

**COMMUNICATIVE ABILITIES OF PROFICIENCY  
CERTIFICATE LEVEL STUDENTS  
IN ENGLISH**

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

**Submitted by  
Laxman Devkota**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2010**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Laxman Devkota** has prepared this thesis entitled **“Communicative Abilities of Proficiency Certificate Level Students in English”** under my guidance and supervision.

I recommend this dissertation for acceptance.

Date : 2067-01-19

-----

**Dr. Chandreswar Mishra**

**(Guide)**

Professor and Head

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following “Research Guidance Committee”.

**Dr. Chandreshwar Mishra**

Professor and Head

Department of English Education

T. U., Kirtipur, Kathamandu, Nepal

.....

Chairperson

**Dr. Jai Raj Awasthi**

Professor

Department of English Education

Chairperson

English and Other Foreign Language Education

Subject Committee

T.U., Kirtipur, Kathmandu, Nepal

.....

Member

**Dr. Anjana Bhattarai**

Reader

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

.....

Member

Date:.....

## EVALUATION AND APPROVAL

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

**Dr. Chandreshwar Mishra**

Professor and Head

Department of English Education

T. U., Kirtipur, Kathamandu, Nepal

.....

Chairperson

**Dr. Jai Raj Awasthi**

Professor

Department of English Education

Chairperson

English and Other Foreign Language Education

Subject Committee

T.U., Kirtipur, Kathmandu, Nepal

.....

Member

**Dr. Anjana Bhattarai**

Reader

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

.....

Member

Date:.....

## DECLARATION

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

Date: .2067-01-17

.....

**Laxman Devkota**

# DEDICATION

*Dedicated to  
my parents and teachers who devoted their entire life  
to make me what I am today.*

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**Laxman Devkota**

## **ABSTRACT**

The research entitled “Communicative Abilities of Proficiency Certificate Level Students in English” attempts to examine the communicative ability of PCL students. The study focused to analyze and examine the communicative ability of those students in terms of informant and content oriented variables. In order to carry out this research, both the primary and secondary data were collected. The primary sources of data consisted of 80 students, 40 from Education and the other 40 from Humanities selected by using random sampling procedure who were the main sources of data. Then the researcher studied and analyzed them in terms of different variables descriptively and statistically. On the basis of this analysis of data, the researcher found out that the communicative proficiency of Education second year students was better than Humanities second year students. Similarly, the researcher also found that all the students were better in receptive and written productive abilities of language functions than oral production test.

The study consists of four chapters. Chapter one deals with the introduction which consists of general background, literature review, objectives of the study and significance of the study. Chapter two consists of the methodology of the study. It encompasses the sources of data, population of the study, sampling procedures, tools for data collection, process of data collection and limitation of the study. Chapter three consists of analysis and interpretation of the collected data. The data were analyzed on the basis of variables specified objectives i.e. the holistic, stream-wise, campus-wise, gender-wise and item-wise analysis of the students’ proficiency in communication in English. Chapter four incorporates findings and the recommendations. On the basis of the analyzed data, some findings have been listed, and in turn, on the basis of these findings, some recommendations have been made.

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## ABBREVIATIONS AND SYMBOLS

Avg.	:	Average
B. Ed.	:	Bachelor of Education
CDC	:	Curriculum Development Center
C.L.A. :		Communicative Language Ability
Dr.	:	Doctor
e.g.	:	Example
et al	:	and other people
etc.	:	Etcetera
F.M.	:	Full Marks
FOE	:	Faculty of Education
i.e.	:	That is
Mr.	:	Mister
No	:	Number
PCL	:	Proficiency Certificate Level
Prof.	:	Professor
Regd.	:	Registered
S/he	:	She or He
T.U.	:	Tribhuban University
Voc.	:	Vocabulary
Vs.	:	Versus
%	:	Percentage
Pro.	:	Productive
G.	:	Group
S.M.C.:		Saptagandaki Multiple Campus
()	:	Extra Information

# CHAPTER - ONE

## INTRODUCTION

### 1.1 General Background

Language is widely used means of communication among people. It is a gift of human beings. No other creatures use language except human beings. So, it is species specific. It is specially human possession. Language is the medium of communication by the help of which human beings are being able to interact, share and interchange their ideas, opinions and thoughts with each other. Language has different characteristics which make it different from other communication systems.

There are various modes of communication viz. aural, visual, olfactory, tactile and gustatory. However, only aural and visual modes of communications are possible in linguistics.

Language is a means of communication through which we share our ideas, feelings, thoughts and emotions. It is so essential for human beings that it is almost impossible to survive without it. In fact, the uniqueness of human lies in the way he/she communicates with language. It is language that makes him/her different from other animals.

In short, language is like human being: it takes its birth, grows up and dies in course of time. English, Nepali and Sanskrit are the examples of fully developed, still growing up and dead languages respectively.

Regarding the definition of language different scholars have defined it in different ways. According to Sapir (1978, p.8) "Language is a purely human and non instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols."

In the Encyclopedia Britannica (vol. 13) language is defined as "an arbitrary system of vocal symbols by means of which human being as member of social group and participants in a culture interacts and communicates." (as quoted by Yadav 2007, p. 2)

Language is manifested through speech and writing. We can find different languages being used in different communities of people. It may differ from one country to another country, one community to another community and one caste to another caste. Wardhaugh (1998, p.1) defines it as "What the members of a particular society speak."

Chomsky defines language in his book 'syntactic structure' (1957, p. 13), "From now on I will consider a language to be a set (Finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements."

Schwartzs et al. (1963) define language as "A system of arbitrary vocal symbols by which member of a social group cooperate and interact". (as quoted by Shahi 2007, p.3)

### **1.1.1 The English Language**

English is one of the international language in the world. It is a principal language for international communication and gateway to the world. No language in the world is as popular as English. It is a lingua franca into the world. It is the most popular language used in international meetings and conferences. Not only this, but English is also serving as an important vehicle for the transmission of civilization and culture from the western world to the eastern world and vice-versa. Thus, English is growing as a global language because it has become the language of business, internet, sports, civil aviation, medicine, science and technology.

English has become an appropriate international language in Nepal and a vital tool for any student to become successful in local, national and international communication. In the context of Nepal, the gravity of teaching the English language was realized from the beginning and it was taught as a compulsory subject up to bachelor level. In addition, it is used as an access language, a library language and as a means of instruction and evaluation at the higher levels of Education. Regarding all these things into consideration, English was given a high priority over other international languages in the world.

### **1.1.2 English in Nepal**

The development of English Education in Nepal is closely associated with the rise of Prime Minister Jung Bahadur Rana. After his visit of England, he established Durbar High School in 1854. It was the first English School to teach the English language in Nepal. Since then English has been in used in the curriculum of Nepal. In some faculties English has been made compulsory up to Bachelor's level. Now, it has passed many decades by modernizing its aims of teaching and learning.

In the past, there were no trained teachers and their teaching technique was solely based on grammar translation method. To introduce the modern methods, techniques and approaches in language teaching two departments are working in T.U. with difference purposes. Central

Department of English emphasises on language, literature and art. On the other hand Department of English Education is concerned with the production of the trained English language teachers.

### 1.1.3 Language Function

Language function can be broadly classified as grammatical and communicative functions. Grammatical functions deal with the relationship of one constituent with the other in a sentence. There are mainly five grammatical functions, viz. subject, predicate, object, complement and adjunct. For example, in a sentence - He gives me a book, 'he' is subject, and 'gives me a book' is the predicate. The main function of language is its communicative use. Communicative function of the language refers to the purpose for which a language is used in a community. Communicative function is the thing that the people do using language. In short, the term language function refers to the communicative function of language. Grammatical functions have nothing to do with communication. Only communicative functions have a great role in communication. They are described in details below:

According, to Sthapit (2000, p.9) "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:

- Substance** : Glass, 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 phrase.
- Function** : Communicating message.

A glass has the purpose of serving liquid or it is used to serve liquid. Therefore serving liquid is the function of a glass. Similarly, a form of language such as - Hari is a good writer describes a man. Therefore its function is to describe people. Another language form such as – 'Would you mind opening the door?' requests someone to open the door. Therefore its function is to make a request.

### 1.1.4 Language Function: Some Classifications

**Halliday** (1964, p.78) Classifies the functions of language into three categories.

- (i) Ideational Function : Expressing ideas and message i.e. the speaker's experience of the real external world including the inner-world of his consciousness are "ideational functions."
- (ii) Interpersonal Function : The use of language to maintain interpersonal social relationship is related to interpersonal of language. By means of this function of language makes a society living and dynamic.
- (iii) Textual Function : Textual function refers to the talking of language itself. In other words, language is used to make itself cohesive and coherent. This enables the speaker or writer to construct a text and enables the learner or reader to distinguish a text from a random set of sentences.

Thus, Halliday has given the importance of language function for expressing one's feeling to maintain social relationship in a society. Similarly, he has mentioned the use of language to make itself cohesive. Here the purpose of researcher is to highlight the function of language for communication.

**Austin** (1962,p.47) points out two types of language function:

- (i) Constative function/sentence : The constative function or sentence describes, states or tells us something about something. It does not demand any physical or verbal responses. It just refers to something without making any change. For example, I am teacher. The earth is round etc.
- (ii) Performative function/sentence: The performative sentence or expression performs some action or does acts. It makes some change in situation demanding verbal or physical response. For example 'Go there', 'What is your name?' etc.

Thus, Austin has given emphasis on what the language does in its use. In other words he has emphasized on speech act that refers to the function of language itself.

**Van Ek** (1975) as quoted by Bhandari and Gyawali (2001,p.7) has classified the function of language into six different types:

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

Comparing the views of Austin with that of Van EK on language function we can deduct the fact that Austin seems to emphasize on what the people do using language and Van EK mentions the different thing the language does. The core message of both of the linguists seems to be the same.

**Finocchiaro** (1983,p.5) classifies the language functions into the following broad categories.

- (i) Personal: Clarifying or arranging ones ideas, expressing one's thought or feelings.
- (ii) Interpersonal: Enabling us to establish and maintain desirable social relationships.
- (iii) Directives: Attempting to influence the actions of others accepting or refusing direction.
- (iv) Referential: Talking to report things, actions events or people in the environment in the future, talking about language (often learned as meto - linguistic)
- (v) Imaginative: Discussing, expressing ideas, suggesting, solving problems etc.

Finocchiaro and Van Ek seem to agree on the view that language has the functions of expressing one's internal feelings. To denote the same function Van Ek uses the terminology – intellectual attitude whereas Finocchiaro uses different terminology that is personal. To

denote the functions like leaving, thanking, introducing etc Van Ek uses the term socializing whereas Finocchiaro uses the term 'Interpersonal'.

**Corder** (1973,p.44) classifies language functions on the basis of the factors of a speech event, which are as follows.

- (i) Personal: If the is towards the speaker we have the personal function of language. It is through this function that the speaker reveals his attitude towards what he is speaking about.
- (ii) Directive: If the orientation is towards hearer we have the directive function of language. It is the function of controlling the behavior of the participant.
- (iii) Phatic: If the focus is on the contact between the participates we have the phatic function of language which established relations, maintains them and promotes feelings of goodwill and fellowship or social solidarity.
- (iv) Referential: If the focus is on topic we have referential function of language.
- (v) Metalinguistic: This function is associated with the code. When language is used to talk about language itself, it is the metalinguistic function of language.
- (vi) Imaginative: Where the focus is on the message, we have the imaginative function of language.

Several linguists have classified language functions differently. They seemed to agree that language is used to communicate something. It serves the function of communicating ideas or thoughts. Thus, what language does in the society according to the situation is its function. In other words, what we can do through the use of language is its function. We can communicate through the use of language. Therefore, communication is the overall global function of language. For example, we can ask or make a query, we can command, request, order, caution, direct, instruct, propose and advise etc. through the use of language.

So, here in this present research, the researcher seeks to focus on the use of suitable function of language that reflects the ability to use the language according to the time, situation and need of the society (listener and speaker).

## 1.1.5 Communicative Proficiency: A Theoretical Review

Communicative proficiency is sometimes described as communicative language ability and more commonly as communicative competence. Its brief overview is presented below.

### 1.1.5.1 Definition of Communicative Competence

Communicative competence is that aspect of language which enables the human being to convey and interpret a message and to negotiate meaning interpersonally within the specific situation. It refers to the native speaker's ability to produce and understand sentences, which he has never heard and produced before. It also refers to the ability of the people to use and produce the grammatically correct sentences in an appropriate situation.

Richards et al. (1985,p. 49) define communicative competence “ as the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences.”

Communicative Competence includes:

- ) Knowledge of the grammar and vocabulary of the language.
- ) Knowledge of rules of speaking (e.g. Knowing how to begin and end conversations, knowing that topics may be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different persons one speaks to and in different situations).
- ) Knowing how to use and respond to different types of speech acts, such as requests, apologies, thanks and invitations.
- ) Knowing how to use language appropriately. For example, when someone wishes to communicate with others, they must recognize the social setting, their relationship to the other persons and the types of language they can be used for a particular occasion. They must also be able to interpret written or spoken sentences within the total context in which they are used for e.g. The English statement Its rather cold here could be a request particularly to someone in lower role relationship, to close the window or door, or to turn on the heater. (as cited in Shahi 2007,p.9)

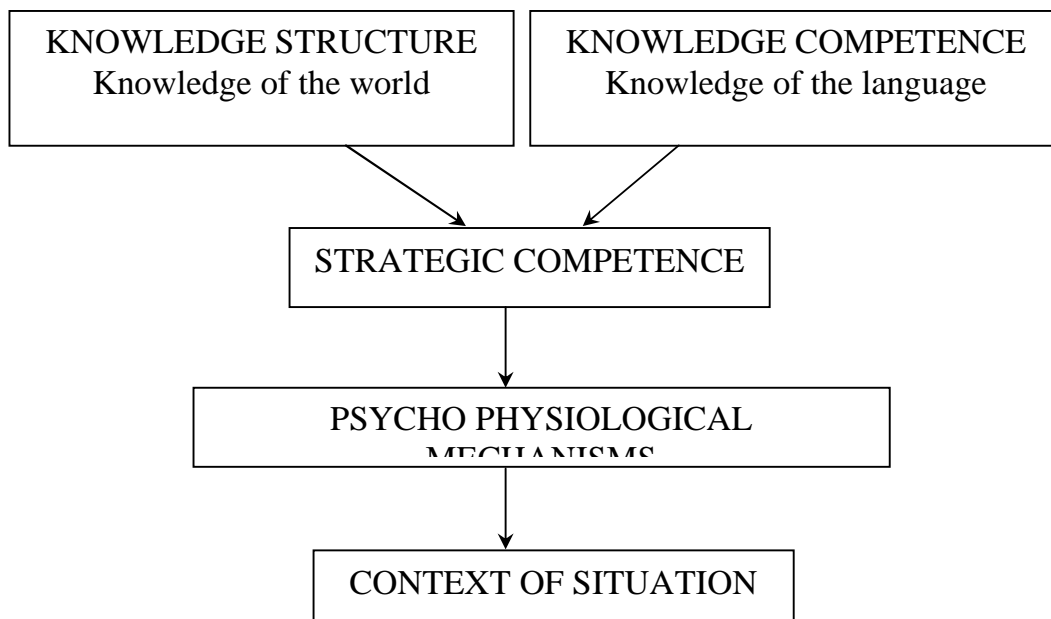
### 1.1.5.2 A Theoretical Framework of Communicative Language Ability (CLA)

According to Bachman (1990) communicative language ability can be described as consisting of both knowledge or competence and the capacity for implementing or executing competence in appropriate context. In this theoretical framework of communicative language ability the researcher has included three components.

- ) Language Competence
- ) Strategic Competence
- ) Psycho-physiological mechanisms

Language competence comprises essentially a set of specific knowledge components that are utilized in communication via language. Strategic competence is a term that is used to characterize the mental capacity for implementing the components of language competence in conceptualized communicative language use. Strategic competence thus, provides the means for relating language competence to fit the context of situation in which language is used. Psycho-physiological mechanism refers to the neurological and psychological processes involved in the actual execution of language as a physical phenomenon. The interactions of these components of communicative language ability with the language use context and language users knowledge structures are illustrated in the following figure:

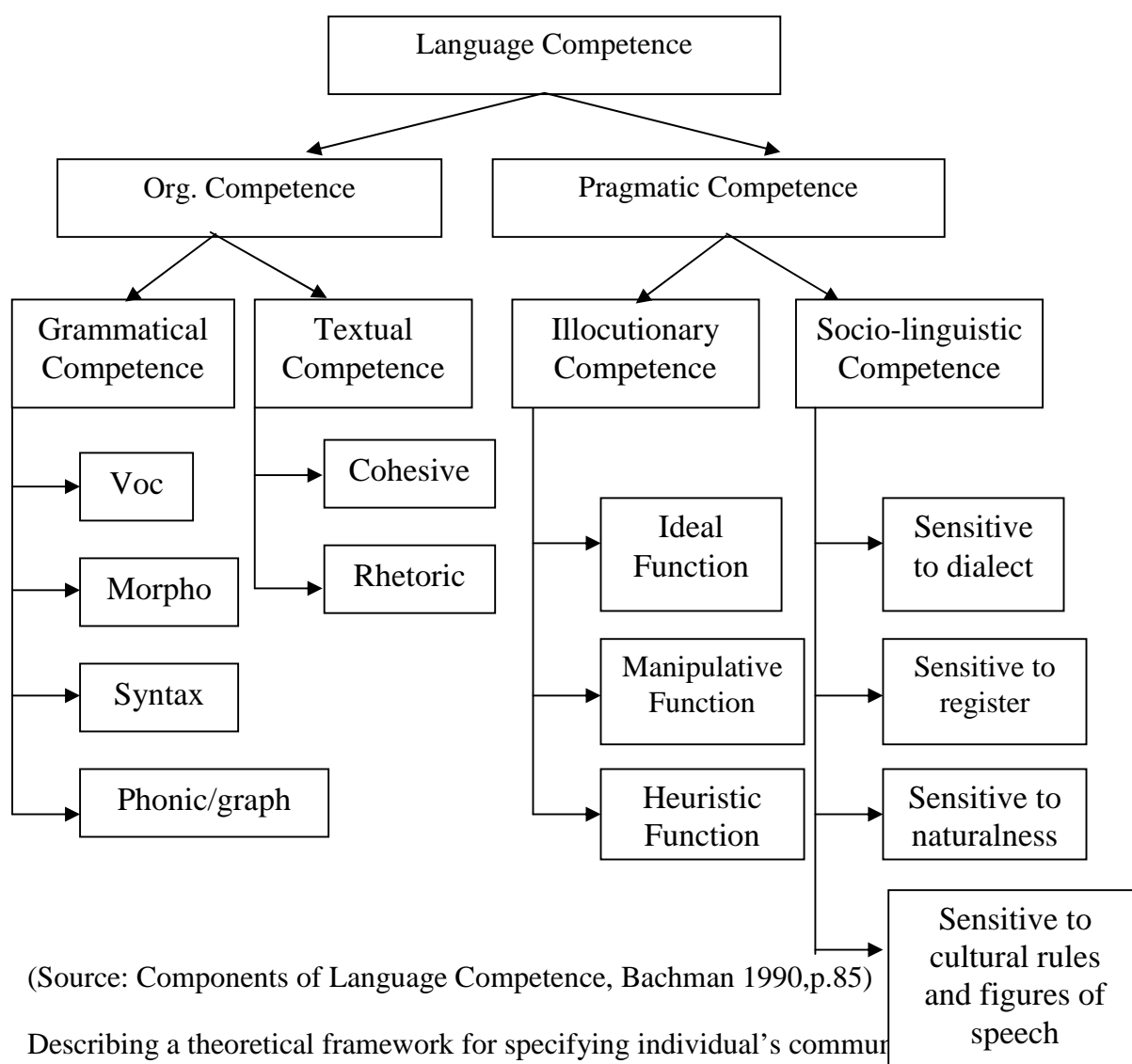
**Figure No. 1**



(Source: Components of Communicative Language Ability in Communicative Language Use, Bachman, 1990, p. 87)

The description of language competence presented here builds up on these empirical findings by grouping morphology, syntax, vocabulary, cohesion and organization under one component "organizational competence". Pragmatic competence is redefined to include not only elements of sociolinguistic competence but also those ability related to the functions that are performed through language use. Language competence can thus be classified into two types: organizational competence and pragmatic competence. Each of these consists of several categories. The components are illustrated in the following figure:

**Figure No. 2**



(Source: Components of Language Competence, Bachman 1990,p.85)

Describing a theoretical framework for specifying individual's communication in a second language, Munby (1978) includes 'linguistic encoding (the realization of language use as verbal forms) socio-semantic basis of linguistic knowledge and discourse level

operation. Canale and Swain (1980), examining theoretical basis of language teaching and language testing, distinguish grammatical competence which includes lexis, morphology, sentence grammar, semantics and phonology from 'socio-linguistic competence' which consists of socio-cultural rules of discourse, while Canale (1983), makes a further distinction between 'socio-linguistic competence and discourse competence' (cohesion and coherence). Hymes's (1982) in a for reaching description of linguistic competence includes 'resource grammar' 'discourse grammar and performance style. Bachman and Palmer (1982), on the other hand, found some support for distinctness of components of what they called 'communicative proficiency'. They developed pragmatic competence and sociolinguistic competence. The result of the study suggests that their components of what they called grammatical and pragmatic competence are closely related with each other.

### **1.1.5.3 Description and Characterization of Communicative Competence**

The concept of communicative competence is so vast and complicated that possibly no answer can describe it comprehensibly or even adequately. Communicative competence will perhaps remain unexplained forever. Broadly speaking, communicative competence can be said to consist of the following three components:

#### **a. The Extended Linguistic Competence**

The "extended linguistic competence" is linguistic competence extended in two directions, vertically and horizontally. Along the vertical dimension, the extension is stretched out to higher level of language. Linguistic competence covers the competence of linguistic units upto the sentences level only (ie. Morpheme to sentence). Extended linguistic competence includes the competence of linguistic texts of supra sentential levels as well. And along the horizontal dimension, it adds a functional or communicative perspective to linguistic competence. Linguistic competence deals only with the formal systems of language whereas extended linguistic competence looks at language not only as a system of formal structures, but also as a system of discourse or communicative acts.

#### **b. The Extra- Linguistic Competence**

It refers to the ability of a person to understand and interpret the language with the help of extra linguistic features of language like voice, tone, justure, facial expression, situative context and culture as well. Learning to communicate in a foreign tongue involves not just learning to use the language in questions, but also learning to behave according to the culture. Non verbal behavioral systems also differ from culture of that speech community. Just as

languages differ from culture to culture so, the teaching of these extra linguistic systems should form an integral part of language teaching in its broad sense. So while teaching the language to develop the communicative ability, we should teach the other modes (non-verbal behavioral patterns) of communication as well not as an alternative means of communication but as an integral part of communication.

### **c. The Pragmatic Competence or Language Sensitivity**

What exactly constitutes pragmatic competence can not be pointed out specifically. It is being studied currently. Talking about pragmatic competence is just like taking about 'Pandora's box.' Basically, it refers to the language users ability to assess the context to communication as a whole which includes sensitivity to and knowledge of the environment, the physical and socio- economic characteristics of things and the functions they serve in our daily lives, the behavioral patterns of human beings; the social norms and values; the semantic systems underlying symbols and allusions, connotations and collocations, overtones and undertones; the paralinguistic and sociolinguistic features of communication, the strategies adopted for effective communication; the body language and other individual characteristic features of the participants involved , and a complicated net -work of interrelationships among all these factors. With the help of above discussion the researcher asserts that the ability to interpret the things according to the context is termed as pragmatic competence.

In this research the researcher has used the terms 'language competence' and 'communicative competence' synonymously. And the researcher has followed the characterization and description of 'communicative competence ' mentioned by Sthapit (2000) .There are mainly two reasons to follow him: first he deals with 'communicative competence.' He has mentioned that objective of language teaching and learning is to develop the communicative competence. Secondly, the characteristics mentioned in his communicative competence are more advanced and wider in nature.

And lastly, Sthapit's 'competence' is more convincing than Noam Chomsky's 'competence' used in the context of transformational generative grammar in a number of ways. Firstly, Chomsky's 'competence' is formal in nature but Sthapit's 'competence' is formal and functional in nature. Secondly, the Chomsky's 'competence' is limited to the sentence level only (linguistic competence) but Sthapit's 'extended linguistic competence' is stretched into two directions. Along the vertical dimension, he has extended 'linguistic competence' from

sentence level to supra-sentential level as well. And along the horizontal dimensions, he has added the system of 'discourse' or 'communicative acts' into the formal system of language. Thirdly, the Chomsky's 'competence' is based on idealized data (data from an ideal speaker listener) while Sthapit's 'competence' is based on real life data. Fourthly, Chomsky uses the term 'competence' only in the sense of underlying mental ability whereas Sthapit's 'competence' includes both mental and performance ability of language.

### **1.1.6 Measurement of Communicative Proficiency**

The term 'measurement' refers to the process of quantifying the characteristics of person according to explicit procedures and rules. This definition of measurement includes three distinguishing features of an individual. Quantification involves the assigning of numbers such as verbal accounts or nonverbal, non-numerical categories or ranking etc. The second term 'characteristics' refers to the indirect observation of mental attributes such as aptitude, intelligence, motivation and field dependence/ independence and attitude. The third characteristics' of measurement is rules and procedures. It means the 'blind' or haphazard assignment of numbers, to characteristics of individuals can not be regarded as measurement. Measurements then are distinguished from such 'pseudo' measurement by the explicit procedures and rules upon which they are based. There are many different types of measurement in the social and sciences including rankings, rating scales and tests.

The language ability which we are interested in measuring are abstract and that we can never directly observe, or know in any absolute sense, an individual true score for any ability. This can only be estimated on the basis of the score actually obtained on a given text of that ability.

#### **1.1.6.1 Testing Communicative Functions**

Language is used to communicate feelings and the thoughts among the people in the society/community. So, the purpose of learning language is to exchange the ideas and feelings among the people in society. In short, the service of language in a community or between listener and speaker is the language function. For example, requesting, commanding and suggesting. So, testing communicative functions tends to measure the language in use regarding the ability of expressing and understanding different communicative functions in different situations. The type of questions for communicative test should be either to find out the suitable expression for the given situation or to find out what communicative function is served by each of the given exponents. For e.g.

**Type 1:** Which of the following exponents serve requesting or a communicative function?

- ) Open the door.
- ) He opened the door.
- ) Do you open the door?
- ) Would you mind opening the door?

**Type 2:** Fill in the blanks with appropriate words.

The expression "Pardon me ....."

Serves the communicative function of .....

### **1.1.6.2 Testing Pragmatic Sensitivity**

Pragmatics refers to the study of language in social context. Context refers to mainly the participants such as speaker and hearer, and situation (the time, place etc). In another words, pragmatics deals with the relationship between language and context in which the language and its meaning is interpreted. Pragmatics, thus, is the highest and the most abstract levels of language and is difficult to test its sensitivity. However, the following type of questions can be used for testing pragmatic sensitivity. For example:

A father addressing to his daughter says, "Stop talking like that otherwise I will sew your mouth." This means the father:

- (i) Intends to sew the mouth of his daughter.
- (ii) Believes he can sew his daughter's mouth.
- (iii) Wants to frighten his daughter.

### **1.1.6.3 Testing Speaking**

Testing ability to speak is the most important aspect of language testing. However, at all stages beyond the elementary levels of mimicry and repetition it is an extremely difficult skill to test, as it is too complex skill to permit and reliable analysis to be made for the purpose of objective testing. Question relating to criteria for measuring the speaking skills and correct pronunciation remain largely unanswered. It is possible for people to communicate but still they are unable to communicate their ideas appropriately and effectively. On the other hand,

people may make numerous errors in both phonology and syntax yet succeed in expressing themselves fairly and clearly.

The general technique of testing speaking is to give the students sufficient clues to produce certain utterances that contain the problems. The usual technique of testing speaking ability may take usually the form of oral interview, a picture description and reading aloud etc.

The researcher sought to test the oral productions of the students by asking .....

- (i) To give directions.
- (ii) To give an oral interview.

## **1.2 Review of Related Literature**

Different research studies related to this area have been carried out but no research has been done regarding the comparative study on the communicative ability between the students of Humanities and Education second year. Some research studies related to this area are as follows:

**Giri** (1981) carried out a research on "A comparative study of English language proficiency of the students studying in grade 10 in the secondary level of Doti and Kathmandu districts". He found that the students of urban had greater proficiency in the English language than the rural school students.

**Pokharel** (2000) has studied on "Teaching Communicative Functions, Inductively and Deductively." He found that teaching communicative function inductively is more satisfactory than teaching them deductively.

**Kandel** (2000) carried out a research entitled "A study on the proficiency of B.Ed. students." He found that the proficiency of B.Ed. students of English was inadequate. The students could not perform equally well in all the skills.

**Poudel** (2004) conducted a research work on "A comparative study on the Communicative Proficiency of M.A. and M.Ed. 1<sup>st</sup> year students has concluded that the Communicative Proficiency of M.Ed. 1<sup>st</sup> year students was better than that of the proficiency of M.A. first year students.

**Yadav** (2007) carried out a research entitled "A comparative study on public and private schools of grade nine." Her conclusion was the communicative proficiency of private schools' students was better than that of the communicative proficiency of public schools students.

The above mentioned reviews show that none of the research has been carried out on the communicative ability of PCL students. So, this topic has been selected by the researcher for the study. It was necessary to carry out this type of research because it will provide the new information regarding the communicative ability of Education and Humanities 2<sup>nd</sup> year students. After comparing the ability of both groups it will be easy to find out the needs of the students that what elements are lacked in the present conducting teaching learning course of English in Tribhuvan University.

### **1.3 Objective of the Study**

The objectives of the study were as follows.

- (1) To determine the communicative ability of PCL students.
- (2) To compare the ability of the students in terms of the following variables.
  - (i) Informant oriented variables
    - ) Education vs Humanities 2<sup>nd</sup> year students.
    - ) Male vs female
    - ) Student's background : Private vs public
  - (ii) Content oriented variables
    - ) Receptive ability of language function
    - ) Productive ability of language function
    - ) Oral production test
- (3) To suggest some pedagogical implications

### **1.4 Significance of the Study**

This study will be useful for all those who are directly or indirectly involved in English language learning and teaching. It will also be very useful for curriculum designers, textbook writers, teacher trainers and new researchers.

# CHAPTER - TWO

## METHODOLOGY

This chapter describes the plans and procedures of the study. The researcher followed the following methodology during the study to achieve the desired objectives of the study.

### 2.1 Sources of Data

Both the primary and secondary sources of data were used by the researcher since both of them seemed significant in this study.

#### 2.1.1 Primary Sources of Data

The primary sources of data for the study were the PCL students studying in Education and Humanities second year.

#### 2.1.2. Secondary Sources of Data

Secondary sources of data were the related books (Corder: 1973), journal (Bhattari: 2006), research reports and articles which have close relevance with the present study. Apart from these, different related theses approved in the Department of English Education (Guragai:2003), test items and recorded materials related to the study were the other sources of data.

### 2.2. The Population of the Study

The population of the study consists of the PCL second year students of Tribhuvan University studying in two different campuses of Chitwan district: Saptagandi Multiple Campus and Birendra Multiple Campus.

### 2.3 Sampling Procedure

The sample population was 80 students, 40 from Education and the other 40 from Humanities and Social Science had been selected by using random sampling procedure.

### 2.4 Tools for Data Collection

For this present research, test items were the tools for data collection. Test items consist of mainly three types of questions that test the receptive type of language functions, productive type of language functions and oral production test (speaking test). The full marks of the test

items were 50, 15 marks was allotted for testing the receptive ability, 15 marks for testing the productive ability and 20 marks for testing oral productive ability.

Both the productive and receptive ability of the students were elicited by using different kinds of test items.

## **2.5 Process of Data Collection**

The researcher used the following procedures to collect the data:

- (i) First of all, he made contact with the concerned people and explained the purpose and process of the research.
- (ii) Then, he provided the test items to them and asked to answer them sincerely.
- (iii) Lastly, he collected all the other necessary secondary data from the respective fields.

## **2.6 Limitations of the Study**

This study had the following limitations:

- (i) Only 80 students of PCL students studying in Saptagandaki Multiple Campus and Brindra Multiple Campus of Chitwan district were the primary sources of data collection.
- (ii) The study was limited only to the communicative ability of PCL students.

## **CHAPTER - THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of the raw data which has been collected. According to the set of objectives, the responses of the students were marked very carefully and tabulated them systematically.

Analysis and interpretation of the data were done under the following headings:

- (i) Analysis of total communicative ability.
- (ii) Communicative ability of Education 2<sup>nd</sup> year students.
- (iii) Communicative ability of Humanities 2<sup>nd</sup> year students.
- (iv) Analysis and comparison of the communicative ability of the students of two streams.
- (v) Campus-wise analysis and interpretation.
- (vi) Gender-wise analysis and comparison.
- (vii) Item-wise comparison of communicative ability.
- (viii) Item-wise communicative ability of Education 2<sup>nd</sup> year students in terms of private vs. public campus.

### 3.1 Analysis of Total Communicative Ability

The table shows the analysis and presentation of total communicative ability of the students studying Education and Humanities.

**Table No. 1**

#### **Total Communicative Ability**

Total Sample	Sample Size	Full Marks	Obtained Marks	Average Marks	Percent
80	80	4000	1878	23.47	46.95
Males	40	2000	911	22.77	45.55
Females	40	2000	967	24.17	48.35
Education 2 <sup>nd</sup> year	40	2000	1041	26.02	52.05
Humanities 2 <sup>nd</sup> year	40	2000	837	20.92	41.85
SLC from Private	14	700	386	27.57	55.14
SLC from Public	66	3300	1492	22.60	45.21

As the table shows the males scored 911 or 45.55% and females scored 967 or 48.35 % out of 4000 full marks Likewise, Education 2<sup>nd</sup> year students scored 1041 or 52.05 % and Humanities 2<sup>nd</sup> year students scored 837 or 41.85 %. Similarly, the students who had passed SLC from private school scored 386 or 55.14 % out of 700 marks. On the contrary, the students who had passed SLC from public schools scored 1492 or 45.21 % out of 3300 marks.

The above table shows that the females were communicatively more competent in comparison to the males. Likewise Education 2<sup>nd</sup> year students were found better than the Humanities 2<sup>nd</sup> year students. The students who had passed SLC from private schools were found more competent than the students passed from public schools.

### 3.2 Communicative Ability of Education 2<sup>nd</sup> Year Students

The table below is about the communicative ability of Education 2<sup>nd</sup> year students.

**Table No. 2**

#### **Communicative Ability of Education 2<sup>nd</sup> Year**

Total Sample	Sample Size	Full Marks	Obtained Mark	Average Marks	Percent
40	40	2000	1041	26.02	52.05
Males	20	1000	519	25.95	51.90
Females	20	1000	522	26.1	52.20
SLC from Private	14	700	386	27.57	55.14
SLC from Public	26	1300	655	50.38	25.19

As the table shows the male students scored 519 or 51.90 % out of 1000 marks. On the other hand, the female students scored 522 or 52.20 % out of 1000 marks. Thus, the female students were found better than the male students, although by thin margin.

In terms of student's educational background, the students who passed SLC from private schools scored 386 or 55.14 % out of 700 marks, on the other hand, the students who passed SLC from public schools scored 655 or 25.19 % out of 1300 marks. So, the students who had passed SLC from private schools were found more competent than the students who passed from public schools.

### 3.3 Communicative Ability of Humanities 2<sup>nd</sup> year Students

The table below shows the total communicative proficiency of Humanities 2<sup>nd</sup> year students.

**Table No. 3**

**Communicative Ability of Humanities 2<sup>nd</sup> year**

Total Sample	Sample Size	Full Marks	Obtained Marks	Average Marks	Percent
40	40	2000	837	20.92	41.85
Males	20	1000	392	19.6	39.2
Females	20	1000	445	22.25	44.5
SLC from Private	0	0	0	0	0
SLC from Public	40	2000	837	20.92	41.85

The total sample size of Humanities 2<sup>nd</sup> year was 40 and total full mark was 2000. The number of the males and females students from Humanities 2<sup>nd</sup> year was 20 each. There was not a single student from the private school. All of them passed S.L.C. from government school.

The males scored 392 or 39.2 % out of 1000 marks whereas the females scored 445 or 44.50 % out of 1000 marks. So, while comparing the communicative ability of females and males of Humanities 2<sup>nd</sup> year, the females were found more competent than the males.

**3.4 Analysis and Comparison of the Communicative Ability**

The table below presents the comparison of the total variables between Education and Humanities 2<sup>nd</sup> year students.

**Table No. 4**

**Communicative Ability of the Students of the Two Streams**

	Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percent
Education	Males	20	1000	519	25.95	51.90
	Females	20	1000	522	26.1	52.20
	SLC from Private	14	700	386	27.57	55.14
	SLC from Public	26	1300	655	50.38	25.19
Humanities	Males	20	1000	392	19.6	39.2
	Females	20	1000	445	22.25	44.5
	SLC from Private	0	0	0	0	0
	SLC from Public	40	2000	837	20.92	41.85

In the given table the females of Education 2<sup>nd</sup> year scored the highest marks as 522 or 52.20 % out of 1000 marks. The males from Humanities 2<sup>nd</sup> year scored least marks 392 or 39.2 % out of 1000 full marks. The students who had passed SLC from private schools were found more competent than the students who passed SLC from public schools.

### **3.5 Campus-Wise Analysis and Interpretation**

The table below shows the total communicative proficiency of the students in item No. 1, 2 and 3 of the tests.

**Table No. 5**

**Students' Communicative Ability of Saptagandaki Multiple Campus**

Set	Sample Size	Full Marks	Obtained Marks	Average Marks	Percent
Test for Receptive Ability of Language Function (Item No. 1)	40	600	373	3.34	62.16
Test for Productive Ability of Language Function (Item No. 2)	40	600	390	9.75	65.00
Test Item for Oral Production (Item No. 3)	40	800	213	5.32	26.62

As the table shows the students scored 373 or 62.16 % in item No. 1, 390 or 65.00 % in item No. 2 and 213 or 26.62 % in item No.3 respectively.

Thus, the communicative proficiency of the students in receptive skills and productive skills was more satisfactory but comparatively, the proficiency of students' in oral production was quite unsatisfactory.

**Table No. 6**

**Students' Communicative Ability of Birendra Multiple Campus**

Set	Sample Size	Full Marks	Obtained Marks	Average Marks	Percent
Test for Receptive Ability of Language Function (Item No. 1)	40	600	337	8.42	56.16
Test for Productive Ability of Language Function (Item No. 2)	40	600	271	6.77	45.16
Test Item for Oral Production (Item No. 3)	40	800	229	5.72	28.6

The above table shows the total communicative proficiency of the students in item No.1, 2 and 3. The students scored 337 or 56.16 % in item No.1, 271 or 45.16 % in item No. 2 and 229 or 28.6 % in item No. 3 respectively.

Thus, comparatively, the students' proficiency in item No.1 and 2 were found more satisfactory than their proficiency in item No. 3.

### 3.6 Item-wise Comparison and Analysis Between Two Campuses

The table below is the presentation of communicative ability of the students studying Humanities and Education second year between Saptagandaki Multiple Campus and Birendra Multiple Campus.

**Table No. 7**

#### **Communicative Ability Between Two Campuses**

Campus	Set	Sample Size	Full Marks	Obtained Marks	Average Marks	Percent
Saptagandaki Multiple Campus	Item No. 1	40	600	373	9.34	62.16
	Item No. 2	40	600	390	9.75	65.00
	Item No. 3	40	800	213	5.32	26.62
Birendra Multiple Campus	Item No. 1	40	600	337	8.42	56.16
	Item No. 2	40	600	271	6.77	45.16
	Item No. 3	40	800	229	5.72	28.6

The table above shows that students of Saptagandaki Multiple Campus scored 373 or 62.16 % out of 600 marks in item No.1 but students of Birendra Multiple Campus scored 337 or 56.16 % out of 600 marks. So, the researcher concluded that the students of Saptagandaki Multiple Campus were more competent in receptive type of language function than that of Birendra Multiple Campus.

In item No. 2, students of Saptagandaki Campus scored 390 or 65 % whereas students of Birendra Campus scored 271 or 45.16 % out of 600 marks. It shows that students of Saptagandaki Multiple Campus are more competent than the students of Birendra Multiple Campus.

But in item No. 3, students of Saptagandaki scored 213 or 26.62 % whereas students of Birendra scored 229 or 28.6 % out of 800 full marks. It shows that students of Birendra

Multiple Campus are better than students of Saptagandaki Multiple Campus in oral production test.

### 3.7 Gender-wise Analysis and Comparison of Two Streams

The table below presents the total communicative ability of the students in terms of gender.

**Table No. 8**

#### **Male vs. Female**

Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percent
Males	40	2000	911	22.77	45.55
Females	40	2000	967	24.17	48.35

Table No. 8 shows that the males scored 911 or 45.55 % out of 2000 marks. On the other hand, the females scored 967 or 48.35 % out of 2000 marks.

So it proves that there is no vast difference of communicative ability between females and males. However, the proficiency of females has been found more satisfactory than that of males in total.

#### 3.7.1 Comparison of Communicative Ability of Male Students

Table No. 9 attempts to show the difference in communicative proficiency of the males between Education and Humanities 2<sup>nd</sup> year students

**Table No. 9**

#### **Communicative Ability of Male Students**

Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percent
Education(Males)	20	1000	519	25.95	51.90
Humanities (Males)	20	1000	392	19.6	39.2

As the table shows the males of Education 2<sup>nd</sup> year scored 519 or 51.90 % and of Humanities 2<sup>nd</sup> year scored 392 or 39.2 % out of 1000 marks. It shows the performance of the male students in Education 2<sup>nd</sup> year was the best.

### **3.7.2 Comparison of Communicative Ability of Female Students**

From the table below, we can make a clear comparison between the communicative proficiency of females of Education and Humanities 2<sup>nd</sup> year.

**Table No. 10**

**Communicative Ability of Female Students**

Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percent
Education (Females)	20	1000	522	26.1	55.20
Humanities (Females)	20	1000	445	22.25	44.5

Here, the females of Education 2<sup>nd</sup> year scored 522 or 52.20 % and the females of Humanities 2<sup>nd</sup> year scored 445 or 44.5 % out of 1000 marks.

The marks which was secured by Education 2<sup>nd</sup> year females were higher than Humanities 2<sup>nd</sup> year females. Hence, the females of Education 2<sup>nd</sup> year were better than those of the Humanities 2<sup>nd</sup> year.

**3.7.3 Comparison of Communicative Ability of Male and Female Students of Education**

Table No. 11 shows the communicative proficiency between males and females of Education 2<sup>nd</sup> year.

**Table No. 11**

**Communicative Ability of Male and Female Students of Education**

Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percent
Males	20	1000	519	25.95	51.90
Females	20	1000	522	26.1	52.20

In the given table, the males scored 519 or 51.9 % and the females scored 522 or 52.20 % out of 1000 full marks.

So, the above table proves that there is no significant difference in communicative proficiency between the females and males of Education 2<sup>nd</sup> year. However, the communicative proficiency of females was found more satisfactory than the communicative proficiency of males.

### 3.7.4 Ability of Male and Female Students of Humanities 2<sup>nd</sup> Year

The table below shows the communicative ability between males and females of Humanities 2<sup>nd</sup> year students.

**Table No. 12**

#### **Communicative Ability of Male and Female Students of Education**

Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percent
Males	20	1000	392	19.6	39.2
Females	20	1000	445	22.25	44.5

Here, the males scored 392 or 39.2 % out of 1000 marks whereas the females scored 445 or 44.5 % out of 1000 marks. So, from the above table it can be observed that female are communicatively more competent than the males.

### **3.8 Item-wise Comparison of Communicative Ability of the Two Streams Students**

The test items consist of three kinds of questions i.e. item 1, item 2 and item 3. Item 1 deals with receptive ability of language function and item 2 deals with productive ability of language function. Item 3 deals with oral production test (speaking test) for example (i) to give the direction and (ii) an oral interview.

Therefore, the item-wise comparison refers to the comparison between these different types of questions.

#### **3.8.1 Item-Wise Communicative Ability of Education 2<sup>nd</sup> Year Students**

The table below presents the total communicative ability of Education 2<sup>nd</sup> year students in terms of language item. The item 1, 2, 3 refer to the language items i.e. receptive ability of language function, productive ability of language function and oral production/speaking test respectively.

**Table No. 13**

**Communicative Ability of Education 2<sup>nd</sup> Year Students**

Language Items	Full Marks	Obtained Marks	Average Marks	Percent
Receptive ability of language function (Item 1)	600	373	9.34	62.16
Productive ability of language function (Item 2)	600	390	9.75	65.00
Oral production test/speaking test (Item 3)	800	213	5.32	26.62

As the table shows Education 2<sup>nd</sup> year students scored 373 or 62.16 % out of 600 marks in item No. 1. They scored 390 or 65.0 % out of 600 marks in item No. 2. Likewise they scored 213 or 26.62 % out of 800 marks in item No. 3.

So, from the above table, it can be observed that students were found weak in oral production test/speaking test of language function. In comparison to oral production test, they are more competent in receptive and productive type of language function.

**3.8.2 Item-wise Communicative Ability of Humanities 2<sup>nd</sup> Year Students**

The table below presents the total communicative ability of Humanities 2<sup>nd</sup> year students according to language-items.

**Table No. 14**

**Communicative Ability of Humanities 2<sup>nd</sup> Year Students**

Language Items	Full Marks	Obtained Marks	Average Marks	Percent
Receptive ability of language function	600	337	8.42	56.16
Productive ability of language function	600	271	6.77	45.16
Oral production test/speaking test	800	229	5.72	28.6

Regarding item No.1 (receptive ability of language function) the students from Humanities 2<sup>nd</sup> year scored 337 or 56.16 % out of 600 marks. In item No.2 (productive ability of language function) they scored 271 or 45.16 % out of 600 marks. Likewise in item No. 3 (oral production test), they scored 229 or 28.6 % out of 800 marks.

So, from the above table it can be observed that Humanities 2<sup>nd</sup> year students were found weaker in oral production in comparison to the receptive and productive language functions.

While comparing table No. 13 and 14, it is seen that the students from Education 2<sup>nd</sup> year are more competent in communicative language function on the whole. In item No. 1, receptive ability of language function, the students from Education 2<sup>nd</sup> year scored 62.16 whereas Humanities 2<sup>nd</sup> year students scored 56.16 % in item No. 1.

Similarly, in item No.2, Education 2<sup>nd</sup> year students were more proficient than Humanities 2<sup>nd</sup> year students. Education 2<sup>nd</sup> year students scored 65.00 % whereas Humanities 2<sup>nd</sup> year students scored 45.16 % in item No. 2. But in item No.3 the students from Humanities 2<sup>nd</sup> year scored 26.6 % and Education 2<sup>nd</sup> year students scored 26.62 %. Therefore, the students from Humanities 2<sup>nd</sup> year were found slightly more competent in item No. 3 i.e. oral production test than those of Education 2<sup>nd</sup> year.

The students from Education 2<sup>nd</sup> year were found more competent in receptive and productive skills of language function whereas students from Humanities 2<sup>nd</sup> year were found more competent in oral production test.

### **3.8.3 Item-Wise Analysis of the Total Communicative Ability of the Two Streams Students**

Table No. 15 reveals various facts. It collectively shows the total proficiency of the students achieved in three items, which had already been analyzed separately.

**Table No. 15**

#### **Item-Wise Analysis of the Total Communicative Ability of the Two Streams Students**

Language Items	Education 2 <sup>nd</sup> Year	Humanities 2 <sup>nd</sup> Year	Full Marks	Total Obtained Marks	Average Marks	Percent
Item 1	373	337	1200	710	8.87	59.16

Item 2	390	271	1200	661	8.26	55.08
Item 3	213	229	1600	442	5.52	27.62

As the table shows the students scored 710 or 59.16 % out of 1200 marks in item No. 1. They scored 661 or 55.08 % out of 1200 marks in item No. 2. Likewise, they scored 442 or 27.62 % out of 1600 marks in item No.3.

From the above table it can be observed that the students didn't show good proficiency in each of the items. But the proficiency of students in item No.1 and 2 is comparatively better than their proficiency in item No. 3.

### **3.8.4 Item-wise Communicative Ability of Education 2nd Year in Terms of Gender**

Table No. 16 shows the item-wise presentation of communicative proficiency of Education 2<sup>nd</sup> year students in terms of gender.

**Table No. 16**

#### **Ability of Education 2nd Year in Terms of Gender**

Variables	Language Item	Full Marks	Obtained Marks	Average Marks	Percentage
Males (20)	1	300	185	9.25	61.66
	2	300	191	9.55	63.66
	3	400	143	7.5	35.75
Females (20)	1	300	188	9.4	62.66
	2	300	199	9.95	66.33
	3	400	135	6.75	33.75

The above table shows that the males scored 185 or 61.66 % and 191 or 63.66 % out of 300 marks in item No. 1 and 2 respectively. They scored 143 or 35.75 % out of 400 marks whereas the females scored 188 or 62.66 % and 199 or 66.33 % out of 400 marks respectively. They scored 135 or 33.75 % out of 400 marks.

Females were found better in item No. 1 and 2 than their counterparts i.e. males. But in item No. 3 males are found more proficient than the females.

### 3.8.5 Item-wise Communicative Ability of Humanities 2<sup>nd</sup> Year in Terms of Gender

Table No. 17 is the item-wise presentation of communicative proficiency of Humanities 2<sup>nd</sup> year students in terms of gender.

**Table No. 17**

#### **Ability of Humanities 2<sup>nd</sup> Year in Terms of Gender**

Variables	Language Item	Full Marks	Obtained Marks	Average Marks	Percent
Males (20)	1	300	174	8.7	58.00
	2	300	116	5.8	38.66
	3	400	102	5.1	25.50
Females (20)	1	300	163	8.15	54.0
	2	300	155	7.75	51.66
	3	400	127	6.35	31.75

The above table shows that the males scored 174 or 58.00 % and 116 or 38.66 % out of 300 marks in item No.1 and 2 respectively. They scored 102 or 25.50 % out of 400 marks in item No.3 whereas the females scored 163 or 54.00 % and 155 or 51.66 % in item No. 1 and 2 respectively. They scored 127 or 31.75 % out of 400 marks in item No. 3.

From the above table it can be observed that the males were found more proficient in item No.1. But in item No.2 and 3 females were found more proficient than their counterparts.

### 3.8.6 Item-wise Communicative Ability of Education 2<sup>nd</sup> Year in Terms of Private vs. Public

The table below shows the comparison of communicative proficiency of the students in terms of private vs. public campus.

**Table No. 18**

**Ability of Education 2<sup>nd</sup> Year in Terms of Private vs. Public**

Variables	Language Item	Sample Size	Full Marks	Obtained Marks	Average	Percent
Private (14)	1	14	210	124	8.85	59.04
	2	14	210	165	11.78	78.57
	3	14	280	120	8.57	42.85
Public (26)	1	26	390	249	9.57	63.84
	2	26	390	225	8.65	57.69
	3	26	520	158	6.07	30.38

As the above table shows the private background students scored 124, 165, 120 or 59.04 %, 78.57 %, 42.85 % out of 210, 210 and 280 marks in item No. 1, 2, 3 respectively. On the other hand, the public educational background students scored 249, 225, 158 or 63.84 %, 57.69 %, 30.38 % marks out of 390, 390 and 520 marks respectively.

Therefore, previous private Education background students were found better in item No. 2 and 3 (Productive ability and oral production test). But in item No. 1 (receptive ability of language function) public Education background students were found better.

On the whole, the students who had had private educational background were found more proficient than the students who had public educational background.

**3.8.7 Item-Wise Communicative Ability of Male Students in Terms of Education Background**

Table No. 19 shows the comparison of communicative proficiency of males of Education 2<sup>nd</sup> students in terms of Education background.

**Table No. 19**

**Ability of Male Students in Terms of Education Background**

Variables	Language Item	Full Marks	Obtained Marks	Average Marks	Percent
Private (Males)	1	75	41	8.2	54.66
	2	75	67	13.4	89.33

	3	100	45	9.00	45.00
Public (Males)	1	225	144	9.6	64.00
	2	225	124	8.26	55.11
	3	300	98	6.5	32.66

As in the table the males from private Education background scored 41 or 54.66 % and 67 or 89.33 % out of 75 full marks in item No. 1 and 2 respectively. Similarly, in item No. 3 males scored 45 or 45 % marks out of 100 full marks.

On the other hand, the males of public Education background scored 144 or 64 % and 124 or 55.11 % out of 225 marks. Similarly, in item No. 3 they scored 98 or 32.66 % out of 300 marks.

From the above table it was found that the males of private Education background were more proficient in item No. 2 and 3 then the males from public Education background. But males from public Education background were found better in item No. 1.

### **3.8.8 Item-Wise Communicative Ability of Females in Terms of Education Background**

Table No. 20 is the comparison of communicative proficiency of females in terms of Education background.

**Table No. 20**

#### **Ability of Females in Terms of Education Background**

Variables	Language Item	Full Marks	Obtained Marks	Average Marks	Percent
Private (Females)	1	135	83	9.22	61.48
	2	135	98	10.88	72.59
	3	180	75	8.33	41.66
Public (Females)	1	165	105	9.54	63.63
	2	165	101	9.18	61.21
	3	220	60	5.45	27.27

The above table shows that the females from private Education background scored 83 or 61.48 % and 98 or 72.59 % out of 135 marks. Similarly, they scored 75 or 41.66 % out of 180 marks.

On the other hand, the females from public Education background scored 105 or 63.63 % and 101 or 61.21 % out of 165 marks. Similarly, they scored 60 or 27.27 % marks out of 220 marks.

From the table it can be observed that the females from private Education background were found more competent in item No. 2 and 3 i.e. productive ability of language function and oral production test whereas females from public educational background were found better in item No. 1 i.e. receptive ability of language function.

## CHAPTER - FOUR

### FINDINGS AND RECOMMENDATIONS

The main objective of this research was to identify the communicative proficiency of Education and Humanities 2<sup>nd</sup> year students and to compare their ability in terms of informant and content oriented variables. Two campuses of Chitwan district were selected and 40 students from each campus were chosen for the study. The sets of test items were administered among the 80 students. Then the data were analyzed and interpreted.

#### 4.1. Findings

On the basis of analysis and interpretation of the collected data, the following findings have been listed in accordance with the objectives of the present research.

1. It has been found that the communicative ability of the Education and Humanities 2<sup>nd</sup> year students was 1041 or 52.05% and 837 or 41.85% respectively which was not satisfactory according to their level and the expectations of the researcher.
2.
  - (i) The students from Education 2<sup>nd</sup> year scored 1041 or 52.05% out of 2000 full marks. On the other hand, Humanities 2<sup>nd</sup> year students scored 837 or 41.85% out of 2000 full marks. So, the communicative proficiency of Education 2<sup>nd</sup> year students was better than Humanities 2<sup>nd</sup> year students.
  - (ii) The males scored 911 or 45.55% out of 2000 marks. On the other hand, females scored 967 or 48.35% out of 2000 marks. So, the communicative proficiency of female students was found better than that of their male counterparts.
  - (iii) While comparing communicative proficiency of males between Education and Humanities, the males of Education 2<sup>nd</sup> year were found more proficient since they scored 51.90% whereas males of Humanities scored only 39.2% marks.
  - (iv) Similarly, while comparing communicative proficiency of females between Education and Humanities the females of Education 2<sup>nd</sup> year were found better since they scored 52.20% whereas females of Humanities scored only 44.5% marks.
  - (v) While comparing communicative proficiency between males and females of Education 2<sup>nd</sup> year the males scored 519 or 51.90 and the females scored 522 or

- 52.20% out of 1000. So, communicative proficiency of females was found slightly better than males.
- vi) Similarly, the males of Humanities 2<sup>nd</sup> year scored 392 or 39.20% marks out of 1000. The females of Humanities 2<sup>nd</sup> year scored 445 or 44.50% out of 1000 marks. It showed that the females were found more proficient than that of their male counterparts.
  - vii) Students from private schools scored 386 or 55.14% out of 700 full marks where as students from public schools scored 1492 or 45.21% marks out of 3300 marks. So, while comparing the above facts students having private Education background were found more proficient than the students having public Education background.

3.

- (i) Education 2<sup>nd</sup> year students scored 373 or 62.16% out of 600 marks whereas Humanities 2<sup>nd</sup> year students scored 337 or 56.16% out of 600 marks in item No. 1 (receptive ability of language function). So, Education 2<sup>nd</sup> year students were found more competent than those of Humanities 2<sup>nd</sup> year students.
- (ii) Education 2<sup>nd</sup> year students scored 390 or 65.00% out of 600 marks whereas Humanities 2<sup>nd</sup> year students scored 271 or 45.16% out of 600 marks, in item No. 2 (productive ability of language function). So, Education 2<sup>nd</sup> year students were found better in communicative proficiency than Humanities 2<sup>nd</sup> year students.
- (iii) Education 2<sup>nd</sup> year students scored 213 or 26.62% out of 800 marks whereas Humanities 2<sup>nd</sup> year students scored 229 or 28.62% out of 800 marks in item No. 3 (oral production test). So Humanities 2<sup>nd</sup> year students were found slightly better than Education 2<sup>nd</sup> year students.
- (iv) While comparing, in terms of gender (males versus females) of Education 2<sup>nd</sup> year students, the males scored 61.66%, 63.66% and 35.75% out of 300, 300 and 400 marks respectively. On the other hand, females scored 62.66%, 66.33% and 33.75% out of 300, 300 and 400 full marks respectively. Therefore, the females of Education 2<sup>nd</sup> year were found slightly competent in item No. 1 and 2 whereas males were found competent in item No. 3 than that of their female counterparts.
- v) Similarly, while comparing the proficiency level of male and female the males scored 58.00%, 38.66% and 25.50% out of 300, 300 and 400 marks respectively. On the other hand females scored 54.00%, 51.66% and 31.75% out of 300, 300 and 400 marks respectively.

## 4.2. Recommendations

From the analysis and interpretation of the collected data the researcher found that the communicative ability of Education and Humanities 2<sup>nd</sup> year students was not satisfactory according to their level. So, on the basis of the findings obtained from the analysis and interpretation of the data, some recommendations have been made as follows.

- (i) The students who were studying in Education and Humanities 2<sup>nd</sup> year were found poor in communicative competence. So language teacher should create the real communicative/interactive class.

- (ii) Students were found poor in language use. It means the ability to use the correct exponents of language according to the demand of certain circumstances of day to day communication is lacking in the students. So, English speaking environment should be maintained to promote real communication in English.
- (iii) Interactive method of language teaching should be applied using other supplementary techniques such as role-play, strip-story, simulation/dramatization and language games.
- (iv) The course of study focused either in literature, grammar and vocabulary or in linguistics rather than the communication. It is therefore, the existing course of study for English language in Humanities and Education should be reformed giving more emphasis on communication.
- (v) The opportunities to participate in language seminars, meetings, workshops etc should be provided to the students so that they are exposed to the varieties of English language and its features from the scholars, experts, teachers, linguists etc.
- (vi) Class size should be manageable for effective teaching and motivating the learners properly.

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