

## **CHAPTER - ONE**

### **INTRODUCTION**

This is the study on **Students' Proficiency in the Use of Communicative Functions**. This chapter consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

#### **1.1 Background of the Study**

Language proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language. In other words, language proficiency means one's mastery over the language. Davies (1999) defined language proficiency as, "A measure of how much of a language someone has learned". Therefore, language proficiency is gained after a rigorous practice or training in course of time begins, it concerned with specific skills and abilities.

Proficiency or competency over a language is an essential factor in learning a language. It needs a rigorous effort to be skilful and deserve the good ability over the foreign language by a non-native speaker. Although, the language is natural, and the only gift to human beings, it needs to be equipped with some rules or system. Sapir (1921, p.8) states that language is primarily human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols. Similarly, Longman (1999) says, "Language is a system of words, phrases and grammar that is used by the people who live in a particular country for speaking and writing to each other". So, learning a foreign language is a challenging job to the non-native learners, because of its well equip systems of rules or principles and aspects.

We use language for communication. Communication is the act of conveying intended meanings from one entity or group to another through the use of mutually understood signs and semiotic rules. According to Sharma(2009, p.p.206-7), Communicative language ability refers to one's ability or capacity to

communicate in a particular language. Communicative language ability is the standard language using ability having special capacity to communicate in different contexts. It incorporates codification of the language. The notion of language proficiency and communicative language ability was developed from the age of Saussure (1916) in which it was regarded as a perception of one's knowledge about the language. It shifted to Hymes who advocates that the language proficiency is one's innate capacity to communicate. It is the product of brain to perform language. Likewise Chomsky(1965) talks to the competence of coining structures in a particular language and focuses on accuracy. The notion of language learning ability, in this regard has been being on changed. Actually, the language proficiency and communicative ability are the broader areas in the study of language. Oller(1979, as cited in Sharma, 2009, p.207) has the following area of proficiency and communicative abilities.

- i. Actually, language proficiency and communicative ability is knowledge of an inventory of language item. This notion was prevalent during 1960s and it was highly focused by structuralism and generativist.
- ii. A single language competence: There are two views- the view of generativist as developed form is to unitary and holistic competence in 1970s and other view was, 'pragmatic expectancy grammar' and then conceived Unitary Competency Hypothesis (UCH). This competence holds that language proficiency involving different skills still draws on the same set of resources.
- iii. A set of language abilities (i.e. divisible competence hypothesis) talks of different types of competence in the mind for different activities.
- iv. A set of context of language in which language proficiency is acquired though communicative language abilities.

Linguistic function and language function are often used as synonymously where linguistic function refers to the purpose in which we use language to

communicate. We use language for a variety of formal and informal purposes, and specific grammatical structure and vocabulary are often used in each language functions. In other words, function refers to the action of taking something or the state of being used for. Here, 'use' refers to the use of different structures, aspect, and grammatical genre of language in human communication. To speak a language in appropriate context and situation, it is essential to use appropriate words, language structures, grammar too.

In these days, learning English language has become a compulsion to all the people all over the world because of the world wide influence of English. It is the principal international language of diplomacy, knowledge transmission, business and tourism; it is used as a lingua franca. Thus, it has a dominant position in international media, science, commerce and modern technology too. Curriculum Development Centre (2016) states, "English is a major international language. It is one of the major six official languages of the United Nation and the means of international communication in South Asia". So, learning English as a foreign language has been an increasing importance worldwide as well as in Nepal both within and outside the school system. Thus, while learning English, learners gradually develop the confidence to communicate effectively in speaking, listening, reading and writing English that enable the learners to participate actively in global village

In Nepal, English language had started in the beginning of 19<sup>th</sup> century, Sharma (2009) states that English language was initiated in 1910 B.S. at Durbar High School after the visit of Junga Bahadur Rana to the European countries. Through the one and half century, Nepalese people have got a lot of progress over the English language, now in Nepal, English has been using as a second language too. The main aim of teaching English in present situation is to enable the learners to communicate in effective and competent way. So, this research has concern with the proficiency of the secondary levels students in the use of communicative exponents like Making Plan, Making Request, Suggesting or Advising, Expressing Condolence or Sympathy and Apologizing.

## 1.2 Statement of the Problems

The topic 'Students' Proficiency in the Use of Communicative Functions', deals with the proficiency of the secondary level students on the specific communicative functions like, Making plan, Making Request, Suggesting and Advising, Expressing Condolence and Sympathy, and Apologizing.

As it is said that language is just regarded as a means of communication, it is very important to have proficiency over the language for effective communication. Because, miss pronunciation, improper use of grammatical structure or forms, inappropriate use of exponents in communication and so on might not give the intended meaning and create confusions in understanding the meaning. As English language learners, to be proficient over English language is very important. Thus, English language is an international, prestigious and one of the most standard languages in the world.

English language is speaking as native language in the countries like Great Britain, USA, Canada, Australia . This language is also using as lingua-franca world widely. Most of the significant deeds in any discipline of the world are found in English. English language consists huge number of vocabulary and the richest body of literature. It is not only the principal language for international communication but also a gateway to the world body of knowledge. Because of such importance of English language and to extend the proficiency level of learners, the curriculum designers have changed the curriculum. New curriculum of grade - 8 (2015) and grade - 9 (2016) have given the focus on interactive and communicative functions of language.

In Nepal, English language has been teaching as compulsory subject in different educational institutions. The students who are studying in public schools are taking English subject as the most difficult subject. The result of School leaving Certificate (SLC) and Higher Secondary Education Board (HSEB) have shown that English is a difficult subject. Which directly associates whether the secondary level students are enough proficient or not in English

language according to their level. In spite of such conditions, in the Nepalese society the Nepalese people have been using English communicative exponents like 'Sorry, Thank you, Excuse me, Please, Miss you, Best of Luck, Oh God !' in most of the time and most of the public places too. Even some of the illiterate shopkeepers of the tourist area like Kathmandu, Pokhara, Namchebazar, Solu, seem to be using communicative functions in better way. It seems that they offer, request and persuade the foreign customers and promote their business communicating with them.

So, this research has attempted in finding out the gaps and state the problems of proficiency of secondary level students in the use of communicative functions making plan, making request, suggesting or advising, expressing condolence or sympathy, apologizing.

### **1.3 Objectives of the Study**

This study had the following objectives:

- i. To find out the proficiency of the students in the use of communicative exponents for; Making Plan, Making Request, Suggesting and Advising, Expressing Condolence and Sympathy and Apologizing and,
- ii. To suggest some pedagogical implications based on the findings.

### **1.4 Research Question**

The research question of my study was as follows:

- i) What is the proficiency level of the secondary level student's in the use of communicative exponents for Making Plan, Making Request, Suggesting and Advising, Expressing Condolence and Sympathy and Apologizing?

## **1.5 Significance of the Study**

As we know that new innovative ideas, exploration, principle, findings and theories are the essence for the related field. So, the findings and suggestions from this study will be a useful tool and a learning aid or material to the students in learning English language. The students also might use the findings of this study as the guidelines to eradicate errors and improve the language. This research will also be significant to the language teachers. Potentially, they can use it to find out the common areas of errors done by students of this level. They also will update themselves with the findings and constructive suggestions of this research. This research also will be significant to a new researcher in particular as it paves the way to their study. Similarly, this study will also be significant to policy makers, syllabus designers, textbook writers, administrators and all the other people who are directly or indirectly associated to linguistics as they may get some information.

## **1.6 Delimitations of the Study**

This study was confined to four different secondary level schools of the Kathmandu district. It was limited only in the use of five communicative functions like; Making Plan, Making Request, Suggesting and Advising, Expressing Condolence and Sympathy and Apologizing, which are set out in the secondary level curriculum and the text book. Similarly, this research was limited to written and spoken test only through test items. Finally, this study was confined to only 40 students of the secondary level of four different schools in Kathmandu district.

## **1.7 Operational Definition of the Key Terms**

The key terms used in this study with their operational definitions are given below:

**Communicative function:** Communicative Function, in this study, means

communicative functions and their five exponents; making plan, making request, suggesting or advising, expressing condolence or sympathy, and apologizing.

**Students' Proficiency:** In this study, the term 'students' proficiency' refers to the ability or skill of secondary level students in terms of how they use the language and what is their proficiency level or knowledge over the five language functions' exponents like making plan, making request, suggesting or advising, expressing condolence or sympathy and apologizing.

**Communicative Competence:** In this research, the term 'communicative competence' refers to the secondary level students' level of skills and ability in the use communicative functions' exponents in appropriate and effective way in distinct social settings.

## **CHAPTER – TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter includes the review of related theoretical literature, empirical literature, implications of the reviewed literature and conceptual framework of the study.

#### **2.1 Review of Related Theoretical Literature**

In this section, I have included language teaching and learning, aspects of language, communicative functions, communicative language competence, proficiency and communicative functions and their exponents. I reviewed various related literature for the theoretical basis of the study. It is because a theoretical framework guides the researcher to work on their topic by exploring the ideas about the topic of the study through reviewing the different text books, journals, articles, theses and so on. After reviewing the above mentioned theoretical literature, the following sections are developed.

##### **2.1.1 Language Teaching and Learning**

Brown (2006) states, language teaching and learning has a long rooted history. It is believed that it had started from traditional Greek tradition to modern, postmodern method era. There is no any authentic evidences of starting of language teaching and learning. So, Stern (1983) says, 'Language teaching theory has short memory and lack historical depth'. Although, the learning foreign language is older than human history itself, the origins of modern language teaching education system began from 19<sup>th</sup> century and became rapid from 20<sup>th</sup> century all over the world as a branch of Applied Linguistics, with its main four learning categories; communicative competencies, proficiencies, cross-cultural experiences and multiple literatures. Richards and Rodgers

(2010, p.3) state, “Large scale of movement of people thought immigration as well as internationalization of education since the 1950s also created a demand for new types of language programmes. And in more recent times, globalization, the rise of the internet, and global spread of English have also promoted a reassessment of language teaching policies and practise”. Further, such innovations added to improve the effectiveness of language teaching, they had changed teaching methods and goals of language learning. They moved towards oral proficiency rather than reading comprehension. They also had made change in theories of the nature of language and language learning through the twentieth century.

According to Richards and Rodgers (2010, p.4), the basis of the spread of language teaching included:

- **The Influence of Latin**

Around five hundred years ago, it was just Latin. But, later it became a dominant language of education, commerce, religion, and government sector in the Western world. In the 16<sup>th</sup> century, country, however French, Italian, and English gained an importance as result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication.

- **The Grammar Translation Method**

When the grammar translation method became the offspring of German scholarship, the object of which according to one of its less charitable critics, ‘to know everything about something rather than the things itself’. When they first got grammar translation method as the Prussian Method in US, they use this method to learn a language in order to read the literature and benefit from the mental discipline and intellectual development. As well as to analyse language grammar rules in detailed.

- **The direct Method**

At that time, this method developed and influenced, when Sauber and other believed and started to advocate that a foreign language can teach

as the natural language, without translation, using the learners' native language conveying the meaning directly through demonstration and action. Thus, the same method started to use as the direct method.

- **The Metalinguistic Method**

Throughout the twentieth century, the concern about language teaching learning and its innovation and promotion remain highly focused. To spread the language some scholar invent the metalinguistic method as a branch of linguistics to study the language and their relationship with culture and society, based on scientific study of second and foreign languages teaching and learning.

Language teaching and learning is greatly influenced by sociolinguistic diversity, globalization, individual interest, to fulfil the basic need of society, and also became compulsion too, after the world war-II. Because, many weak countries were colonized by powerful countries. Where, colonized people became compelled to learn the foreign language. In the same way, colonizers people's influence remains in the countries where they live as rulers, army and police force, etc. In such a situation people became compelled to learn foreign languages too. It is because; people need to perform several things by using language. In the absence of language, we cannot imagine of any social, academic and artistic activities going on. language is the most developed and used means of communication that human beings passes and make communication possible through aural-oral, visual olfactory gustatory and tactical media. Block and Trager (1942, p.5) states, "A language is a system of arbitrary vocal symbols by means of which a social group cooperates". Similarly, Chomsky(1957, p.13) defines language as a, "Finite or infinite set of sentences each, finite in length and constructed out of finite set of elements". Likewise, Crystal (1992) states, "language is the systematic conventional use of sounds, signs or written symbols in a human society for communication and self-expression". Hence, language is a distinct property of only human beings.

To talk about the English language teaching and learning, it has been

spreading throughout the world in three circles, like in Inner Circle, Outer Circle and Expanding Circle. According to Kachru (1985) Inner circle countries like Australia, New Zealand, USA, UK use English as a Native Language (ENL), Outer circle countries like, India, Singapore and Malaysia use English as a Second Language (ESL), and expanding circle countries like, Nepal, Korea, China, etc. use English as a Foreign language (EFL). The spread of English language has greatly influenced by politics and power, cultures, along with songs and life styles. It was started with the colonization of the Great Britain. They started to impose their systems, cultures, etc. along with their language, to the colonized countries. Later, other countries also started their business by supplying goods and services, most of the electronic machines and tools' perception are found to be instructed in English language.

If we talk about learning English language in Nepal, it has been teaching as a compulsory subject from class one to Bachelor level, and private schools have used it as the medium of instruction. English language also has been teaching throughout the country as tuition and language classes.

### **2.1.2 Language Aspects**

Language aspects refer to the elements of languages those are linked with each others. In other words, language aspects are the features that are connected with many parts of language like grammar, vocabulary, meaning and so on. To succeed or to be linguistically and communicatively proficient on a language, a language learner must be able to achieve or internalize functional knowledge of the elements and structure. The major language aspects, that must be deserved by a language learner are; grammar, vocabulary, meaning, pronunciation, use and language functions. They are briefly described below:

- i. Grammar:** It is taken as a system of rules and principles for speaking and writing a language. Varshney (1985, p. 200) states, “grammar came to means a set of normative and prescriptive rules in order to set up a standard of ‘correct usages’. And grammar was both the art and the

science of language.” Similarly, Thornbury (1999, p.1) says, “Grammar is partly the study of what forms (or structure) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of sentence. Thus, a grammar is a description of rules that govern how a language’s sentence is formed”. Similarly, Richard, Brown and Johnson (1985) states, ‘Grammar is the description of structure of a language and the way in which linguistic unit such as words and phrases are combined to produce sentences in the language. It usually takes into account the overall system of the language. “So, grammatical knowledge is important to a language learner to be proficient over a language, because grammar is the study of grammatical units, its description, analysis, and formalization of its pattern to use appropriate and accurate manner in a particular situation.

**ii. Vocabulary:** It is a set of lexemes, words, and compound words and idioms vocabulary taken as the important body of word in a particular language. In other words, it is a set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Because, vocabulary works as brick of the language building for effective communication. So, good vocabulary is the precious ornament to be a worthy and standard language. Sharma (2009, p.185) says, ‘Vocabulary item are the most important aspects of language. If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. Learners need to learn how to use the vocabulary in the language. In fact, vocabulary is the basic brick of the language building with the help the bricks of vocabulary. A good store of vocabulary is crucial for understanding and communication. Use of new vocabulary makes the language worthy too.’

**iii. Meaning:** Generally, it refers to the art to capture senses of the word

through the use of language independent from its linguistic uses during communication. In other words, meaning is what the sender or expresses indicates or conveys and what the receiver infers from the current context. During conversation, an expresses might speak in different situations or contexts and the receiver need to understand and respond accordingly. It is an important aspect of language, because if there seen problem in understanding meaning, there is no effective communication.

- iv. Pronunciation:** It refers to the act of uttering or producing oral sound. It means, producing the sound based on correct phonology, stress, rhythm and intonation. Learning pronunciation is one of the greatest aspects in deserving a language. It is the act that makes our language clearer, meaningful, and context dependent. The hearer and speaker have to be aware about the pronunciation in every language of the world. We must be aware about the pronunciation because this aspect may convey the other meanings too, than that we intended.
- v. Language Use:** It refers to the action of taking something or the state of being used for. Here, use refers to the use of different structures, aspect, and grammatical genre of language in human communication. To speak a language in appropriate context and situation, it is essential to use appropriate words, language structures, grammar, tense and so no.
- vi. Language Functions:** Language is the means of communication. Language function refers to the purpose in which we use language to communicate. We use language for a variety of formal and informal purpose, and specific grammatical structure and vocabulary are often using with each language functions.

Richard (1985, p.113) has discussed language functions and says that, “In Language teaching, language functions are often described as categories of behaviour for example: request, apologies, compliment, offers, and complaints. The functional use of language cannot be determined simply by studying the

grammatical structures of sentences. It considers the individual as a social being as investigators the way in which s/he acquires of language and uses it in order to communicate with others in his / her social environment."

Similarly, Blundell (2009) has defined language function as 'the purpose for which people speak or write'. Language functions deal with the purpose of language use in different situations. So, Sthapit (2000, p.9-10) says that 'a thing can be said to have at least three facets: substance, form and function. For example, the three facets of a glass can be described as:

*Substances: glass, steel, paper or plastic*

*Form : cylindrical with one end open*

*Function : serving liquids*

Similarly, a language can be said to have the following three facets:

*Substance: sound / letters and punctuation marks*

*Form : patterns of sounds / letters, words and phrases*

*Function : communicating message*

For instance, a glass serves the purpose of serving liquid or it is used to serve liquids; therefore serving liquid is a function of a glass. Similarly, language serves the purpose of describing people or it is used to describe people; so 'describing people' is one of the functions of language.

Therefore, what language does is its function or what we can do through the use of language is its function.

Language functions can be broadly classified as grammatical and communicative functions.

**- Grammatical function:** It deals with the relationship that constitute in a sentence has with the other constitutes. More specifically, it refers to the role of linguistic units in the structure of a sentence like subject, predicate, object, compliment and adjunct.

**-Communicative function:** It can be defined as the purpose for which it is used. In other words, what we can do with the language is its function. For example we greet with the language, and therefore, greeting is one of the communicative functions.

### 2.1.3 Communicative Functions

Communicative functions of a language refer to the communicative goal for which a language is used in the community. Thus communicative functions are what specific communicative need the language is used for in a community. In other words, communicative function of language refers to anything that we can do with language. The communicative functions of language have classified variously types by various scholars. Some of them are given below.

Van Ek(1975) has classified the communicative functions of language into six different types. They are as follows;

- i. Imparting and seeking factual information:** Under this function of language, a person tries to know the things that are unknown to him, describes objects what look like, expresses intentions that is not certain in the future reporting, narrating actions that often happened to our life, etc.
- ii. Expressing and finding out intellectual attitudes:** This function intends to express presence or absence of knowledge very simply means expressing that you know or do not know something, expressing and inquiring about agreement and disagreement, accepting and declining an offer or invitation, etc.
- iii. Expressing and finding out moral attitudes:** This function concerns with the morality, behaviour, attitudes of the person. It also concern about the socialization factor of any individual person. The exponents under this function are apologizing, approving or disapproving, socialization, etc.
- iv. Expressing and finding out emotional attitude:** This function

contains the emotional feelings like sorrow, grief, enthusiasm, excitement, like and dislike. It also includes expressing and inquiring about agreement or disagreement, etc.

- v. **Getting things done:** This function talks about the asking or inquiring to somebody for something in a polite or formal way. It contains, suggesting course of action, advising, warning, making request, making plan, etc.
- vi. **Socializing:** It is the most essential factor or function to a person to be adjusted in the community where s/he lives. It is a lifelong process of inheriting and disseminating norms, values, ideology to participate within their society too. It contains greeting and leaving people, welcoming, introducing, wishing, attracting attention, proposing a toast and so on.

Similarly, Holliday (1973) classifies the communicative functions into the three following categories;

- i. **Ideational Function:** Ideational function refers to the language is for expression of content that helps to express the speakers experience, feelings, and ideas of the real world.
- ii. **Textual Function:** Language is used to talk about language itself to serve the textual function. It is similar to Roman Jakobson's Meta-Linguistic functions.
- iii. **Interpersonal Function:** Language maintains the interpersonal relationship in society that is why the function is termed as interpersonal.

Similarly, Jacobson (1960) has classified language functions into six types corresponding to six components of speech events. They are;

1. **The referential function:** In this function, language is used to focus the context.
2. **The poetic function:** In this function, the message form is focused and

the focus is used to arouse aesthetic feeling.

3. **The emotive function:** in these functions, speakers feelings, desire and emotions are expressed.
4. **The conative function:** In this function, the utterance is focused on addressee to behave in a certain way.
5. **The phatic function:** This serves the function to discontinue, sustain or to initiate the conversation.
6. **The meta-lingual function:** Language is used to talk about the language itself.

In the same way, Willkins (1973) enumerates the following communicative functions:

- i. **Modality:** In this function, language is used to express degree or certainty, necessity, conviction, violation, obligation, and tolerance.
- ii. **Moral Discipline and Evaluation:** Under this function, the language is used to express judgement, approval, and disapproval.
- iii. **Suasion:** In this function, the use of language is to persuade, recommend, and predict.
- iv. **Argument:** The use of language in this function is to exchange information and views.
- v. **Rational Enquiry and Exposition:** In this function, the use of language is to organize of thoughts of the author.
- vi. **Personal Emotion:** In this function, the use of Language is to express positive and negative emotions.
- vii. **Emotional Relations:** In this function, the use of language is to establish emotional relations such as flattery, hostility, loving, caring, etc.
- viii. **Interpersonal Relations:** Under this function, the use of language is to maintain politeness and the status of degree of

formality and informality.

In the same way, Austin (1962) describes the following two types of language functions. They are:

- i. **Constative functions:** The sentence that describes some state or tells something about something is called constative function of language.
- ii. **Performative Function:** Certain sentences perform some action or do some act which is termed performative function of language. This function of language is also divided into five subtypes, they are, verdictive, exercitive, commissive, behabitive and expositive.

From the above classifications of different scholars, we can group the communicative functions into following eight types. They are:

- **Socializing:** This language function to the lifelong process of inheriting and disseminating norms, customs, values, and ideologies providing an individual with the skills and habits necessary for a participating within their own society. It keeps social and cultural continuity attained. Some exponents of this function are:
  - *Apologizing, greeting, addressing, congratulating, asking to repeat, etc.*
- **Making a query:** This function seeks information from someone for an action or activity. This is the most used function in communication. Some of the exponents are;
  - *Asking for repeat, checking with choice, asking for information, checking understanding, etc.*
- **Getting things done:** This function concern the ideas of moving planned tasks and projects out of the mind by recording them into actionable work. This allows one to focus attention on taking action on task instead of on recalling them. Some of the exponents of this function are.

- *Directing, requesting, compelling, prohibiting, refusing, instructing, encouraging, compelling, warning, etc.*
- **Expressing moral and emotional attitudes:** This function makes self-expressive to the speakers regarding their personal interests, thoughts, intentions, etc. based on their morality and attitudes. Some the exponents of this function are;
  - *Making promises, giving credit, giving reasons, expressing likes and dislike, expressing worry.*
- **Expressing modal attitudes:** This function helps to express self-ability, inability, hypothetical thoughts, etc. It serves to express intrapersonal thing to other through language. Its exponents are;
  - *Expressing ability/ inability, intention/ obligation, need/ necessity, degree of certainty.*
- **Expressing intellectual attitudes:** This function helps to express own intellectuality about the subject matter. It also helps to test intelligence of the speaker through his / her opinions and attitudes. Its exponents are;
  - *Making comparisons, defining, generalizing, qualifying, discussing, ordering, reminding, compelling.*
- **Imparting Factual Information:** This function deals with the ability or skills to interpret the person, things, object, etc. It also helps to test the detailed knowledge of the speaker through his/ her summarizing, expressing and illustrating skills or way. Its exponents are;
  - *Summarizing up conversation, expressing intentions, reporting, describing, and quoting, and so on.*
- **Finding out About Language:** This function deals with the skills of pronouncing of the words, appropriateness or

correctness of spellings, meanings, etc. in the use language by a language user. Its exponents are;

- *Correctness or appropriateness of pronunciation, meaning, spelling, and so on.*

#### **2.1.4 Communicative Competence**

Communicative competence is the ability of language use which enables the human beings to convey or interpret a message and to negotiate meaning within the specific context. It refers to the native speakers' ability to produce and understand sentences which are conventional to the context in which they occur what speakers need to know in order to communicate effectively in distinct social settings.

It is believed that the term 'communicative competence' is the first used by the most influential linguist and anthropologist Hymes (1972). He says that communicative competence is a concept of what a speaker needs to know in order to be communicatively competent or use language skill appropriately in a speech community. Moreover, Hymes (1966) states, "Communicative competence as a term in linguistic which refers to a language users' grammatical knowledge of syntax, morphology, phonology and the like as well as social knowledge about how and when to use utterances appropriately".

Similarly, Canale (1983 as cited in Hedge 2008, p.207) has proposed a model of communicative competence which consisted of four components:

**i. Grammatical Competence:**

This component concerns with the knowledge of formal system of language, structural behaviour and accuracy for linguistic mastery.

**ii. Sociolinguistic Competence:**

This component concerns with the knowledge of appropriateness of utterance within the sociolinguistic context. The utterances should be socially accepted and meaningful in the particular contexts.

**iii. Discourse Competence:**

This component concerns with the knowledge of processing language beyond sentence level in different modes.

**iv. Strategic Competence:**

This component concerns with the verbal and non- verbal strategies for effective communication. The communication can take place without speech, too.

Likewise, Richards (1985, p.49) states, "Communicative competence is the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use this sentences".

In the same way, communicative competence includes:

- i. A person's knowledge of the grammar and vocabulary of the language.
- ii. A person's knowledge of how to use and respond to different types of speech acts.
- iii. A person's knowledge of rules of speaking and use of language appropriately.

On the basis of above ideas, communicative competence is the term for including number of knowledge and skills.

### **2.1.5 Proficiency**

Proficiency refers to the ability of an individual to perform or speak in an acquired language; additionally language proficiency is the combination of fluency and accuracy in language competency. Proficiency can test variously in various field and level, like written test, oral test, both written and oral, etc. TOFEL, IELTS, etc. are, some of the example of English language proficiency test.

According to Terrell (1997), "The Language proficiency Index (LPI) is a Canadian standardized test for English proficiency and is administrated by

Paragon Testing Enterprise a subsidiary of the University of British Columbia. The test is 2.5 hours long. It consists of following five components:

**Part I and Part II** – These are related to multiple choice and deal with catching various grammar-related mistakes,

**Part III** – It is related to reading comprehension section also with multiple choices,

**Part IV** – It deals with writing brief summaries of a short piece of writing,

**Part V** – It is a 300 to 400 words argumentative essay.

So, proficiency includes the abilities or skills of a person, how well s/he able to read, write, speak, and understand the language. To be proficient over the language, it is essential to have good proficiency on all four skills.

### **2.1.6 Communicative Functions and Their Exponents**

Communicative function is often use as language function; it refers to the purpose for which an utterance is used. In other words, communicative function is what specific need it is used for in a community. Simply, what language does is its function, functions of language are known as categories of behaviour, for instance, apologizing, requesting, making plan, suggesting, expressing sympathy, etc. Language is dependent in the society in where it is used. Language function has classified into eight types that has mentioned in 2.1.2. (under the topic- language aspect), thus, here is only the brief description of language functions' five exponents, that will used in this research for the proficiency test.

#### **1. Making Plan**

The language function making plan is the act of thinking about the management of further or future time management, what to do, when to do and how to do the works. Following are the examples of the exponents used in making plan:

*-Simple present: I plan to go to Mustang.*

*Simple future: She will come tomorrow.*

*-going to. : She is going to visit London.*

*-ing future. : She will be waiting ma at the airport.*

## **2. Making Request**

Making request is the act of asking others to do some action, work, order and so on. Following are the examples of the exponent used in making request:

*- Would you mind.....ing?*

*-Would you mind closing the window?*

*Could you possibly.....ing?*

*-Could you possibly stop playing the music in high volume?*

*I wonder if you.....could....?*

*-I wonder if you could tell me where the central library is?*

*I'd appreciate if you.....*

*-I would appreciate if you can get me pass the sugar nearby yo*

## **3. Suggesting and Advising**

Suggesting and advising are the act of giving ideas or expressing our opinions to other to do the job or something in better way. Following are the examples of the exponent used in suggesting or advising:

*- It would better if you.....*

*-It would better if you take tuition classes.*

*Why don't you.....?*

*-Why don't you go to the doctor and take some advise?*

*If I were you.....*

*-If I were you, I would buy a second hand book.*

## **4. Expressing Condolence or Sympathy**

Expressing condolence or sympathy means to express our feelings of being sorry for something and also to show that we understand and care about their

problems and feelings. Following are the examples of the exponent used in expressing condolence or sympathy:

- *I could understand how you feel!*
- *I know how you feel !*
- *I was sorry to hear about Sashi's death !*
- *I'm sorry to hear your grandfather's accident!*

## **5. Apologizing**

Apologizing is the act of saying sorry for something that has been done wrong or that causes a problem. Following are the examples of the exponent used in apologizing:

- *I am sorry.....*
- *I am sorry that I couldn't come on time.*
- *I beg your pardon.*
- *I apologize for my mistake.*
- *I didn't realize that it was your book.*

From the above communicative functions' exponents and their examples, we have to know that each function has different structures to convey the messages. We use them in different purposes and only appropriate use of communicative functions and their exponents make the communication effective and meaningful.

## **2.2 Review of Empirical Literature**

This section is an attempt to review the related empirical studies. It includes the previous theses, reports and articles. The empirical literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. Its most important function is to ensure researchers read widely around the subject areas in which he or she is interested. Here, some of the previous studies have been reviewed considering them as related literature and also as evidence to the present study.

Pandey (1997) carried out a study on "A comparative Study of Apologies between English and Nepali". His objective was to find out whether English or Nepali and educated or uneducated people apologize more. He followed survey research. His sample population were 40 people from Boudha and Kirtipur, two different tourist areas of Kathmandu district. His tools for data collection were face to face talking with some situational and relevant questionnaire. From the study he found that even Nepali speaking people easy to say sorry. He has also stated that apologies are split into two forms; real apologies and context specific apologies. English people express more apologies than Nepalese people and educated people seem to use more apologetic than uneducated ones and tend to use apologies in English form.

Prasai(2001) conducted a research entitled, "A study on Formal and Communicative Competency Acquired by the Ninths Grade Students." The objective of her research was to find out the student's formal and functional competence and correlation between the two. She conducted correlation research and her tools for data collection were classroom observation and questionnaire. Her sample population were 30 students of grade nine from Makawanpur district. She found that students seem to be more competent in functional than they are in formal competence.

Jnawali (2007) conducted a research, "Grade X Students' Proficiency in the Use of Communicative Function." His objectives were to examine the students' performance in in the use of communicative functions and to find out the students' weakness and strengths in the use of exponents of communicative functions mentioned in grade ten textbook. He conducted survey research and his sample population for the study were 36 students from Kathmandu and Lalitpur districts. Similarly, his tools for data collection were two question sets; answers were recorded in voice recorder. He found the students of Panchakanya Ma. Vi. and Sitaram Higher Secondary School weaker than other schools' students. In the exponent, 'Giving Advice and Warning', the proficiency of all the students of all schools found weak.

Rai (2010) conducted a research on, 'Communicative Proficiency of the Student'. His objectives of the study were to compare the communicative proficiency of the students in terms of Information oriented variables (Ethnic group: Nepali native speakers vs. Rai native speakers, Boys vs. Girls) and Content oriented variables (Receptive language skills and Productive language skills). He had followed a survey research design and his sample population were 20 Nepali native speakers and 20 Rai native speakers' students, including equal number of boys and girls from Sankhuwasava district. His tools for data collection were test items and interview schedule. Through the study, he found that the proficiency of Nepali native speakers were better than Rai native speakers students. And, girls' students from Rai native speakers were found more proficient in language skills. He found all the students were more proficient in receptive skills than productive skills.

Subedi(2012) conducted a research entitled, 'The Effectiveness of Conversation in Teaching Communicative Function'. The objectives of his research were to find out the effectiveness of conversation technique in teaching communicative function. His population were 20 students from Makwanpur district. He designed correlational research and he used a set of test item ( pre-test and post-test) as a tool for data collection. He followed non-random sampling procedure. As a whole, he found conversation technique is more effective in teaching communicative functions than conventional teacher method. He also found that conversation technique has relatively better impact in teaching language function as a whole.

Thapa (2016) conducted a research on, 'Proficiency in the Use of Communicative Function of Grade Nine Students'. Her objectives were to find out the proficiency of the students of grade nine in private and government aided schools in the use of communicative functions: request and offers and to compare proficiency between the students of private and government aided schools. She conducted survey research. Her sample population for data collection were 20 students from two government aided schools and 20students from two private schools from Lalitpur district. Her tools for data collection

was questionnaire and she had recorded the responses of the students in a cassette player. In this research, she found that the student's proficiency in making request is better than making offer and the private schools' students were found better than government aided schools in using communicative functions.

### **2.3 Implications of the Study**

Previous research works are reviewed considering them as useful tool to the present research work, especially to get ideas to construct the objectives, methodology, conceptual framework, research questions, and etc. and to get other help in different situation. I reviewed researches of different people like Pandey, Prasai, Janawali, Rai, Subedi and Thapa. Their works helped me to formulate the different components in my research.

From the research of Pandey (1997), I got ideas to prepare objectives and research questions. Similarly, from the research of Prasai(2001), I got ideas to prepare the conceptual framework and questionnaire for the data collection to my study. In the same way, I reviewed the research of Subedi (2012), from there, I got ideas to formulate test item questions related to the communicative functions' exponents and the theoretical information about communicative functions.

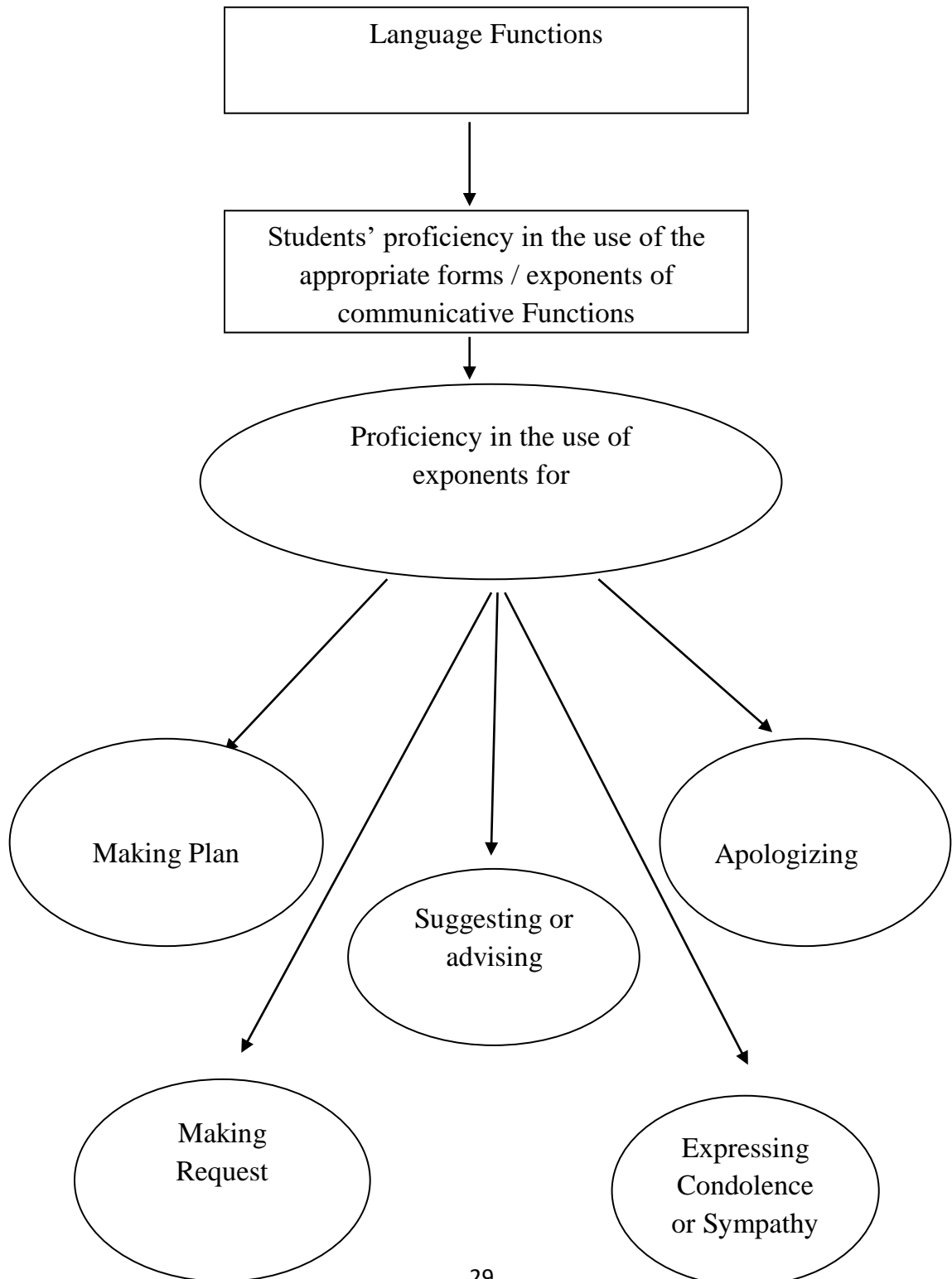
The research of Janawali (2007) and Rai( 2010), supported me to improve methodology, and these work also helped me to get theoretical information about communicative functions. Finally, I reviewed the research of Thapa, (2016) her work supported me to develop methodology, conceptual framework of my study. These researches also will help me to interact and analyse the data and to conduct the present research practically.

So after reviewing all those research works, I updated myself with research process and methodological tools which are very beneficial to my research work. In order to conduct those research works, the researchers had used survey research designs. As my study is based on survey research design, I got

ideas on the process of it after reviewing those research works, as above researchers have used questionnaire as research tool of data collection. These works have directly implication to my research study because I used the above mentioned strategies to complete my research.

## 2.4 Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher and his or her own conceptualization of the relationship between different variables.



## **CHAPTER- THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter includes the design of the study, population sample and sampling strategy, research tools, sources of data, data collection procedure, data analysis procedures, and ethical considerations.

The following methodology has been adopted to precede this study ahead and to fulfil the objectives;

#### **3.1 Design of the Study**

The study was based on survey research design. To carry out this research work, I set out the population and sample for this study from the large number of size. Similarly, this study represented the whole Kathmandu District because findings are generalized to the whole population. Survey is a research design which is widely used in educational and social researches. Especially, the survey research is carried out taking sample from the large number of population to find out their beliefs, attitudes, behaviour and culture of a particular group of people or individual person. It is mostly used to generalize the finding in a large number of population. Between its two types, it is a cross sectional in nature. In survey research data is collected from relatively large number of population using certain sampling procedure where the whole population for data collection is not feasible. Cohen and Manion (1985, as cited in Nunan (2010, p.140) say, "Survey are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigation through small scale studies carried out by a single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes and events at a single point in time."

As research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct research activity, a researcher has to follow the systematic process. Otherwise this will be a fake study.

Nunan(2010, p.141) suggests the following eight step Procedures of survey research design;

### **Step 1: Defining Objectives**

Defining objective is the first and most important things in any research designs. So, the first task of the researcher is to define objective of the study what does s/he want to find out; should be clearly written in their work. If they carried out research work without defining objective it will lead them nowhere.

### **Step 2: Identify Target Population**

In this step, the targeted population of the study will be mentioned, using any certain sampling procedure. For example students, teachers.

### **Step 3: Literature Review**

In this step, related literature should be reviewed. It helps to know about what other said or discovered about the issues.

### **Step 4: Determine Sample**

Here, we need to be clear about the total population that we are going to survey. At the same time what kind of sampling procedure we are going to use to select those study population, e.g. Fish-bowl method, random sampling, non random sampling or mixed samplings are chosen.

### **Step-5: Identify Survey Instrument**

Under this step, we have to generate instrument for data collection, e.g. questionnaire, interview, observation, checklist, and so on.

### **Step-6: Design Survey Procedure**

With the appropriate tool for data collection, the process or way of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

### **Step-7: Identify Analytical Procedure**

After the collection of raw data it should be analysed using appropriate statistical and descriptive tools like mean, mode, and median and so on.

### **Step-8: Determine Reporting Procedure**

Finally, after analysing the data we have to prepare the report of our research. It can be written in narrative way with description.

In my study, I preferred survey research design because it is the most commonly used descriptive method in educational research. Through this research design, I could generate the gist information even from the large and heterogeneous scaled investigation through small scale studies. Because, its main purpose is to obtain a snapshot of condition, attitudes and events at a single point in a time. To complete this research, I had followed the above mentioned steps.

## **3.2 Population, Sample and Sampling Strategy**

Survey research needs a large number of populations so, the population of this study consisted of all the secondary level students of Kathmandu district. Since, it is a small-scale study I visited only four different schools and selected ten students from each school. Altogether 40 students were selected for this study by using fish-bowl method of sampling.

## **3.3 Research Tools**

The research tools of data collection for the study were the test items that included objective and subjective questions. This tool was supposed to be

effective, appropriate and feasible for the respondents of this study and useful for the researcher to meet the objective of this study.

### **3.4 Sources of Data**

For the research, I utilised both primary and secondary sources of data to complete the work.

#### **3.4.1 Primary Sources of Data**

I selected four Secondary Schools of Kathmandu district. From each school, ten students were selected as sample population. So, the primary sources of data were 40 students of Kathmandu valley.

#### **3.4.2 Secondary Sources of Data**

The English text books of grade 9 and 10, books of writers like Hedge (2008), Van Ek, (1979), Leo Johns (2<sup>nd</sup> Edition 1991), Richards and Rodgers (2007), Longman (1999), Varshney (1985), and related journals, reports, theses and other referential books related to the language and language functions of different writers were the secondary sources of data.

### **3.5 Data Collection Procedures**

In order to collect the authentic data after determination of prerequisites, I visited the selected four secondary level schools of Kathmandu district, and I established rapport with the head teachers and clarified of the purpose. After getting approval, I visited the classroom and clarified the purpose and the task and distributed questions to all the students providing 10 minutes of time and took their test. Then I collected the solved test item from them and selected 10 students using fishbowl sampling method for speaking test. Their responses recorded and analysed for further research stages.

### **3.6 Data Analysis Procedures**

As a survey research, most of its type is quantitative in nature. So, being a survey research, it had the characteristics quantitative analysis. After collecting the raw data, I analysed them descriptively and statistically.

### **3.7 Ethical Considerations**

Ethical consideration is one of the important aspects that a researcher should follow while conducting their research work. So, while collecting the data, a culturally appropriate approach was taken to ensure there will not be any unethical concerns. I visited the pre-selected schools and built up the rapport and bagged permission with concern people like the principal, the subject teacher and the students, after informing them all about the purpose and task of mine, I collected the data only with the agreement and permission.

I have avoided plagiarism. While citing the information from other sources. I have kept the correct sources in the references and I have given credit to them. I also have kept the data correctly and confidently in my research work.

## **CHAPTER-FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This chapter is mainly concerned with the analysis and interpretation of the collected data. After collecting the results of the students in the test items, they were analysed, tabulated and interpreted for identifying students' proficiency in the use of communicative functions' exponents. To fulfil the objective of this study, I have selected 40 secondary level students from four different schools. From each school, ten students were selected using fish-bowl sampling method. I administered ten objective and ten subjective questions based on five communicative functions of language. Similarly, subjective questions were asked to answer orally and their responses were recorded.

#### **4.1 Analysis of Data and Interpretation of the Results**

After collecting all the data, the result has been derived, tabulated and interpreted in terms of proficiency in the use of communicative functions making plan, making request, suggesting or advising, expressing condolence or sympathy and apologizing. The analysis and interpretation is subsumed under following themes:

- Holistic Analysis of the Students' Proficiency
- School Wise Analysis of the Students' Proficiency
- Item Wise Analysis of the Students' Proficiency
- Students' Errors in Using Communicative functions

##### **4.1.1 Holistic Analysis of the Students' Proficiency**

This section deals with the holistic and average proficiency level of all 40 secondary level students of four different schools from Kathmandu district.

The aggregate proficiency level of all forty secondary level students and average proficiency level of each four Schools' students of Kathmandu valley is given in the table below. For the evaluation of students' proficiency level, my criteria in percentage are: below 70 % poor, 70 to 79 % satisfactory, 80 to 89 % good and 90 % above excellent.

**Table 1**  
**Holistic Analysis of the Students' Proficiency**

Serial Number	School's Name	Full Marks	Obtained Marks	Percentage (%)	No. of Students
1.	M. S. S.	300	243	81.00	10
2.	G .N .J . D. V.	300	230	76.66	10
3.	T. S.	300	211	70.33	10
4.	G. Ma. V.	300	217	72.33	10
5.	Aggregate	1200	901	75.08	40

As a whole, all the 40 students have secured 901 marks in out of 1200 marks, which is 75.08 in percentage. In aggregate, the proficiency of secondary level students in using five communicative functions: Making Plan, Making Request, Suggesting or Advising, Expressing Condolence or Sympathy and Apologizing is 75.08 % in Kathmandu district. So, the proficiency level of the secondary level students' in Kathmandu district seems satisfactory.

Similarly, the students of Mount Summit School secure 243 marks in out of 300 marks, which is 81.00 in percentage. The average proficiency of this school's students is good. It is the highest percentage among the schools.

Likewise, the average proficiency level of the students of Gorakhshya Nikhil Jyoti Divya Vidhyashram is 76.66 %. Which seems satisfactory, it is the second highest score in the overall proficiency in using five communicative functions exponents among the sample schools.

In the same way, Timeline School's students have secured 211 marks in out of 300 marks. The percentage of the marks is 70.00 %. So, the average proficiency of this school is also satisfactory, in using the five communicative functions.

Finally, Gokarneshwor Madhyamik Vidhyalaya's students secured 217 in out of 300 marks. So, the average proficiency level of this school's students in using the five communicative functions is 72.33%, it is also satisfactory.

In conclusion, it is found that the aggregate proficiency of the students of Kathmandu district is 75.08 in using the five communicative functions. Among the sample schools, proficiency of students of Mount Summit School found good. Where, the students of other three schools found satisfactory.

#### **4.1.2 School Wise Analysis of the Students' Proficiency**

This section deals with the school wise proficiency of the students in using communicative functions: making plan, making request, suggesting or advising, expressing condolence or sympathy and apologizing. I prepared 20 questions related to the five communicative functions consisting two objective and two subjective questions for each of the items. Objective question carried one mark and subjective questions carried two marks. Here, I have tabulated the data and interpreted them in terms of schools wise proficiency of the students in five different communicative functions.

**Table 2**  
**The Proficiency of Mount Summit School's Students**

Test Item	Full Marks	Obtained Marks	Percentage ( % )	Students' Number
i.	60	53	88.33	10
ii.	60	47	78.33	10
iii.	60	48	80.00	10
iv.	60	45	75.00	10
v.	60	50	83.33	10
Total	300	243	81.00 %	-

The above table represents the proficiency of the students of Mount Summit School in using five communicative functions. According to the data in the table, the proficiency of students in using the exponent making plan is 88.33 %. Which seems to be good. Likewise, the proficiency in using making request is 78.33 %, in using suggesting or advising is 80.00 %, in using Expressing Condolence or Sympathy is 75.00 % and in using Apologizing is 83.33 %.

We can say that the proficiency of Mount Summit School in using the exponent Apologizing found strong and in using the exponent Expressing Condolence or Sympathy found weak than other exponents. In conclusion, it is found that the average proficiency level of the students is good with 81.00 % in using all five communicative functions exponents.

**Table 3**

**The Proficiency of Gorakhshya Nikhil Jyoti Divya Vidhyashram's Students**

Test Item	Full Marks	Obtained Marks	Percentage (%)	Students' Number
i.	60	48	80.00	10
ii.	60	47	78.33	10
iii.	60	43	71.66	10
iv.	60	42	70.00	10
v.	60	50	83.33	10
Total	300	230	76.66	-

The above table represents the proficiency of the students of Gorakhshya Nikhil Jyoti Divya Vidhyashram in using five communicative functions. Based on the data in the table, the proficiency of students in using the exponent making plan is 80.00 %, it seems good. Likewise, the proficiency in using making request is 78.33 %, in using suggesting or advising found 71.66 %, in using Expressing Condolence or Sympathy found 70.00 % and in using Apologizing is 83.33 %. We can say that the proficiency of the students of this schools in

using the exponent Making Plan and Apologizing found strong. In contrast, the students found weak in using the exponent Expressing Condolence or Sympathy than other exponents. To sum up, it is found that the average proficiency level of the students of this school is 76.66 %. It is satisfactory in using all five communicative functions exponents.

**Table 4**  
**The Proficiency of Timeline School's Students**

Test Item	Full Marks	Obtained Marks	Percentage (%)	Students' Number
i.	60	52	86.66	10
ii.	60	39	65.00	10
iii.	60	40	66.66	10
iv.	60	40	66.66	10
v.	60	40	66.66	10
Total	300	211	70.33	-

The above table depicts the proficiency of students of Timeline School in using five communicative functions exponents. It shows that the proficiency of this school's students in using exponent Making Plan found praiseworthy, i.e. 86.66 in percentage. The proficiency of students in using making request is 65.00 %, in using Making Plan seems poor than other exponents. Similarly, in using the exponents Suggesting or Advising, Expressing Condolence or Sympathy and Apologizing are the same level of proficiency, i.e. 66.66 in percentage.

Now, we can say that the proficiency of the students of this school in using the exponent Making Plan found strong and in using the exponent Making Request found weak than other exponents. Consequently, it is found that the average proficiency level of the students of this school in using all five communicative functions exponents is 70.33 %, which is satisfactory.

**Table 5**

**The Proficiency of GokarneshworMadhyamikaVidhyalaya's Students**

Test Item	Full Marks	Obtained Marks	Percentage (%)	Students' Number
i.	60	54	90.00	10
ii.	60	46	76.66	10
iii.	60	37	61.66	10
iv.	60	42	70.00	10
v.	60	38	63.33	10
Total	300	217	72.33	-

The above table represents the proficiency level of the students of GokarneshworMadhyamikVidhyalaya in using five communicative functions' exponents. As it is presented in the table, the students' proficiency of this school in using the exponent Making Plan is excellent, i.e. 90.00%, which is the highest level of proficiency than other schools and other exponents proficiency too. In the same way, the proficiency in using Making Request is 76.66 %, in using Suggesting or Advising is 61.66%, which is poor than other exponents. Similarly, in using the exponent Expressing Condolence or Sympathy is 70.00% and in using Apologizing is 63.33 %. It is found that the proficiency level of the students of this school in using all five communicative functions exponents is 72.33 in percentage, which is also satisfactory.

**4.1.3 Item Wise Analysis of the Students' Proficiency**

This section deals with the item-wise proficiency of the students. The study is based on the five communicative functions' exponents Making plan, Making Request, Suggesting or Advising, Expressing Condolence or Sympathy, and Apologizing. Each functions consisted two objective and two subjective questions. All together twenty questions were made containing ten objective and ten subjective questions to find out the students' proficiency in the use of

communicative functions. The discussion and interpretation is given in following sub-sections.

**Table 6**

**i. Students Proficiency in the Use of Language Functions Making Plan**

S. No.	School's Name	Full Marks	Obtained Marks	Percentage (%)	No. of Students
1.	M .S .S .	60	53	88.33	10
2.	G .N .J . D. V.	60	48	80.00	10
3.	T. S.	60	52	86.66	10
4.	G. Ma .Vi .	60	54	90.00	10
5.	Aggregate	240	267	86.25	40

The above table represents the percentage of proficiency of all forty sample students of four different schools in using the exponent Making Plan. The proficiency of students of Summit School is 88.33 %, students of Gorakhshya Nikhil Jyoti Divya Vidhyashram is 80.00 %, students of Timeline School is 86.66 % and the students of Gokarneshwor Madhyamik Vidhyalaya is 90.00 %. It shows that the students of Gokarneshwor Madhyamik Vidhyalaya are more proficient and have deserved the highest level of proficiency among the schools. In contrast, the students of Gorakhshya Nikhil Jyoti Divya Vidhyashram seem weak in comparison to other schools. The students of Mount Summit School have deserved the second highest level of proficiency and the students of Timeline School have deserved an average level of proficiency. To sum up, the average proficiency of the secondary level students in Kathmandu district is 86.25% in using the exponent Making Plan. This is good proficiency in using communicative function Making Plan.

**Table 7**

**ii. Students Proficiency in the Use of Language Functions Making Request**

S. No.	School's Name	Full Marks	Obtained Marks	Percentage ( % )	No. of Students
1.	M .S .S .	60	47	78.33	10
2.	G .N .J . D. V.	60	47	78.33	10
3.	T. S.	60	39	65.00	10
4.	G. Ma .Vi .	60	46	76.66	10
5.	Aggregate	240	197	74.58	40

The table above represents the percentage of proficiency of forty sample students of four different schools in using the exponent Making Request. In this item, the percentage of proficiency deserved by the students of Mount Summit School and Gorakhshya Nikhil Jyoti Divya Vidhyashamis equal i.e. 78.33 %, students of Timeline School is 65.00 % and the students of Gokarneshwor Madhyamik Vidhyalaya is 76.66 %. It shows that the students of Mount Summit School and Gorakhshya Nikhil Jyoti Divya Vidhyasham are more proficient and have deserved the highest level of proficiency among the schools. In contrast, the students of Timeline School seem weak in comparison to other schools. The students of Vidhyalaya have deserved an average level of proficiency. Finally, the average proficiency level of these secondary level students in using the exponent Making Plan in Kathmandu district is satisfactory i.e. 74.58 in percentage.

**Table8**

**iii. Students Proficiency in the Use of Language Functions Advising or Suggesting**

S. No.	School's Name	Full Marks	Obtained Marks	Percentage ( % )	No. of Students
1.	M .S .S .	60	48	80.00	10
2.	G .N .J . D. V.	60	43	71.66	10
3.	T. S.	60	40	66.66	10
4.	G. Ma .Vi .	60	37	61.66,	10
5.	Aggregate	240	168	70.0	40

The table above represents the percentage of proficiency of all forty students of four different schools in using the exponent Advising or Suggesting. The percentage of proficiency deserved by the students of Mount Summit School is 80.00%, which is the highest level of proficiency. Whereas the students of Gokarneshwor Madhyamik Vidhyalaya have deserved 71.66%. It is the lowest level of proficiency among the schools. Similarly the students of Gorakhshya Nikhil Jyoti Divya Vidhyasham deserved 71.66 %, it is an average level of proficiency. The students of Timeline School have deserved 66.66 %, which is poor proficiency. In conclusion, it is found that the proficiency of the secondary level students in using the exponent Advising or Suggesting in Kathmandu district is 70.00, which is satisfactory.

**Table 9**

**iv. Students Proficiency in the Use of Language Functions Expressing  
Condolence or Sympathy**

S. No.	School's Name	Full Marks	Obtained Marks	Percentage ( % )	No. of Students
1.	M .S .S .	60	45	75.00	10
2.	G .N .J . D. V.	60	42	70.00	10
3.	T. S.	60	40	66.66	10
4.	G. Ma .Vi .	60	42	70.00	10
5.	Aggregate	240	169	70.41	40

The above table shows that the proficiency of the students of four different schools in expressing Condolence or Sympathy. The percentage deserved by the students of Mount Summit School is 75.00%, which is the highest level of proficiency among the schools. Similarly, the students of Gorakhshya Nikhil Jyoti Divya Vidhyashamand the students of Gokarneshwor Madhyamik Vidhyalaya have deserved equal percentage i.e. 70.00. It is the average level of proficiency among the schools. Similarly the students of Timeline School have deserved 66.66 %, it is poor level of proficiency. In conclusion, it is found that the average proficiency level of the secondary level students in using the exponent Advising or Suggesting is 70.41 % in Kathmandu district. Which is satisfactory.

**Table10**

**v. Students Proficiency in the Use of Language Functions in Expressing Apologizing**

S. No.	School's Name	Full Marks	Obtained Marks	Percentage ( % )	No. of Students
1.	M .S .S .	60	50	83.33	10
2.	G .N .J . D. V.	60	50	83.33	10
3.	T. S.	60	40	66.66	10
4.	G. Ma .Vi .	60	38	63.33	10
5.	Aggregate	240	178	74.16	40

The above table shows the percentage of proficiency of all forty students of four different schools in using the exponent Apologizing. The percentage deserved by the students of Mount Summit School and Gorakhshya Nikhil JyotiDivyaVidhyshamis equal i.e. 83.33%, which is the highest level of proficiency in this item. In contrast, the students of GokarneshworMadhyamikVidhyalaya have deserved 63.33%, it is the lowest and poor level of proficiency among the schools. Similarly, the students of Timeline School have deserved 66.66 %, it is also poor level of proficiency. In conclusion, it is found that the average proficiency of the secondary level students in Kathmandu district in using the exponent apologizing is 74.16 %, which is satisfactory.

From the above tabulated data and its interpretations, it is concluded that the secondary level students in Kathmandu district were found good and most proficient in using making plan than other communicative functions. Likewise, in using making request and apologizing also found satisfactory. But, students are found weak in using the exponent expressing condolence or sympathy and advising or suggesting than other exponents. The proficiency in using the communicative function Making Plan, the students of Mount Summit School found good, the students of G. N. J. D. V. , T. S . and G. Ma. Vi. found

satisfactory. Likewise, the proficiency in using the communicative function making request, the students of M. S. S. found good, the students of G. N. J. D. V. found satisfactory and the students of G. Ma. Vi. and T. S. found poor. Similarly, the proficiency of students in using the communicative function advising or suggesting, the students of M. S. S. found good, G. N. J. D. V. and G. Ma. Vi. found satisfactory and T. S. found poor. In the same way, the proficiency of students in using communicative function expressing condolence or sympathy, the students of T. S. found poor. In contrast, the students of all three schools found satisfactory. Lastly, the proficiency in using the communicative function expressing apologizing, the students of M. S. S. And G. N. J. D. V. found good in contrast the students of T. S. And G. Ma. Vi. found poor.

#### **4.1.4 Students' Errors in Using Communicative Functions**

I administered the questions related to the five communicative functions such as Making Plan, Making Request, Suggesting or Advising, Expressing Condolence or Sympathy and Apologizing, which were included in the secondary level text book. I prepared two objective and two subjective questions from each exponent. In the test items, the subjective questions were asked to answer orally and their responses were recorded. After the analyses of their responses, I found the some errors of the students in the use of those communicative functions. The common errors of the students are presented in the table.

**Table 11**  
**Students' Errors in Using Communicative Functions**

<b>Item No.</b>	<b>Communicative Functions</b>	<b>Major Errors Committed by the Students</b>
i.	Making Plan	i. Preposition deletion <i>*I'm planning go for with my parents.</i> ▪ <i>I'm planning to go for with my parents.</i> ii. Unnecessary use of article <i>*I'm planning to go to the Pokharawith my parents.</i> ▪ <i>I'm planning to go to Pokhara with my parents.</i>
ii.	Making Request	i. Asking ability instead of request <i>*Can you pass me that sugar bowl ?</i> ▪ <i>Can you please pass this sugar bowl ?</i> ii. Inappropriate use of structure <i>* Could I be all right if you close the window near byyou.</i> ▪ <i>Couldn't it be all right if you close the window near by you?</i>
iii.	Advertising and Suggesting	i. Unnecessarily 'to' addition <i>*It would be better to take tuition.</i> ▪ <i>It would be better take tuition class.</i> ii. Over generalization of function <i>*It would better if you stop your bicycle the</i>

		<i>bridge is not strong it may be collapse.</i> ▪ <i>It would better if you stop your bicycle</i>
iv.	Expressing Condolence or Sympathy	i. Syntactic Error * <i>I think how are you feeling about your exam.</i> ▪ <i>I know how are you feeling about your result.</i> ii. Unnecessary use of Conjunction * <i>I'm extremely sorry to learn about that your grandfather's death.</i> ▪ <i>I'm extremely sorry to learn about your grandfather's death.</i>
v.	Apologizing	i. Auxiliary verb deletion * <i>I apologize for not recognizing my book.</i> ▪ <i>I must apologize for not recognizing my book.</i> ii. Negative politeness * <i>I'm sorry and forgive me.</i> ▪ <i>I'm so sorry.</i>

The above table shows the major errors committed by the students in using the communicative functions. According to the table, the Students had committed the errors such as preposition deletion and unnecessary use of article in using the function making plan. Likewise, students also found committing the errors like asking abilities instead request, improper use of structure and so on. Similarly, the students were overgeneralizing of function and using unnecessary preposition in using the communicative function advising or suggesting. In the same way, students were found committing the syntactic errors, unnecessary use of conjunction and so on, in using expressing condolence or sympathy. While apologizing, students were committing the errors such as negative politeness, wrong use of auxiliary and so on. The students also were using the same structure for more than a function.

## **CHAPTER-FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

This is the final chapter of the study. It deals with the findings of the study, conclusion and recommendations. In this chapter, I have presented the major findings, conclusion on the basis of findings and provided some points of recommendations to the policy makers, practitioners and researchers.

#### **5.1 Findings**

The present study was conducted primarily to find the proficiency of the students in the use of communicative functions exponents for Making Plan, Making Request, Suggesting or Advising, Expressing Condolence or Sympathy and Apologizing and to suggest some pedagogical implications based on the findings for enhancing the teaching learning activities.

It is found that some of the students were excited to take part in speaking test, they had good fluency too. In contrast, some of them were found very poor in pronunciations, tone and intonation. It means, their skill found better than knowledge. As a whole, the proficiency of students found satisfactory, some students were found very proficient in the use of language functions. The major findings of the study are as follows:

- i. The aggregate proficiency level of the secondary level students found satisfactory. In holistic comparison, all forty students deserved 75.08 % in using the five communicative functions: Making Plan, Making Request, Suggesting or Advising, Expressing Condolence or Sympathy, Apologizing.
- ii. In aggregate, the proficiency of secondary level students in using exponent Making Plan found 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 %.

So, the students proficiency found good in using exponent Making Plan than other exponents.

- iii. The aggregate proficiency of Mount Summit School's students is 81.00 %, Gorakhshya Nikhil Jyoti Divya Vidhyashram's students is 76.66 %, Timeline School's students is 70.33 %, Gokarneshwor Madhyamik Vidhyalaya's students is 72.33 % in using the five communicative functions.
- iv. In the use of communicative function Making Request, the proficiency of students of Mount Summit School is 78.33 %, Gorakhshya Nikhil Jyoti Divya Vidhyashram is 78.33 %, Timeline School is 65.00 % and Gokarneshwor Madhyamik Vidhyalaya is 90.00 %.
- v. In the use of exponent Making Request, the proficiency of students of Mount Summit School is 78.33 %, Gorakhshya Nikhil Jyoti Divya Vidhyashram is 78.33 %, Timeline School is 65.00 % and Gokarneshwor Madhyamik Vidhyalaya is 76.66 %.
- vi. Similarly, in the use of exponent Suggesting or Advising, students of Mount Summit School deserved 80.00 % , the students of Gorakhshya Nikhil Jyoti Divya Vidhyashram 71.66 %, students of Timeline School deserved 66.66 %, and the students of Gokarneshwor Madhyamik Vidhyalaya deserved 61.66 %. It shows that the proficiency level of the students of M. S. S. is better than other schools in using this function.
- vii. In the same way, the percentage of proficiency in using Expressing Condolence or Sympathy of M. S. S. found 75.00%. This is the highest level of proficiency. The students of Gorakhshya Nikhil Jyoti Divya Vidhyashram deserved 70.00 % and the students of Timeline School deserved 66.66 % and Gokarneshwor Madhyamik Vidhyalaya deserved 73.33 %. Here, the proficiency of students of M.S.S. and G. Ma. Vi. found more proficient than other two schools.
- viii. In expressing Apologizing, the students of Mount Summit School and Gorakhshya Nikhil Jyoti Divya Vidhyashram deserved 83.33 %, the

students of Timeline School 66.66 % and the students of GokarneshworMadhyamikVidhyalaya got 63.33 %. Here, the proficiency of M. S. S. and G. N . J. D.V. found very high than other two schools in Apologizing.

- ix. In the overall comparison, the proficiency in using the five communicative functions, the students of M .S. S. found better. They deserved the first rank with 81.00 %, G. N. J . D.V. deserved the second rank with 76.66 %, G. Ma. Vi. deserved the third rank with 72.33 % and T. S. deserved the fourth rank with 70.00 %.
- x. Some errors which committed by the students were related to the use of inappropriate structure, addition or deletion of preposition, pronoun, auxiliaries verbs, verbs, and inappropriate use of them, synthetic errors, and misuse of exponents and so on.
- xi. There also seen the influence of mother tongue in uttering the sound and the use of Nepalese words instead native words. Some students said 'mama's house' instead maternal uncle's house.

## **5.2 Conclusion**

Language function can be defined as the purpose for which it is used and what we can do with the language is its function. For example, we can suggest with the language function, therefore suggesting is one of the language functions. Middlemiss (2009) says, 'Language functions are the purpose for which people speak or write'. So, language function is the act what we perform after receiving. In the same way, language proficiency is the ability of an individual to speak or perform in an acquired language. In other words, language proficiency means one's mastery over the language.

I organized this study into five distinct chapters. In the first chapter I have discussed the background of study, statement of the Problems. I have also set the objective of the study, delimitations of the study and operational definitions of the key terms. Similarly, in chapter two, I reviewed the theoretical and empirical

literature, discussed implications of the study and also developed conceptual framework. Likewise, in the chapter three, I have discussed the design of the study, set sample population and sampling strategy, research tools, sources of data, data collection procedures and data analysis procedures with ethical considerations. In the same way, in chapter four, I have analysed and interpreted the data and presented the result in different form such as 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, in chapter five, I have presented the findings, conclusion, and recommendations in three different levels like policy level, practice level and further research related. I have concluded this study with keeping the references and Appendices.

The conclusion is presented in the following points:

- i. The aggregate proficiency of the secondary level students in using the five communicative functions in Kathmandu district is 75.08 %, which is satisfactory.
- ii. Similarly, the aggregate proficiency level of secondary level students in using exponent Making Plan found 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 %.
- iii. In the overall comparison, the proficiency in using the five communicative functions, the students of M .S. S. found better. They deserved the first rank with 81.00 %, G. N. J . D.V. deserved the second rank with 76.66 %, G. Ma. Vi. deserved the third rank with 72.33 % and T. S. deserved the fourth rank with 70.00 %.
- iv. This study shows that the students were found using only one or few form or structure for most of the communicative functions.

From the findings above, it is concluded that aggregate proficiency level of students in using communicative functions in Kathmandu district found satisfactory. Students were found good in using the exponents Making Plan and Apologizing. I found an average level of proficiency in using the exponent Suggesting or Advising among the exponents but, the proficiency level found very weak in using the exponents Making Request and Expressing Condolence or Sympathy. For the better improvement of students in using the communicative functions, they should get chance to participate in communicative activities like conversations, table talk, interviews and so on. So, the concerned authorities should focus on such activities and areas too.

### **5.3 Recommendations**

On the basis of findings of this study, the following recommendations have been extracted in three different sections i.e. policy related, practice related And Further research related.

#### **5.3.1 Policy Related**

Policy is a plan of an action chose or agreed by a certain organisation, institution, business, state and so on. Every nation has its own policy in different sectors. Since policy is a higher level of action, it works as a catalyst for the development of certain sector. Therecommendations of this study related to the policy level are as follows.

- One of the findings of this study shows that the students were found using only a few forms or structures in using the communicative functions apologizing and making plan. Therefore, the concerned authorities such as textbook writers, teacher trainers, curriculum designers and policy makers are suggested to include many forms, structures and ways in the textbook.
- Similarly, the next findings of this study shows that students' proficiency in using communicative function Making Request and Expressing

Condolence or Sympathy found very poor. So the concerned authorities like textbookwriters and curriculum designers are suggested to include especial policies and techniques in using all exponents equally.

- Likewise, there also found lack of native accents, inappropriate uttering of sounds, Syntactic Errors. So, the concerned authorities are suggested to include other more materials such as conversation texts, audiocassette in the course compulsorily in order to enhance more skills and knowledge.
- In the same way, some students were not able to answer some questions because they felt difficult to face oral examination. In order to make them habitual, the concerned authorities are suggested to include some questions from language functions too. So that, the students become ready to use them whenever.

### **5.3.2 Practice Related**

Some recommendations are provided for practice related based on the findings of the study are as follows.

- One of the findings of this study shows that the average proficiency level in using the five communicative functions of secondary level students in Kathmandu district is 75.08 %, it should be a little bit higher than this. So, the concerned people like teachers and students are suggested to make or be more interactive and communicative regarding the above mentioned communicative functions exponents.
- One of the findings of this study shows that the students were found using only one or few form or structure in using the communicative functions. So, the teachers are suggested to provide as many as structures to strengthen them.
- In the same way, there also had seen inappropriate pronunciation, lack of native accents and influence of mother tongue. So, the concerned authorities like teachers and school administration are suggested make

available or use of audiocassette and videos of native speakers, language lab, to provide opportunities in participating seminars, workshops. Where they can get various ideas from experts, linguists and so on.

- Similarly, another finding of this study shows that some students were found using many exponents as one form. So, the teachers are suggested to make them clear that one exponent is use for only one communicative function.

### **5.3.3 Further Research Related**

Nothing can be absolutely perfect in this world. This study also could not cover all the areas of the research. It might have some limitations as well. However, I have pointed out some related areas for the further study. Such recommendations presented here for the future study are;

- This study was limited to only five exponents of communicative functions. So, further research can be conducted in other exponents like Congratulating, Directing, Expressing Likes and Dislikes and so on.
- This study was only limited to the secondary level students and further research can be done in other levels like lower secondary, primary, higher secondary and so on.
- This study was confined only in Kathmandu district. So, other study can be conducted in other districts.
- For the further study, the related topics could be ‘Students Proficiency in the Use of Communicative Functions: Congratulating and Thanking’, ‘Students Proficiency in Using Communicative Functions: Likes and Dislike’, ‘Lower Level’s Students Proficiency in the Use of Communicative Functions’ and so on.
- This study can be beneficial for all who want to study in the related field and subject.

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## Appendix – I

**Time:- 30 m.**

**F.M.:- 20**

**Answer the following questions orally. 10x2=20**

1. Suppose next week there is a festival. What will you do on coming festival?  
Make a plan of your activity.
2. Suppose you will have a couple of week vacation in coming month. What will you plan to do for the coming vacation?
3. You are in your classroom, the window beside you is open and you feel very cold. Now make a request to the friend who is near by the window to close it.
4. There is some sugar in the bowl. You are not able to get it easily. Now make a request to a friend to pass the sugar bowl.
5. You have already known that the bridge is about to collapse. A person is about to cross the bridge by his bicycle. How do you suggest him about the condition?
6. Your younger sister is going to take an exam but is not prepared well. How do you suggest her?
7. Your friend's grandfather has died recently in an accident. Do express condolence to your friend.
8. Your friend failed the examination. She is still weeping and feeling sad. Do express sympathy to her.
9. You picked up somebody's book by mistake; she asked her book with you. How do you apologize for that?
10. You saw a friend; you went near and kept your hand on his shoulder. When he turned at you, he was not who you thought, he was just looked like your friend. How do you apologize in such situation?

**-:Thank you:-**

## Appendix – II

### Oral Responses Given by the Participant.

Participant Student's Name:-*AnuskaDev* Roll No.:- *Three* Class:- *Ten*

School's Name :-*Mount Summit School*

- i. I am planning to go for shopping with my parents.
- ii. I am thinking to visit different historical places with my friends.
- iii. I will be very grateful if you could close the window for me, I'm feeling cold.
- iv. Could you please provide a sugar bowl? I'm not able to get that.
- v. It will be better if you go to another way because, the bridge has collapsed.
- vi. If I were you I would take tuition class and study hard for my next examination soon.
- vii. I deeply saddened to hear about your grandfather died in an accident.
- viii. I am extremely sorry; you should try again to get better marks in coming exam.
- ix. I am really sorry I didn't realize I think that was my book.
- x. I am really sorry I thought you were my friend.

## Appendix - III

### Oral Responses Given by the Participant.

Participant Student's Name:-*ChhiringLama* Roll No.:- *One* Class:- *Ten*

School's Name :-*Gorakhshya Nikhil JyotiDivyaVidhysham*

- i. I am planning to go to the tallest hill Chandragiri.
- ii. I am planning to goto thePokharawith my parents.
- iii. Excuse me could you close the window which is near by you.
- iv. Could you please giveme the sugar bowl?
- v. It would be better to stop your bicycle for a while.
- vi. Why don't you study for a while in a few timeyou have.
- vii. I deeply saddened to grandfather deathand accident.
- viii. Oh no, I am really sorryto learn your exam.
- ix. Oh sorry I didn't realize this id not my book.
- x. I must apologize for myself you are not my friend.

Appendix –iv

**Oral Responses Given by the Participant.**

Participant Student's Name:-*AmitRijal* Roll No.:-26 Class:- *Ten*

School's Name :-*Timeline School*

- i. I am planning to go for shopping with my friend.
- ii. I go visit the Nuwakot with my friends.
- iii. Could you close the window I feel very cold.
- iv. You don't go, from the other side the please.
- v. I am sorry...
- vi. I am so sorry to your that grandfather death.
- vii. I am sorry...
- viii. Sorry about that ...
- ix. I apologize for saying that...
- x. Sorry...

## Appendix – V

### Oral Responses Given by the Participant.

Participant Student's Name:-*SonuYonjan* Roll No.:- *Six* Class:- *Ten*

School's Name :-*GokarneshworMadhyamikVidhyalaya*

- i. I thinkingabout celebrating this year with my whole family.
- ii. I planning to goMustang with my cousin.
- iii. Would you midclosing the window near you.
- iv. Excuse me could you please pass that sugar bowl to me.
- v. It would be better if youdon't go there because, the bridgeis about to collapse.
- vi. It would be better if join tuition classes.
- vii. I sorry to hear about your grandfather's death.
- viii. I so sorry to learn about your examdon't worry you will do better next time.
- ix. I so sorry that I took your book by mistake I thought it was mine.
- x. I must apologize for what I did, I thought you were my friend, so I did so.