 9-2-626-55-2009**

**Exam Roll No: - 280293/071**

**Date of Approval**

**Thesis Proposal: 14<sup>th</sup> Nov. 2016**

**Date of Submission: 21<sup>st</sup>Nov. 2016**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr.Umesh Kumar Rai** has prepared this dissertation entitled **Students' Proficiency in the Use of Communicative Functions** under my guidance and supervision.

I recommend this thesis for acceptance.

Date :-17<sup>th</sup>April, 2017

.....

**Mr. Guru Prasad Poudel**

**(Supervisor)**

Teaching Assistant

Department of English Education

Tribhuvan University

Kirtipur, Kathmandu

## RECOMMENDATIONS FOR EVALUATION

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

Signature

**Dr. Ram Ekwel Singh** .....

Reader and Head Chairperson  
Department of English Education  
Tribhuvan University  
Kirtipur, Kathmandu

**Dr. Anjana Bhattarai** .....

Professor Member  
Department of English Education  
Tribhuvan University  
Kirtipur, Kathmandu

**Mr. Guru Prasad Poudel ( Supervisor )** .....

Teaching Assistant Member  
Department of English Education  
Tribhuvan University  
Kirtipur, Kathmandu

Date :- 14<sup>th</sup> November, 2016

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation Committee.**

**Dr. Ram Ekwal Singh** .....

Reader and Head Chairperson  
Department of English Education  
Tribhuvan University  
Kirtipur, Kathmandu

**Dr. Rishi Ram Rijal** .....

ReaderMember  
Department of English Education  
MahendraRatna Campus  
Tahachal, Kathmandu

**Mr. Guru Prasad Poudel(Supervisor)** .....

Teaching AssistantMember  
Department of English Education  
Tribhuvan University  
Kirtipur, Kathmandu

Date :-17<sup>th</sup>April, 2017

## **DEDICATION**

*To my parents, Teachers, friends*

*And*

*All those who inspire me for my betterment*

*And*

*Further success.*

## **DECLARATION**

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

Date :-17<sup>th</sup> April, 2017

.....

**Umesh Kumar Rai**

## ACKNOWLEDGEMENTS

I would like to extend my profound gratitude to my venerable teacher and thesis superior **Mr. Guru Prasad Poudel**, Teaching Assistant of the Department of English Education, Tribhuvan University, Kirtipur. I have got no words to weight the worth of his suggestions, instructions, constant and genuine guidance and insightful comments. His strong inspirations and continuous guidance helped me a lot to accomplish this thesis.

I would like to offer my deep sense of gratitude to my respected guru **Dr. Ram Ekwal Singh**, Reader and Head of the Department of English Education, Tribhuvan University, Kirtipur for his invaluable suggestions, enlightening ideas and encouragements.

I am indebted to **Dr. Anjana Bhattarai**, Professor of the Department of English Education, Tribhuvan University, Kirtipur for her sound guidance and suggestions to reframe my study with various compliments.

I am also indebted to **Dr. Rishi Ram Rijal**, Reader, Mahendra Ratna Campus, Tahachal for his sound guidance and invaluable suggestions to reframe my thesis.

I have to extend my sincere gratitude to my gurus **Prof. Dr. Laxmi Bahadur Maharjan**, **Prof. Dr. Anju Giri**, **Mr Raj Narayan Yadav**, **Dr. Purna Bahadur Kandel** for their constructive suggestions and inspirations. My sincere gratitude goes to my respected teachers **Mrs. Madhu Neupane**, **Mr. Bhes Raj Pokhrel**, **Mr Laxmi Ojha**, **Mr. Khem Raj Joshi**, **Mr. Resham Acharya** and **Mr. Ashok Sapkota** for their valuable suggestions and constant inspirations.

My deepest thanks and appreciations also go to my parents, brothers, sisters, friends, for their continuous encouragements and supports to make me here.

Finally, I would like to express my special thanks to **Mount Summit School, Boudh**, as well as all students and all school family who supported me letting me leave whenever I needed. I can not remain silent without remembering the participants students of all four sample schools. I thank them for their co-operation and enthusiastic participation.

**Umesh Kumar Rai**

## ABSTRACT

This study entitled **Students' Proficiency in the Use of Communicative Functions** is an attempt to find out the secondary level students' proficiency in the use of five communicative functions Making Plan, Making Request, Suggesting or Advising, Expressing Condolence or Sympathy and Apologizing. To find out the proficiency level of the secondary level students, I administered the test among the forty secondary level students from Kathmandu district. Ten students were selected from each school using fish-bowl method of sampling. My tools for data collection were ten subjective and ten objective questions based on five communicative functions, whereas subjective questions were asked to answer orally and their responses were recorded. This study showed that the average proficiency level of the secondary level students in the use of five communicative functions in Kathmandu district is 75.08 in percentage, which is satisfactory. Likewise, the average proficiency level of secondary level students in using the exponent Making Plan was 86.25 %, in using Making Request 74.58 %, in using Suggesting or Advising 70.00 %, in using Expressing Condolence or Sympathy 70.41% and in using Apologizing 74.16 %. The students had good proficiency in using the exponents Making Plan and Expressing Apologizing in comparison to other language functions.

This thesis has been organized into five distinct chapters. The chapter one consists of the background of study, statement of the problem, objectives of the study, delimitations of the study and operational definitions of the key terms. Similarly, chapter two consists review of related theoretical literature and its sub topics such as language teaching and learning, review of empirical literature, implications of the review of the study and conceptual framework. In the same way, chapter three includes the methods and procedures of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. In the same way, chapter four is the data analysis and interpretation of the results, holistic proficiency of the students, school wise analysis of the students' proficiency, item wise analysis of the students' proficiency and students errors in using communicative functions. Finally, chapter five consists the findings, conclusion, recommendations and its sub topics; policy related, practice related and further research related. This study ends with the references and Appendices.

## TABLE OF CONTENTS

	<i>Page No.</i>
<i>Declaration</i>	7
<i>Recommendation for Acceptance</i>	3
<i>Recommendations for Evaluation</i>	4
<i>Evaluation and Approval</i>	5
<i>Dedication</i>	v
<i>Acknowledgements</i>	8
<i>Abstract</i>	9
<i>Table of Contents</i>	10
<i>List of Table</i>	13
<i>List of Symbols and Abbreviations</i>	14

### **CHAPTER - ONE INTRODUCTION**

1.1 Background of the Study	<b>Error! Bookmark not defined.</b>
1.2 Statement of the Problems	<b>Error! Bookmark not defined.</b>
1.3 Objectives of the Study	<b>Error! Bookmark not defined.</b>
1.4 Research Question	<b>Error! Bookmark not defined.</b>
1.5 Significance of the Study	<b>Error! Bookmark not defined.</b>
1.6 Delimitations of the Study	<b>Error! Bookmark not defined.</b>
1.7 Operational Definition of the Key Terms	<b>Error! Bookmark not defined.</b>

**CHAPTER – TWO REVIEW OF RELATED LITERATURE AND  
CONCEPTUAL FRAMEWORK****Error! Bookmark not  
defined.**

- 2.1 Review of Related Theoretical Literature**Error! Bookmark not defined.**
  - 2.1.1 Language Teaching and Learning **Error! Bookmark not defined.**
  - 2.1.2 Language Aspects **Error! Bookmark not defined.**
  - 2.1.3 Communicative Functions **Error! Bookmark not defined.**
  - 2.1.4 Communicative Competence **Error! Bookmark not defined.**
  - 2.1.5 Proficiency **Error! Bookmark not defined.**
  - 2.1.6 Communicative Functions and Their Exponents**Error! Bookmark not  
defined.**
- 2.2 Review of Empirical Literature **Error! Bookmark not defined.**
- 2.3 Implications of the Study **Error! Bookmark not defined.**
- 2.4 Conceptual Framework **Error! Bookmark not defined.**

**CHAPTER- THREE METHODS AND PROCEDURES OF THE STUDY****Error!  
Bookmark not defined.**

- 3.1 Design of the Study **Error! Bookmark not defined.**
- 3.2 Population, Sample and Sampling Strategy**Error! Bookmark not defined.**
- 3.3 Research Tools **Error! Bookmark not defined.**
- 3.4 Sources of Data **Error! Bookmark not defined.**
  - 3.4.1 Primary Sources of Data **Error! Bookmark not defined.**

- 3.4.2 Secondary Sources of Data **Error! Bookmark not defined.**
- 3.5 Data Collection Procedures **Error! Bookmark not defined.**
- 3.6 Data Analysis Procedures **Error! Bookmark not defined.**
- 3.7 Ethical Considerations **Error! Bookmark not defined.**

## **CHAPTER-FOUR ANALYSIS AND INTERPRETATION OF RESULTS****Error! Bookmark not defined.**

- 4.1 Analysis of Data and Interpretation of the Results**Error! Bookmark not defined.**
- 4.1.1 Holistic Analysis of the Students' Proficiency**Error! Bookmark not defined.**
- 4.1.2 School Wise Analysis of the Students' Proficiency**Error! Bookmark not defined.**
- 4.1.3 Item Wise Analysis of the Students' Proficiency**Error! Bookmark not defined.**
- 4.1.4 Students' Errors in Using Communicative Functions**Error! Bookmark not defined.**

## **CHAPTER-FIVE FINDINGS, CONCLUSION AND RECOMMENDATIONS**

- Error! Bookmark not defined.**
- 5.1 Findings **Error! Bookmark not defined.**
- 5.2 Conclusion **Error! Bookmark not defined.**
- 5.3 Recommendations **Error! Bookmark not defined.**
- 5.3.1 Policy Related **Error! Bookmark not defined.**

5.3.2 Practice Related

**Error! Bookmark not defined.**

5.3.3 And Further research Related

**Error! Bookmark not defined.**

*References*

*Appendices*

LIST OF TABLE

Table 1	Holistic Analysis of the Students' Proficiency	<b>Error! Bookmark not defined.</b>
Table 2	The Proficiency of Mount Summit School's Students	<b>Error! Bookmark not defined.</b>
Table 3	The Proficiency of Gorakhshya Nikhil Jyoti Divya Vidhyshram's Students	<b>Error! Bookmark not defined.</b>
Table 4	The Proficiency of Timeline School's Students	<b>Error! Bookmark not defined.</b>
Table 5	The Proficiency of Gokarneshwor Madhyamika Vidhyalaya's Students	<b>Error! Bookmark not defined.</b>
Table 6	Students Proficiency in the Use of Language Functions Making Plan	<b>Error! Bookmark not defined.</b>
Table 7	Students Proficiency in the Use of Language Functions Making Request	<b>Error! Bookmark not defined.</b>
Table 8	Students Proficiency in the Use of Language Functions Advising or Suggesting	<b>Error! Bookmark not defined.</b>
Table 9	Students Proficiency in the Use of Language Functions Expressing Condolence or Sympathy	<b>Error! Bookmark not defined.</b>
Table 10	Students Proficiency in the Use of Language Functions in Expressing Apologizing	<b>Error! Bookmark not defined.</b>
Table 11	Students' Errors in Using Communicative Functions	<b>Error! Bookmark not defined.</b>

## LIST OF SYMBOLS AND ABBREVIATIONS

*	:	incorrect form
▪	:	correct form
CDC	:	Curriculum Development Canter
Dr.	:	Doctor
EFL	:	English as a Foreign language
Eg .	:	Example
ESL	:	English a Second Language
G .Ma .Vi .	:	GokarneshworMadhyamikVidhyalaya
G .N .J . D. V.	:	Gorakhshya Nikhil JyotiDivyaVidhysham
G . Total	:	Grand Total
i.e.	:	that is
Mr.	:	Mister
M .S .S .	:	Mount Summit School
Prof.	:	Professor
S . No.	:	Serial number
T . S.	:	Timeline School
viz	:	they are given below