CHAPTER I

INTRODUCTION

This is the study entitled “Strategies Used in Teaching Communicative functions". This unit consists of general background, statement of the problems, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Language is a means of communication. Though human beings and animals can exchange their ideas, emotions and thoughts among the member of the same species through other means like tactile, gustatory system of communication, these means of communication are less discussed in comparison to oral-aural communication. Language is the most effective means of human communication. It is common to only human beings. It is the most unique gift that sets them distinct from the rest of other living beings, i.e. animals. Everything changes in course of time. Much modern linguistics theory is based on the assumptions that the primary and fundamental functions of language are communication. This is the assumptions which are apparent in the definitions of language given in linguistics hand book. The assumptions are that an adequate definition of language is one which distinguishes natural human language from other systems of communication. Of course there are good reasons for this assumption. Language is the social phenomenon. It is the shared system of codified values. Speakers are able to communicate by virtue of their participations in the system of values, i.e.by virtue of being able to recognize and interpret the values and meanings of words in given codes. The codes also includes rules for the combinations of the words i.e. syntax. In definition of language which contrasts human language to animal communication, syntax is usually taken to be the defining features of the linguistics code which distinguishes natural human language from forms of

animal communications. This is the position advocated by Noam Chomsky. The syntax of human language is taken to be the creative aspect of the linguistic codes which is not present in others forms of communications.

Communication in general is a broader concept which may not involve human beings or words. Communication in the sense of human language may loosely be defined as the ability of one human being to get his thoughts across to another by verbal means. But in the field of English language teaching (ELT) over the last few decades a gradual but significant shift has taken place, resulting in the less emphasis on teachers and great stress on learners and leaning. Teaching is not as easy as it seems to be. Teaching is not the task of imposing one's ideas upon the students rather cultivating students' potentialities. Teachers should adopt effective strategies to create an appropriate environment for students to learn. Teachers should be a facilitator and mediator for students learning. Teaching is an art and teacher as an artist. A teacher should be able to mould his/her materials (students) according to his/her ideas (i.e objectives) in his/her studio (i.e classroom).Whether students are interested to learn or not is determined by the strategies that teachers have been adopting.

Thus, language is a functional means of communication. We can't use language without any purposes. So, we use language to fulfill our task in a certain way. Only human beings use language verbally. Our main concern here is about communicative functions Communication is an important part of language. We use language to communicate with others like requesting, advising, suggesting, apologizing people use language differently according to the different situation. Communicative functions in a social context refer to the role that language plays in communication. Thus, they are interconnected to each other.

1.2 Statement of the Problem

As we know that teaching is a complex job, similarly, our secondary level curriculum has specified different units with different purposes. Communicative functions are also included there to make students able to communicate in English in their daily life and to talk with foreigner who can talk and write in English. Communicative functions are difficult for the students. Communication is an important part of language. Most of the teachers use different strategies in the time of teaching. So, to teach language, different teachers apply different strategies for effective teaching. The problem that I have included here is to find out what types of strategies used by the teachers for the successful communication in the classroom of secondary level. Likewise, I tried to find out what types of strategies are most commonly used by the teachers to teach communicative functions. Communication is an important part of language. Different teachers use different strategies in time of teaching. So, to teach language different teachers apply different strategies for effective teaching of communicative functions. Communicative functions included different areas and complexity from the perspective of students and teacher as well. In this regard I tried to find out what type of strategies are beneficial to achieve objective and what types of strategies are used by most of the teachers in the secondary level while teaching communicative functions. I also talked about to add some educational implications in the classroom while teaching communicative functions.

1.3 Objectives of the Study

The objectives of the present study were as follows;

a) To find out the beliefs of the teachers to teach communicative functions at the secondary level.
b) To find out practices of teaching communicative strategies while teaching communicative functions.
c) To find out the pedagogical implications of teaching communicative functions.

1.4 Research Questions

The following research questions were used in the study:

a) What are the beliefs of the teachers to teach communicative function in the secondary level while teaching communicative functions?
b) What type of strategies are better for teaching communicative functions?
c) What are the problems faced by the teachers while teaching communicative functions?

1.5 Significance of the Study

In the context of Nepal, all the teachers don't use the same strategies. Teachers need to use different strategies in teaching communicative Functions of language in different situations.

It is supposed that this study plays significant role for teaching communicative language Functions in the secondary level. This study will be useful typically for the teachers since they can find out verities of strategies used in teaching communicative functions. It is also useful for students, ELT practioners, policy makers and so on to be aware of the strategies. It is because communicative functions develop the accuracy and fluency of the students, ELT practioners, etc. It helps policy makers to mention most useful strategies to teach communicative functions effectively.

1.6 Delimitations of the Study

This study had the following delimitations:

a) It was limited to the teachers of Syangja District.
b) Only 15 teachers were selected.
c) Questionnaires and observation check list were used as the tools for data collection.
d) This study was limited only in secondary level English teachers.
e) The study was limited to the analysis of responses obtain through the questionnaire and observation check list from selected sample.

1.7 Operational Definition of Key Terms

Art	:	In this study the art denotes to the art of teaching/skill of teaching
Studio	:	In this study the word 'studio' refers to the place where language is interacted.
Communicative	:	Will to talk or give information.
Functions	:	A purpose of natural activities of a person or things.
Promising	:	Showing promise, and likely to develop in a desirable fashion.
Strategy	:	A plan designed to achieve a long terms goal.
Social	:	Being extraverted or outgoing.
Materials	:	In this study the word 'materials' denotes the person who learn language.

CHAPTER II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWOK

This chapter is about the discussion of review of related literature and conceptual framework of the study on **Strategies used for teaching communicative functions.** Used by the English teachers of secondary level; this section is further divided into four sub-headings.

In review of theoretical literature, I focused on different theories, books and articles related with communicative functions. In the second review of empirical literature, I concerned about the thesis that have been carried out in the Department of English Education and other universities. In the third topic, I focused on how the previous theses help in the field of teaching and what were other strategies that can be added in the field of teaching to teach communicative functions. Similarly, in the fourth conceptual framework, I presented the different strategies in teaching communicative functions in the diagrammatic form.

2.1 Review of Theoretical Literature

The present research is concerned with language functions, communication strategies, teaching strategies, learning, strategies, and problems in teaching communicative functions.

2.1.1 Language Functions

Language functions refer to the purpose in which language is used. Language functions can be broadly classified as grammatical functions and communicative functions.

2.1.1.1 Grammatical Functions

Grammatical functions deals with the relationship that a constituent in a sentence has with another constituent. For example, in the sentence, 'Ram eats rice'. 'Ram' is the subject of the verb, 'eats' and the 'rice' has the functions of being the object of the verb. Similarly, without language, we cannot express our thought emotion, feelings and ideas so to communicate in a proper manner language plays vital roles.

2.1.1.2 Communicative Functions

Language function is one of the important aspects of language. It includes both grammatical and communicative functions of language. Grammatical functions deals with the relationship that a constituent in a sentence has with another constituent. For example in the sentence, Rohan plays volleyball, *Rohan* is the subject of the verb and *plays volleyball* has the predicative functions of sentence.

Communicative functions of a language refers to the communicative goal for which a language is used in a community. Richards et al. (1985, P.53) define communicative functions of a language as, "The purpose for which an utterance or unit of language is used. In language teaching, language Functions are often described as categories of behavior, e.g. requests, apologies, compliments". Likewise, according to Ur (1996), "A function is some kind of a purpose usually involving interaction between at least two people. Examples would be suggesting, promising, apologizing and greeting." In the same way, Blundell et al. say, "Language Functions are the purposes for which people speak or write".

Similarly, according to Sthapit (2000, P. 41), "A thing can be said to have at least three facets: substances, form and functions. For example, the three facets of a glass can be described as:

Substance : glass, steel, paper or plastic

Form : cylindrical with one end open.

Functions : serving liquid.

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

Substance : Sounds/letters and punctuation marks.

Form : Patterns of sounds/letters, words and phrases.

Functions : Communicating message.

So, what is a functions? The functions of thing are the purpose it serves."

To conclude, a communicative functions of language refers to anything that we can do with language. For example, greeting, requesting, inviting, denying, promising and so on are the Functions of language. Language Functions can be realized through language items. In other words, the language functions refers to the purpose for which an utterance or a piece of a language is used and any possible utterance or piece of language that can be used for the functions is its exponent. Thus, what language does is its functions. In other words, what we can do through the use of language is its functions. We can communicate through the use of language; therefore communication is the overall functions of language.

2.1.2 Strategies of Teaching Communication Functions

Strategies refer to the activities which are done differently to achieve objective of teaching. A speaker will choose a particular way to express his or her level of emotion, but also to whom he or she is addressing and what his or her relationship with that person is. Van els (2006, p.27) present the following strategies that are used for teaching communicative functions:

2.1.2.1 Discussion

It is an effective activity for teaching communicative functions. Its goal focuses on conversation involving either groups of students or whole class and which usually involves interaction.

2.1.2.2 Role Play

It is a class activity which gives the students an opportunity to practice a language, the aspects of role behavior and actual roles they may need outside the classroom. It is highly flexible, initiative and imaginative. It helps students to bring outside classroom into classroom.

2.1.2.3 Pair Works

It is one of the important activities for teaching communicative functions. It is a managing task for developing communicative ability. Pair work makes the students engage in interaction with each other in learning communicative functions.

2.1.2.4 Group Work

It is useful for teaching students in an interactive way. It is one of the important techniques to develop communicative aspects of language to the students. It increases the amount of speaking skill of the students in the social mile.

2.1.3 Teaching Strategies

Strategies refer to a plan for achieving a major goal. Teaching strategy is a mean to achieve learning objective. According to Oxford (1994, P.44), "foreign or second language learning strategies are specific action, behavior, steps or technique students use often consciously to improve their apprehending internalization and using L_2." In the same way O'malley and Chamot (1990) view that "the strategies are the tools for active, self-directed improvement needed for developing L_2 communicative ability" Martin (2007, p.71) lists out the following prominent strategies:

2.1.3.1 Lecture

For many years, the lecture method was most widely used instructional strategy. It is still and important way to communicate information. It provides a

way to communicate a large amount of information to many listeners in non-threatening environment. However, it seems to be passive way of teaching since it does not demand student's active participation.

2.1.3.2 Case Method

Providing an opportunity for students to apply what they learn in the classroom to real-life experience has proven to be an effective way of both disseminating and integrating knowledge. In the case method, if the students apply their knowledge in the time of communicating, it will be fruitful to the listener and speaker as well. So in this sense, case method is an important strategy for teaching communicative functions.

2.1.3.3 Discussion

There are verities of ways to stimulate discussion. Obviously, a successful class discussion involves planning in a part of the instructor and preparation on the part of the students. While discussing in the classroom, they use language to exchange their ideas through communication. So discussion increases the ability of the students to communicate in English. So we can say that discussion is another important strategy for teaching communicative functions.

2.1.3.4 Active Learning

Many studies show that learning is enhanced when students became actively involved in a learning process. If students are given some opportunities to do their task themselves, they learn better in the case of communicative functions we should ask our students to communicate properly by their active participation in the English language classroom.

2.1.3.5 Co-operative Learning

Co-operative learning is a systematic pedagogical strategy that encourage small group of students to work together for an achievement of a common goal.

2.1.4 Learning Strategies

Learning strategies are those deliberate action and attempts of the learner which are intended to promote the learning of the new features of the target language. Whatever, the second language learners do and act for the acquisition of the L_2 systems or features is known as learning strategy. Learning strategies are step taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement which is essential to develop communicative competence. Appropriate language learning strategies result in improving proficiency and greater self confidence. Learning strategy has been defined variously by different researcher. Some of the definitions of learning strategies are presented here:

Learning strategies are technique, approaches, or deliberate actions that students take in order to facilitate the learning, recall of both linguistic and content area information (Chamot, 1987).

Cohen (1989) defines learning strategies as "learning process which is consciously selected by learners" (p.4). Learning strategies are strategies which contribute to the development of the language system which the learner construct and affect learning directly (Rubin. J. 1987).

Thus, learning strategies are particular action or activities employed by learners to make their learning easier, faster, more directed, more enjoyable, more effective and more transferable to new situation. It is extremely powerful learning tool.

Six main categories of L2 learning strategies identified by Oxford (1990) and alternative taxonomies have been offered by O'malley and Chamot (1990, p.77) are discussed below:

2.1.4.1 Cognitive Strategies

These strategies enable to manipulate the language material in direct ways, e.g. through designing, analysis, note taking summarizing, synthesizing, outlining, practicing in naturalistic setting, memorizing, interacting etc. in which the learners try to work out on the L2 features by processing them through cognition. So, learning in a fully dependent to the teacher and their activities which have been done in the classroom. From the side of learners they have to use their mind properly in designing, analyzing, note taking, memorizing, interacting, etc. to learn communicative functions mentioned in the secondary level curriculum,.

2.1.4.2 Meta-cognitive Strategies

These strategies involve planning for learning, thinking about learning, self monitoring during learning and evaluation of learning successes are employed for managing the learning process overall. Learners have to apply different strategies like planning for learning thinking about learning, self monitoring during learning and evaluation of learning success are to be employed for managing the learning process while learning communicative functions.

2.1.5.3 Memory Related Strategies

These strategies help learners link one L2 item or concept with other but do not necessary involve deep understanding. 3 From the perspective of learners, they have to link communicative functions to others while learning.

2.1.4.4 Compensatory Strategies

These are the direct strategies to complement the meaning of language through the use of different non-verbal devices and Para-language features such as gestures, pitch, volume, guessing from the context in listing and reading, using synonyms. The learners have to guess the meaning from the context and other Para-language features to be competent in communicative functions.

2.1.4.5 Affective Strategies

Strategies such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance and using deep breathing or positive self-talk have been shown to be significantly related to L2 proficiency. Learners also have to communicate properly according to the listener's mood, feelings, etc.

2.1.4.6 Social Strategies

These strategies include asking question to get verification, asking for clarification of a confusing points, asking for help in doing a language task, talking with a native speaking conversation partner and exploring cultural and social norms help the learning work with others and understand the target culture as well as a language. Communication mainly takes place in the society. To exchange their feeling, ideas, emotions, etc. they have to communicate in a good manner according to the context of the society. So, the learners have to be competent in communicative functions.

2.1.5 Problems in Teaching Communicative Functions

Teaching communicative functions is one of the complex task. Teachers have faced different problems while teaching communicative functions in the secondary level. They have faced problems while selecting teaching materials in teaching communicative functions. Similarly, they also have faced problems in dividing class into groups or in pairs because there is heterogeneous group of students in the classroom. So, I hope to solve those problems, this research will be beneficial to the teachers of secondary level who teach English in the classroom. This research also will be helpful to remove such problems while teaching communicative Functions in the classroom.

2.1.6 Introduction to the Some Communicative Functions

(a) **Apologizing:** We apologize when we realize that we are sorry for doing something among or causing a problem.

(b) **Asking to repeat:** When we do not understand or hear what someone said, we ask then to repeat.

(c) **Asking for permission:** When we want to do something we ask our seniors for permission.

(d) **Introducing:** This indicates that it is a way of being familiar with each other.

(e) **Describing place:** Description are made using statements are the given clues. While describing place; location of the place. Its size, its people and their culture, famous temple, special characterize etc. should be mentioned.

2.2 Review of Empirical Literature

Communicative functions play an important role in the field of English language teaching. Researchers in several major universities in the world are carrying out researches on strategies used in teaching communicative functions. In the department of English education, faculty of education, T.U. there are a few studies conducted on learning strategies that teacher adopt while teaching English as a foreign language. But no research has yet been carried out on the strategies used in teaching communicative functions.

Pokharel (2000) carried out a research entitled "Teaching communicative functions, inductively and deductively a practical study". He conducted an experimental research to the students of grade eight. He took pre-test, progressive test and post test to find out the effectiveness of inductive and deductive method. The main aim of his study was to find out which method was more effective for teaching communicative functions. The result showed that the inductive method was relatively more effective than the deductive method for teaching communicative functions.

Sharma (2002) carried out a comparative study entitled ‘Role Play Technique in Teaching Communicative Function’ to find out the effectiveness of role play

technique in teaching communicative functions. It showed that role play technique had relatively better impact on teaching the functions as a whole.

Similarly, Devkota (2003) has carried out a research on learning strategies: attitudinal study. His objectives were to find out the techniques and strategies employed to learn literature. He has used questionnaire to collect data from students and structured interview to obtain information from the teachers. He has found that one of the causes of the students' failure is due lack of writing practise. Mahato (2010) carried out a research on "Effectiveness of Role Playing Technique for Developing Communicative Functions" The purpose of his study was to find out the effectiveness of role playing techniques. He used both primary and secondary sources of data in a private English boarding school in Dhanusha district. He conducted pre-test, post-test and progressive-test. After analyzing and interpreting the data, he found that the use of role playing in developing communicative functions each and effective techniques in the case of secondary level students.

Pande (2004) has carried out a research entitled "A study on the effectiveness of project work technique in developing writing skill." The main purpose of this study was to find out the effectiveness of project work technique in developing writing skill. The main finding of the study was that teaching through project work technique has a better impact on the result. She also found that project work technique worked relatively more effectively than the conventional one. The study shows that the experimental group has an average increment percentage of 6.5 whereas the controlled group has the average increment percentage of 2.93 on the same category.

Similarly, Bhandari (2005) conducted a research on the 'Effectiveness of Pair Work and Group Work Technique' by comparing each other in teaching communicative functions. The aim of this study was to find out more effective technique for teaching communicative functions out of group work and pair work. It was found that pair work was more effective than group work in teaching communicative function.

Lamsal (2006) carried out a research on" A Study on the Strategies in Teaching story at Secondary Level" aiming to find out the strategies and relevancy of teaching story. For that, he selected the sample randomly from Kathmandu district and administered questionnaire to the students as well as the teachers. Along with the class observation, he took interview with the teachers taken into the study to find out the strategies adopted by them in teaching the story and also to point out the relevancy of teaching the story at that level. And he found that the strategies in teaching story are not the same to all individuals. It was different from person to person. Also found teachers were not adopting communicative method in teaching so the teaching and learning process was fully teacher- centered. The preliminaries and follow- up activities were too weak. Regarding the relevancy, he found, it was very much important to teach story at the respective level because story could contribute a lot to develop language skills, cultural enrichment and creativity on the part of the students.

Similarly, Rai, (2011) carried out a research on "Teaching Communicative Functions Through Participatory Approach". The purpose of his study was to find out the effectiveness of participatory approach to the students of teaching communicative functions. He conducted an action research in Shree Jana Jalpa Secondary School Basaha Udayapur district. He found that the participatory approach was effective in teaching communicative functions in English at secondary level.

2.3 Implication of Review for the Study

The reviewed studies are to some extent similar to the proposed study. In literature review, our central focus is to examine and evaluate what has been before on a topic and establish the relevance of thesis information to our own research. This review of the study may obtain from variety of the sources including books, journals, article, etc. these entire sources help to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding

new area for further research. To summarize, the aforementioned studies have their own value and importance in their respective fields. The review of the previous researches will provide me with some valuable ideas regarding concepts, research tools, methodologies, etc. Here, being faced some problem while teaching communicative functions, I have selected this topic. There are very few limited research studies which have been carried out in previous in the field of communicative functions.

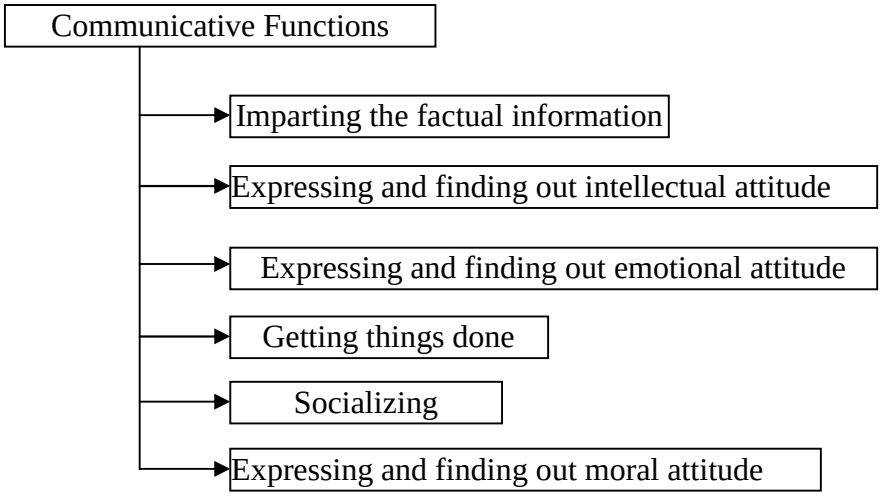
The study of Pokheral (2000), Devkota (2003), Pande (2004), Bhandari (2005), Lamsal (2006), Mahato (2010) and Rai (2011) gave me many ideas regarding the process of research. Though I have utilized ideas of researches whose works I have reviewed, I didn't fully depend on them. The studies mentioned analyzed "Teaching communicative functions inductively and deductively, teaching communicative functions through participatory approach and effectiveness of role playing technique for developing communicative functions but I analyzed strategies connecting it with teaching communicative functions. Therefore, my study is new in the field of English education and this work is a new attempt in a exploration of above mentioned untouched areas. So, this study has been a single study to find out strategies used by the different teachers and also will be beneficial to the teachers who teach English in the secondary level. Since, there is no research carried out in the Department of English Education in this topic seems to be new study.

2.4 Conceptual Framework

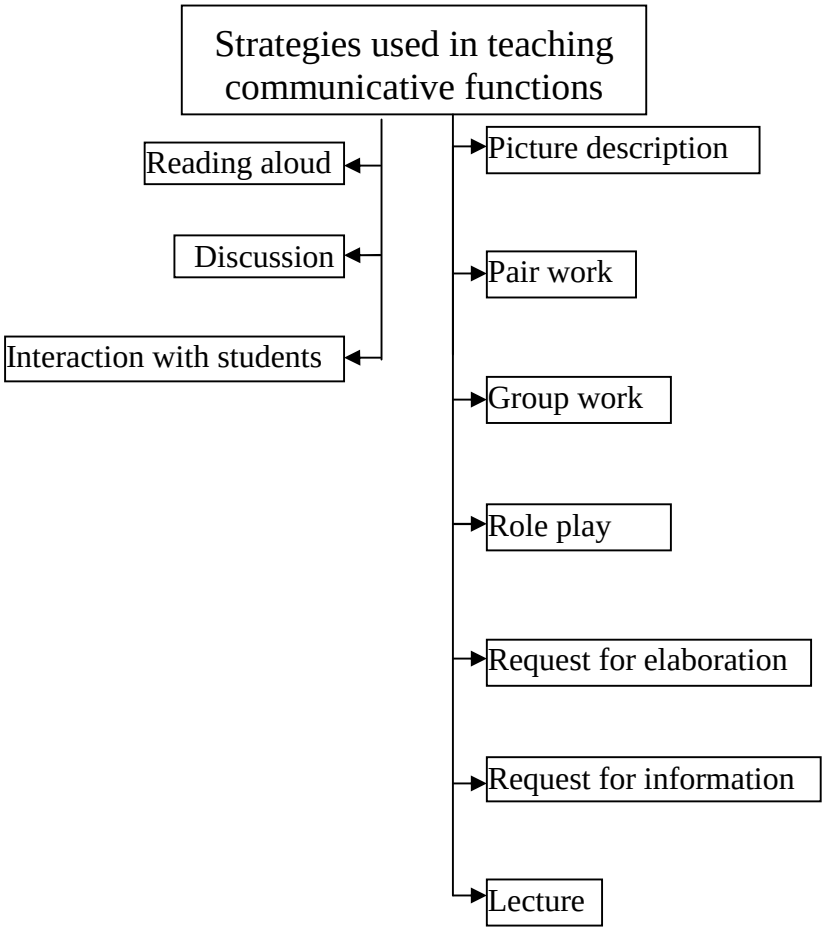
A conceptual framework is an interconnected set of ideas about how a particular phenomenon Functions or is related to its parts. The framework serves as the basis for understanding co-relational pattern of interconnection across events, ideas, observation, concepts, knowledge interpretations and other component of experiences. Everyone has a conceptual framework about how reality works that allows him or her to make prediction about how A is related to B and what will happen when the two intersect. This allows us to make choices about our behaviour on the basis of what we think those relationships

are. Conceptual framework influences how we interpret events too. Different dependent and independent variables play crucial role in our research and these variables need to be included in conceptual framework.

The conceptual framework of my research is as follows:



Sources: Van EK (1975)



CHAPTER III

METHODS AND PROCEDURES OF THE STUDY

To achieve the set of objectives of the study the following methodologies were adopted.

3.1 Design of the Study

Survey research was used to complete this study. To find out the strategies for teaching communicative functions in the secondary level in the case of Syangja district, I followed survey research design to analyze and interpreted collected data quantitative. In this type of research, I visited the determined field/area to find existing data. Specifically it is carried out in large number of population in order to find out the public opinion on certain event, issue or situation.

In this context, Cohen and Manion (1985, as cited in Nunan, 1992, P.140) write: "Surveys are the most commonly use descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small scale studies carried out by single researcher. The purpose of survey research is generally to obtain the snapshot of condition, attitudes, and/or events at a single point of time".

Similarly, Nunan (1992, p.140) states "Surveys are widely used for challenging data in most areas of social inquiry from politics to sociology, from educational to linguistics".

From aforementioned definitions, we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sectors to obtain a snapshot of conditions, attitudes and events at a

single point of time.

The main purpose of survey research is to find out opinion on certain issues, to assess certain educational programme, to find out behaviours of different professionals, to study certain trend and existing state of certain institution at a single point of time then compare the finding with the standards one. Finally, to forward some suggestions for the improvement. Nunan (1992, P.141) suggests the following eight steps procedure of survey research:

Step 1 : Define objectives	- what do we want to find out?
Step 2 : Identify target population	- what do we want to know about?
Step 3 : Literature review	- what have other said/discovered about the issue?
Step 4 : Determine sample	- how many subjects should we survey, and how will identify these?
Step 5 : Identify survey instruments	- how will the data will be collected: Questionnaire /interview?
Step 6 : Design survey procedure	- How will the data collection actually be carried out?
Step 7 : Identify analytical procedure	- How will be the data be assembled and analyzed?
Step 8 : Determine reporting procedure	- How will be written up and Presented?

The discussion above entails that survey is one of the important research method used in educational investigations. It is mainly carried out to find out people's attitude, opinions and specified behaviour on certain issues, phenomena, events or situations. The finding of survey is generalizable to the whole group. For this reason, I choose survey design in my research study.

3.2 Population, Sample and Sampling Strategies of the Study

The populations of this study were all the secondary level English teachers of Syangja district. The sample size consisted of 15 teachers of secondary level had been teaching English by using purposive non-random sampling procedure?

3.3 Study Areas/Fields

I selected fifteen schools from Syangja District then distributed questionnaire and observed English classes of the teachers at the secondary level who were teaching English.

3.4 Data Collection Tools

I used questionnaire and observation checklist as tools for data collection. I used these tools to find out the commonly used strategies by the English teachers of secondary level.

3.5 Data Collection Procedure

- I went to the field, took consent and established rapport with the related people.
- Then, I selected 15 teachers using the procedures mentioned above.
- I distributed the questionnaire to the English teachers of secondary level and request them to complete.
- Similarly I observed the 15 classes of the teachers and selected the correct alternatives.
- Finally, I collected the questionnaire thanking the informants for their help and co-operation.

3.6 Data Analysis and Interpretation Procedures

Systematically collected data were analyzed, interpreted and presented descriptively with the help of statistical tools (Percentages and frequency).

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter presents analysis and interpretation of data which I collected from the 15 schools of Syangja district. The collected data were systematically analyzed and interpreted by categorizing them into different themes which are presented into following sub-sections.

4.1 Analysis of Data and Interpretation of the Collected Data

In order to analyze the collected data from questionnaire and observation checklist, I used simple statistical tools like frequency and percentage. Similarly, I used item analysis in case of qualitative data. The actual strategies used have been discussed under the themes as developed on the basis of questionnaire and observation checklist. Data received from both questionnaire (close ended and open ended) and observation checklist are presented in the following way.

4.1.1 Analysis and Interpretation of Data on the Basis of Questionnaire

In this section, the researcher used closed ended and open ended type of questions to find out what type of strategies are used by the teachers to teach communicative function. The obtained data has been presented in the following way:

4.1.1.1 Analysis and interpretation of data obtained through closed ended Questions

The researcher used close ended type of questionnaire to find out the strategies used by the teachers who teach in the secondary level. The obtained data has been mentioned in the following way:

a. Frequency of role play to teach communicative functions.

As frequency of role play in the class, the selected teachers were asked how often they let their students to play different role. The responses of them has been presented in the table below:

Table 1

Teacher Let the Students to Play Different Roles

S.N.	Items	Daily	Once a week		Sometimes		Rarely
			F.	%	F	%	
1	Teachers permission to the students to play different roles	-	6	40%	9	60%	–

Above table, shows that 40% of teachers let their students to play different roles in teaching communicative functions once a week whereas 60% of them sometimes let their student to play different roles. But no one was found to let the students play different role daily and rarely in the class. This shows that role play is not taken as the frequent used strategy in teaching communicative functions.

b. Tools Used to Test the Student Communicative Functions

This section is concerned with different type of tools which were frequently used by the teachers while teaching communicative functions. The obtained data has been presented in the following way:

Table 2

Tools Used to test the Students' Communicative Functions

S.N.	Items	Written exam	Speaking test		Role playing		Through assignment
			F	%	F	%	
1	Tools used to test the student communicative functions	-	10	66.67%	5	33.33%	

The above table shows that most of the teachers i.e. (66.67%) used speaking as a tool to test the students' communicative functions whereas 33.33% of the

teachers used role play as a tool to test the communicative functions of the students. However, no one was found to have used written exam and project assignment to test the student communicative skills. This shows that speaking is the best tool to test the communicative ability of the students.

c. Most Prioritized Language Skills

Under this theme, the researcher tried to find out which of the language skill that the teachers give priority to test students' communicative ability. The obtained data has been shown in the following table.

Table 3

Most Prioritized Language Skills

S.N.	Item	Listening	Speaking		Reading		Writing	
			F	%	F	%	F	%
1	Most prioritized language skills	–	15	100%	–	–	–	–

Above table shows that all the teachers prioritize in speaking skill to teach communicative functions. None was fond to use listening, reading and writing skill while teaching communicative functions. So, this shows that every teachers use speaking skills to develop communicative ability of the students while teaching communicative functions.

d. Practicing Dialogue in Teaching Communicative Functions

Under this theme, the researcher tried to find out the students' practices of dialogue in the class. The obtained data has been presented in the following table:

Table 4

Making Students' Practices of Dialogue

S.N.	Item	Always		Usually		Rarely		Never
		F	%	F	%	F	%	
1	Making students practicing dialogue	–	–	15	100%	–	–	–

This table shows that 100% teachers used dialogue usually to teach communicative functions. So, practicing dialogue was found as one of the best strategies in teaching communicative functions.

e. Practicing in Pair or Group Work

In this section, the researcher tried to find out whether the teachers practiced the students in a pair or group. The obtained data has been shown as follows:

Table 5

Practicing in Pair or Group Work

S.N.	Item	Always		Usually		Rarely		Never	
		F	%	F	%	F	%	F	%
1	Practicing in pair or group work	3	20	11	73.34	1	6.67	-	-

Above table shows that most of the teachers (73.33%) usually practiced pair work or group work whereas 20% teachers always practiced a group work or a pair work to teach communicative functions. Similarly, less number of teachers (6.67%) found rarely practicing a pair work or group work. This shows that teachers usually practice in pair or group to teach communicative functions.

f. Form of Language Used to Teach Communicative Functions

In this topic, the researcher tried to find out what type of language was used while teaching communicative functions. The obtained data has been shown in the following table.

Table 6

Language Used to Teach Communicative Functions

S.N.	Item	Literary		Simple & Clear		More explanatory	
		F	%	F	%	F	%
1	Language used to teach communicative functions	-	-	14	93.33	1	6.67

The above table shows that most of the teachers (93.33%) who teach communicative functions in the secondary level were found to use simple and clear language whereas less number of teachers (6.67%) used more explanatory language and none of the teachers used literary and idiomatic language. This shows that most of the teachers use simple and clear language to teach communicative functions.

g. Using Cassette Player in the Classroom

In this section, the researcher tried to find out the frequency of using cassette player to teach communicative functions. The obtained data has been presented below.

Table 7

Use of Cassette Player in the Classroom

S.N.	Item	Daily		Once a week		Fort nightly		Monthly	
		F	%	F	%	F	%	F	%
1	Use cassette player in the classroom	-	-	6	40	4	26.67	5	33.33

The above table shows that 40% of teachers were found to use cassette player once a week whereas 33.33% of the teachers used cassette player monthly and less number of teachers used cassette player fortnightly and none of the teachers were used daily. It shows that the majority of teachers use cassette player once a week in this class to teach communicative functions.

h. Most Preferred Activities to Teach Communicative Functions

In this topic, the researcher tried to find out which activity is most frequently used to teach communicative functions. The obtained data has been presented as follows:

Table 8

Most Preferred Activities to Teach Communicative Functions

S.N.	Item	Role play		Discussion		Group work		Pair work	
		F	%	F	%	F	%	F	%
1	Most preferred activities to teach communicative functions	10	66.67	1	6.67	2	13.33	2	13.33

The above table shows that most of the teachers i.e. 66.67% used role play technique to teach communicative functions whereas less number of teachers (13.33%) used group work and pair work to teach communicative functions. So, role play was found as the most preferred activity in teaching community functions.

i. Using Dictionary for Providing Word Meaning

The researcher tried to find out whether the teacher allowed the students to use dictionary for the unfamiliar word meaning. The obtained data has been shown the following table.

Table 9

Using Dictionary for Word Meaning

S.N.	Item	Always		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%
1	Using dictionary for word meaning	6	40	8	53.33	1	6.67	-	-

Above table shows that 53.33% of the teachers asked the students to use dictionary of unfamiliar words sometimes whereas 40% of the teachers used always and less number of teachers rarely asked the students to use dictionary while teaching communicative functions. This shows that using dictionary for word meaning is better to practice sometimes.

j. Participating Students in Debate Competition

In this section, the researcher tried to find out how often the teachers make the students to participate in debate competition to develop communicative ability of the students. The obtained data has been presented in the following table:

Table 10

Participatory Students in Debate Competition

S.N.	Item	Once a week		Fort nightly		Monthly	
		F	%	F	%	F	%
1	Participating students in debate competition	5	33.33	6	40	4	26.67

From the above table, it becomes clear that most of the teachers 40% were found to make their students participated in debate competition fortnightly whereas (33.33%) of the teachers were participated their students once week and (26.67%) of the teachers participated students monthly. From the above data, teachers make their students participated once a week in debate competition to develop communicative ability.

k. Teaching Through the Use of Language Games

In this section, the researcher tried to find out the use of language games to teach communicative functions. The obtained data has been presented in the following table.

Table 11

Teaching Through the Use of Language Games

S.N.	Item	Always		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%
1	Through the use of language games	1	6.67	7	46.67	7	46.67	-	-

Above table shows that most of the teachers (46.67%) sometimes teach trough the use of language games. It was found that less number of teachers (6.67%) always teach through the use of language games. It shows that it is best to teach communicative functions sometimes and rarely through the use of language games.

l. Teacher's Preference on Dramatization in the Classroom

In this item, the researcher tried to find out whether the teachers preferred dramatization technique to teach communicative functions or not. It was found that all the teachers preferred dramatization technique in the classroom while teaching communicative functions. This shows that dramatization technique is best to test communicative ability of the students.

m. Group Work in Teaching Communicative Functions

In this item, the researcher tried to find out that whether the teachers view group work strategy as an appropriate technique or not. It was found that all the teachers viewed that group work was an appropriate technique to teach communicative functions in the secondary level. This shows that group work is an appropriate strategy to develop communicative ability of the students.

n. Teacher's Practices on Type of Group

In the sections, the researcher tried to find out whether the teachers practiced in smaller or larger group while teaching communicative functions. The data obtained has been presented on the following way:

Table 12

Teacher's Practices on Type of Group

S.N.	Item	Smaller		Larger	
		F	%	F	%
1	Teachers practices on type of group	12	80	3	20

The table shows that most of the teachers (80%) were found to teach taught communicative functions in a smaller group where as less number of teachers (20%) were found to teach taught in a larger group. Small group practice was found as the important strategy in teaching communicative functions. This shows that practicing in a small group is an important strategy to teach communicative functions in the secondary level.

o. Teachers' Views Towards Students Who Work in a Group Learn More or Individually

In this section, the researcher tried to find out the teacher's views regarding the students who work in or group learn more about communicative functions or individually. The obtained data showed that all of the teachers (100%) viewed

that students who work in group learn more about communicative functions. This shows that teachers make participate their student to work in a group.

p. Classroom Division into Pair and Group Teaching Communicative Functions

In this item, the researcher tried to find out how the teachers divided the class while teaching communicative functions. The obtained data has been presented as follows:

Table 13

Dividing the Class While Teaching Communicative Functions

S.N.	Item	In pair		In group	
		F	%	F	%
1	During the class while teaching communicative functions	6	40	9	60

The above table shows that most of the teachers (60%) divided the class into groups whereas less number of teachers (about 40%) divided the class in pair while teaching communicative functions. This shows that dividing the class into group is better to teach communicative functions.

q. Teachers Beliefs in Role Play Technique

In this item, the researcher wanted to find out the beliefs of the teachers towards role play as an important technique to teach communicative functions on not. The obtained data has been presented as follows:

Table 14

Teachers Beliefs on Role Play Techniques

S.N.	Item	Yes		No	
		F	%	F	%
1	Teachers beliefs in role play techniques	12	80	3	20

Above table shows that most of the teachers (80%) were found to believe role play as an important technique to develop communicative ability of the students. However, less number of teachers (20%) were found that they didn't believe in role play to develop communicative ability of the students. This shows that role play is an important technique to develop communicative ability of the students.

r. Use of Other Materials except Books and Teacher's Guide

In this section, the researcher tried to find out whether the teachers use other materials except books and teachers guide or not. The researcher collected information from the teachers and found that all the teachers use other materials to teach communicative functions. This shows that teachers use other materials except books and teachers guide to teach communicative functions in the secondary level.

4.1.1.2 Analysis and Interpretation of Data Obtained through Open Ended Questionnaire

In this section, the researcher tried to find out more accurate information of the teachers who teach English in the secondary level. The obtained data has been analyzed and interpreted item wise in the following ways:

a. Teacher's Views on Communicative Functions

The selected teachers were asked to give brief information about communicative functions. From the obtained data, it was found that most of the teachers have the knowledge of communicative functions though they have defined it in a different way. Teachers viewed that communicative functions refer to the functions of language or purpose of language like greeting requesting, etc. This shows that it was better to have the knowledge of communicative functions before teaching in the class.

b. Teachers view on Interaction between Teacher and Students or Students-Student Interaction

In this type of questionnaire, the researcher wanted to find out that type of interaction teacher prefer to use while teaching communicative functions. Through the obtained data from the teachers it was found that many of the teachers prefer to use interaction between teacher and students or student–student interaction to teach communicative functions. It is because if facilitates learners to learn language. Similarly less number of teachers prefer to use student-students interaction while teaching communicative functions.

This shows that it is better to use teachers to students' interaction in the classroom to teach communicative functions.

c. Teachers Practices in Student-Centre Technique

In this item, the researcher wanted to find out whether the teachers are practicing students centered technique or not. Most of the teacher used student centered technique in the classroom while teaching communicative functions. They used group work, role play, pair work etc. It is because these techniques promote and contribute to a feeling of co-operation and make the students to use language in the real life situation in the classroom. This shows that teachers use different types of student–centered technique to develop communicative ability of the students.

d. Teacher's View on Group Work and Role Play Technique

In this section, I wanted to find out whether the teachers use group work or role play technique while teaching communicative functions. Most of the teachers to use role play technique to teach commutative functions whereas less number of teachers were found to use group work while teaching communicative functions. This shows that teachers prefer to use role play technique to develop communicative ability of the students while teaching communicative functions in the secondary level.

e. Problems Faced by Teachers in Teaching Communicative Functions

In this section, the researcher wanted to find out the problems faced by the teachers who teach communicative functions in the secondary level. They have faced problems like the different background of the students, insufficient teaching learning materials, students hesitation to speak language, noise in the classroom.

So, it shows that teachers face problem about the different background of the students, insufficient teaching learning materials, students' hesitation to speak English, noise in the classroom and so on.

f. Teacher Most Preferred Strategy in Teaching Communicative Functions

In this type of open-ended question, the researcher wanted to find out what types of strategy was used by the teachers to teach communicative functions. Teachers preferred different strategies to teach communicative functions. Most of the teachers preferred to use communicative strategy. It is because it makes communication successful whereas some of the teachers preferred to use cognitive strategy because it requires great mental efforts from the side of the students to learn language.

g. Teachers Suggestions on Communicative Functions Included in the Secondary Level English Curriculum

English is taught as a foreign language in the context of Nepal. It is not an easy task to teach communicative functions to the students. It is because students come to school from different language background. Teachers have faced different types of problems. So, the researcher wanted to find out what are the common problems faced by the teachers of secondary level English curriculum specially teaching communicative Functions. It shows that teachers of English create real life situation in the classroom authentic and reference materials should be provided to the teachers, teachers practice student centered techniques in the classroom to teach communicative functions.

4.1.1.3 Analysis and Interpretation of Data Obtained Through Classroom Observation

In order to find at the actual classroom strategies used by the teachers while teaching communicative functions, the researcher used classroom observation checklist. It was used to find out what types of strategies have been used by the teachers to teach communicative function in secondary level. The main purpose behind its preparation was to find out what type of strategies are better to teach communicative functions for effective teaching. The obtained data has been presented in the next page;

Table 20

Classroom strategies used in the classroom

S.N.	Focuses on strategies while teaching communicative functions	Frequently		Sometimes		Seldom	
		Frequency	%	Frequency	%	Frequency	%
1.	Discussion	10	66.67	5	33.33	–	–
2.	Role play	2	13.33	13	86.67	–	–
3.	pair works	2	13.33	13	86.67	–	–
4.	Group work	4	26.67	10	66.67	1	6.66
5.	Reading aloud	6	40	8	53.33	1	6.66
6.	Picture description	3	20	10	66.67	2	13.33
7.	Oral interview	2	13.33	13	86.67	–	–
8.	Questions and request for information	9	60	6	40	–	–
9.	Describing situation	5	33.33	8	53.34	2	13.33
10.	Interaction with students	9	60	6	40	–	–

11.	Invitation to ask	1	6.67	12	80	2	13.33
12.	Interaction among students	4	26.67	10	66.67	1	6.67
13.	Strip story	1	6.67	7	46.66	7	46.67
14.	Story telling	1	6.67	5	33.33	9	6
15.	Request for information	2	13.33	13	86.67	–	–
16.	Interpreting	4	2667	8	53.34	3	20
17.	Request for Elaboration	2	13.33	12	80	1	6.67
18.	Pictures	2	13.33	9	60	4	26.6

From the above record of classroom observation, teachers did not focus on only one strategy while teaching communicative functions of the secondary level. The above table shows that teachers use different strategies in different situation.

In item one, the researcher found that discussion strategy was focused by most of the teachers (66.67 %) frequently whereas less number of teachers (33.33%) sometimes focused it. It show that most of the teacher frequently used discussion strategy to teach communicative functions in the secondary level.

In the item two, role play strategy was sometimes focused by most of the teacher (86.67%) whereas less number of teachers (13.33%) frequently focused on this strategy. It shows that teachers sometimes focus on role play strategy.

In item three, pair work was focused sometimes by most of the teachers (86.67%) whereas only 13.33% of the teachers focused it frequently. It shows that teachers sometimes focus in pair work to teach communicative functions in the secondary level.

In item four, group work was used sometimes by most of the teacher (66.67%) whereas only 26.67% of teachers frequently focused it and less number of teachers (6.66%) did not focus on group work. So, it shows that most of the teachers focus on group work to teach communicative functions.

In item five, reading aloud strategy was sometimes focused by most of the teachers (53.33%) whereas only 40% of the teachers frequently focused on it and less number of teachers (6.66%) did not focus on reading aloud strategy in the classroom while teaching communicative functions. This shows that teachers sometimes focus on reading aloud strategy in the classroom to teach communicative functions.

In item six, picture description strategy was used sometimes by the teachers (66.67%) whereas some of the teachers (20%) frequently focused it and less

number of teachers (13.33%) did not focused this strategy. This shows that most of the teachers sometimes focused on picture description strategy.

In item seven, most of the teachers (86.67%) sometimes focused oral interview whereas less number of teachers (13.33%) frequently focused on it while teaching communicative functions is the secondary level. This shows that most off the teachers sometimes focus in an oral interview to teach communicative functions.

In the period of observation, it was found that most of the teachers (60%) frequently asked questions and request for information while teaching communicative functions and less number of teachers (40%) sometimes asked questions and request for information. This shows that teachers frequently ask questions and request for information to teach communicative functions.

In item nine, many of the teachers, (53.34%) sometimes used describing strategy whereas less number of teachers (33.33%) frequently used describing strategy while teaching and only 13.33% of teachers did not focus on this strategy while teaching communicative functions in the secondary level. This shows that many of the teachers sometimes use describing strategy to teach communicative function in the secondary level.

In the item ten, most of the teachers (53.34%) frequently interacted with students and less number of teachers (40%) sometimes interacted with students while teaching communicative functions in the classroom. This shows that teachers frequently interact with students in the classroom to teach communicative functions.

Similarly, in item eleven, most of the teachers (80%) sometimes used invitation to ask strategy whereas some of the teachers (13.33%) did not use this strategy while teaching communicative functions in the classroom and less number of teachers (6.67%) frequently practiced this strategy in the classroom while teaching communicative functions. This shows that teachers sometimes use

invitation to ask strategy while teaching communicative function in the secondary level.

Similarly, in item thirteen, teachers (46.66%) sometimes applied strip story strategy and in the same number of teachers did not apply this strategy while teaching communicative functions.

In item fourteen, most of the teachers (60%) did not apply story telling strategy to teach communicative functions whereas less number of teachers (33.33%) sometimes applied this strategy to teach communicative functions and few number of teachers (6.67%) frequently applied this strategy. Thus, it shows that teachers do not apply story telling strategy to teach communicative functions.

Likewise, in item fifteen, most of the teachers (86.67%) sometimes asked the student request for information strategy whereas (13.33%) of the teachers were frequently used this type of strategy in the classroom while teaching communicative functions. This shows that teachers sometimes apply the request for information strategy.

In item sixteen, 53.34% of teachers sometimes applied interpreting strategy while teaching communicative functions whereas 26.67% of teachers frequently applied this strategy while teaching and only 20% teachers were not applied this strategy in the classroom. It shows that many of the teachers sometimes apply interpreting strategy to teach communicative functions in the secondary level.

In the second last item, most of the teachers (80%) sometimes applied request for elaboration strategy whereas less number of teachers (13.33%) frequently applied this strategy and only a few number of teachers (26.67%) did not applied this strategy in the classroom. So, it shows that teachers sometimes apply request for elaboration strategy to teach communicative functions in the secondary level.

In the last number of focus strategy to teach communicative functions most of the teachers (60%) sometimes used pictures to teach communicative functions whereas less number of teachers (26.67%) did not use pictures to teach communicative functions and only few number of teachers (13.33%) frequently used pictures to teach communicative functions in the secondary level. This shows that most of the teachers sometimes use pictures to teach communicative functions in the secondary level.

4.2 Summary of Findings

This part of the study deals with the overall summary of the findings of the study. The findings of the study are presented within sections. There were manly three objectives of this research. Thus, the summary of finding has been presented as follows;

a. The fist objectives of this research were related to teaching strategies used by the teachers to teach communicative functions in the secondary level. While studying teaching strategies used in teaching communicative functions the selected teachers were found to use different teaching strategies in their classroom. The overall summary of finding related to first objective has been listed as follows;

- Out of the sample of this study, 60% teachers were found to use role play strategy to teach communicative functions to their students sometimes and 40% of the teachers were found to use it once a week. So, role play technique was used as the strategy of teaching communicative functions.
- Almost all the teachers practiced dialogue to their students usually while teaching communicative functions. So, practicing dialogue was found as teaching strategy of theirs.
- Similarly, they were found to be using group work and pair work as the teaching strategy (73.33%) teacher were found to use group or pair work strategy usually in their teaching.

- Similarly, using cassette player in classroom presentation was found another strategy to teach communicative functions. It is because the majority of teachers were found to use this strategy once a week.
- Another finding related to this objective is use of role play technique and asking students to play different roles as a strategy of the teaching. 66.67% of the total respondents argued that this strategy in their most performed on in teaching communicative functions.
- Using dictionary, participating students in debate competition, teaching through the use of language games and dramatization were also found the major strategies used by the teachers to teach communicative functions.
- Apart from books and teachers guide, they were found to use magazines, news papers, cassette player, etc as the strategies and materials for teaching communicative functions.
- Most of the strategies used by teachers were student–centered activities. During the period of classroom observation, they were found to use role play, pair work, group work, dramatization, etc activities to their students. It means, all those activities were related to communicative strategy.

b. The second objective of this research was finding related to practices of using communicative strategies in teaching communicative functions. The overall summary of findings related to this objective has been listed as follows:

- Another major objective of this study was to find out the practices of using communicative strategies. From the interpretation 80% of the teachers were found to practice role play technique frequently. They were found to practice simple and clear language while teaching communicative functions at the secondary level.

- Similarly, speaking test was practiced to the great extent i.e., 66.67% of the teachers used it as a tool to test student's communicative ability. Speaking skills was found as the most practiced skill. In the same way, dialogue was practiced usually in teaching communicative functions. The number of groups division was found to be practiced as far to six students in a group. It means, teachers were practiced in a smaller group while teaching communicative functions in the secondary level.
- They were found to practice student–centre techniques to promote a feeling of co-operation in their teaching. Communicative strategies were practiced to the great extent in their teaching to teach communicative functions.

CHAPTER - V

CONCLUSION AND RECOMMENDATION

This chapter deals with the overall conclusion of the present research, which is drawn from the discussion and interpretation of the collected data and finding of it. This chapter ends with the recommendations of the study as it is suggested for policy, practice and research levels respectively.

5.1 Conclusion

Communicative functions play crucial role in English Language Teaching and learning because they provide opportunity to the students to play with language and obviously help them to develop fluency and accuracy in language.

This study is about the strategies used in teaching communicative functions in the classroom. It is subsumed under five different chapters. The first chapter is the introduction of the study. In this chapter, I have discussed about the background of the study, statement of the problem, objectives of the study. Research questions, significance of the study, delimitations of the study and operational definition of the key terms concerning them with theoretical aspect.

Similarly, the second chapter is the review of related literature and conceptual framework. Under this chapter, I have discussed about review of theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework.

Likewise, the third chapter was related with method and procedures of the study. Under this chapter, I have discussed about the design to the study, population, sample and sampling strategies of the study, study areas/fields, data collection tools, data collection procedures, data analysis and interpretation procedures;

Similarly, the fourth chapter was related with analysis and interpretation of results data obtained through close ended questionnaire, open-ened

questionnaire, classroom observation checklist and summary of findings. the major findings related to this chapter are listed as follows:

- Out of the sample of this study, most of the teachers were found to use role play strategy to teach communicative functions to their students sometimes and less numbers of teachers were found to use this strategy to teach once a week.
- Almost all the teachers were usually found to have been practicing dialogue to their students while teaching communicative functions.
- Similarly, most of the teachers were found to use group work or pair work strategy to teach communicative functions.
- Speaking test was practiced to the great extent to test the students' communicative ability.
- Likewise, they were found to practice student–centre techniques to promote a feeling of co-operation in their teaching.

On the basis of above findings, it can be concluded that different strategy play vital role to develop communicative ability of the students. Different strategies like role play, group work, pair work should be focused while teaching communicative functions in the classroom. Speaking test and different student-centered techniques should be used to develop communicative ability of the students.

5.2 Recommendations

On the basis of the findings and conclusions discussed above, the major recommendations of this study are presented. The recommendations of the present study can be applicable implemented in policy level, practice level and further research area. The recommendations are discussed below:

5.2.1 Policy Level

Policy is a principle to guide discussions and achieve rationale outcomes. The implications of this study at this level are as follows:

- This study suggests that the policy makers should launch different types of student-centered techniques in the secondary level English curriculum.
- Similarly, this study also suggests the policy makers should provide different trainings to the teachers who teach English especially communicative functions.
- Though all the strategies and techniques have equal importance in developing communicative ability of the students, the policy makers should give much attention in role play group work, pair work, dialogue, etc to develop communicative ability of the students while designing curriculum.
- In the say way, this study suggests that the government should provide different types of materials to the teachers who teach in the secondary level.

5.2.2 Practice Level

Untrained teachers seemed to be following the outdated teaching techniques and methodologies so they should be acknowledged about the latest teaching techniques, activities and strategies of teaching. This study makes a significant contribution to English language teachers for their professional development. Novice teachers involved in the field of English language teaching face problem in their day to day teaching therefore to overcome with such problems they would get idea applying teaching strategies used in teaching communicative functions. Students centered techniques should be used to teach English in the secondary level and to enhance their effective teaching in the classroom.

5.2.3 Further Researches Related Recommendation

Regarding the recommendations for further research, it is important that a large scale qualitative research should be carried out by learning maximum number of respondents. It is because one of the key limitations of this study was the sample size and the tools of data elicitation. the new researchers have to observe the actual class and explore the effective strategies for communicative functions. Some other recommended actions related to further research are give below:

- It is thought to be more relevant to carry out participant observation based on large scale study on the topic like classroom strategies, communicative practices, problems of classroom techniques and activities for better teaching in the coming days by the new researchers.
- Further researches should be based on action and experiment of the role, effectiveness and implications of the strategies used in teaching communicative functions to develop learners' communicative ability.

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APPENDIX I

Questionnaires

Dear informants,

This questionnaire is a part of my research study entitled "Strategies used for teaching communicative functions" under the supervision of Mr. Resham Acharya, the Teaching Assistant of the Department of English education, T.U., Kirtipur. Your co-operation in the completion of the questionnaire will be of great value to me. I will assure you that responses made by you will be exclusively used confidently only for present study.

Researcher

Ram Krishna Sapkota

T.U. Kirtipur-Kathmandu

Name of the informants: ……

Sex: ……

Age: ……

Academic qualification: ……

Group 'A'

Circle the appropriate option given below:

1. How often do you let your students play different roles?
    i. Daily
    ii. Once a weak
    iii. Sometimes
    iv. Rarely.
2. Which of the following tools do you use most frequently to test the students communicative functions?
    i. Written exam.
    ii. Speaking.
    iii. Role playing.
    iv. Through project assignment.
3. Which of the language skill do you prioritize most to teach communicative functions?
    i. Listening
    ii. Speaking
    iii. Reading
    iv. Writing
4. How often do you make your students practicing dialogue in the class?
    i. Always
    ii. Usually
    iii. Rarely
    iv. Never
5. How often do you make your students to practice in a pair or group?
    i. Always
    ii. Usually
    iii. Rarely
    iv. Never

6. What type of language do you use to teach communicative functions?
    i. Literary
    ii. Simple and clear
    iii. More explanatory
    iv. Idiomatic
7. What type of language do you use to teach communicative functions?
    v. Literary
    vi. Simple and clear
    vii. More explanatory
    viii. Idiomatic
8. How often do you interact with the students in the classroom?
    i. Always
    ii. Usually
    iii. Rarely
    iv. Never
9. How often do you use cassette player in the classroom to teach communication functions?
    i. Daily
    ii. One a week
    iii. Fort nightly
    iv. Monthly
10. Which activity do you prefer most to teach communicative functions?
    i. Role play
    ii. Discussion
    iii. Group work
    iv. Pair work

11. How often do you make your students using dictionary for the unfamiliar word meaning?
    i. Always
    ii. Sometimes
    iii. Rarely
    iv. Never
12. How often do you make your students to participate in debate competition?
    i. Daily
    ii. One a week
    iii. Fort nightly
    iv. Monthly
13. How often do you teach your students through language games?
    i. Always
    ii. Sometimes
    iii. Rarely
    iv. Never
14. Do you prefer to use dramatization technique to teach communicative functions?
    i. Yes
    ii. No
15. Do you think group work is an appropriate technique to teach communicative functions at secondary level?
    i. Yes
    ii. No
16. What type of groups do you practice while teaching communicative functions in the secondary level?
    i. Smaller
    ii. Lager

17. Do you think students who work in group learn more than those who work individually while teaching communicative functions?
    i. Yes
    ii. No
18. How do you divide the class while teaching communicative functions?
    i. In pair
    ii. In group
19. Do you believe role play technique as a important technique in crowed class to teach communicative functions?
    i. Yes
    ii. No
20. Have you ever been asked your mates to observe the class while teaching communicative functions?
    i. Yes
    ii. No
21. Do you follow other material except book and teachers guide while teaching communicative functions?
    i. Yes
    ii. No

Group 'B'

1. Would you please give a brief information about communicative functions?

Ans: …….....
…….....

2. Do you prefer use the interaction between teacher to students or interaction among students to teach communicative functions? Why?

Ans: …….....……
…….....

3. Do you practice students' centred technique in the classroom while teaching communicative functions? If yes, which technique do you practice most in the classroom?

Ans: …….....……
…….....

4. What do you think groupwork or role play teachnique is best to teach communicative functions? Why do you think it is the best technique?

Ans: …….....……
…….....

5. What are the problems that you face while teaching communicative functions?

Ans: …….....……
…….....

6. Which strategy do you prefer most while teaching communicative functions?

Ans: .....…….....…
…….....

7. Do you want to give any suggestion about communicative Functionswhich are mentioned in the secondary level curriculum? If yes, mention your suggestion here.

Ans: …….....
…….....

8. How do you advice to teachers of English who teach English in the secondary level while teaching communicative functions?

Ans: ……..……
…….....

Thank you for your Assistance

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APPENDIX II

CLASSROOM OBSERVATION FROM

Teachers Name: Date:

Name of the School: No. of Students:

Gender:

S.N.	Focuses on strategies while teaching communicative functions	Frequently	Sometimes	Seldom
19.	Discussion			
20.	Role play			
21.	pair works			
22.	Group work			
23.	Reading aloud			
24.	Picture description			
25.	Oral interview			
26.	Questions and request for information			
27.	Describing situation			
28.	Interaction with students			
29.	Invitation to ask			
30.	Interaction among students			
31.	Strip story			
32.	Story telling			
33.	Request for information			
34.	Interpreting			
35.	Request for Elaboration			
36.	Pictures			