CHAPTER ONE
INTRODUCTION

This study is entitled as "Effectiveness of communicative language teaching in teaching communicative functions". This is the introductory chapter. It deals with background of the study, statement of the problem, objective of the study, significance of the study, delimitations of the study and the operational definitions of the key terms.

1.1 Background of the Study

Historically, communicative language teaching has been seen as a response to the Audio-Lingual Method and as an extension or development of the Notional-Functional Syllabus. As an extension of the notional-functional syllabus, communicative language teaching places great emphasis on helping students use the target language in a variety of contexts and on learning language functions.

Communicative language teaching is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. Richards and Rodgers (2003, p.49) states that communicative language teaching has been seen as a response to the Audio-Lingual Method and as an extension or development of the Notional-Functional Syllabus. As an extension of the notional-functional syllabus, communicative language teaching places great emphasis on helping students use the target language in a variety of contexts and on learning language functions.

Unlike the Audio-Lingual Method, its primary focus is on helping learners create meaning rather than helping them develop perfectly grammatical structures or acquire native-like pronunciation. This means that successfully learning a foreign language is assessed in terms of how well learners have developed their communicative competence, which can loosely be defined as

their ability to apply knowledge of a language with adequate proficiency to communicate. Communicative language teaching is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan's (1998) five features of communicative language teaching. First, an emphasis on learning to communicate through interaction in the target language. Second, the introduction of authentic texts into the learning situation. Third, the provision of opportunities for learners to focus, not only on language but also on the learning management process. Forth, an enhancement of the learner's own personal experiences as important contributing elements to classroom learning and fifth, an attempt to link classroom language learning with language activities outside the classroom.

1.2 Statement of the Problem

Nepal's secondary level curriculum focuses on communicative functions and is developed on the basis of communicative approach at theoretical level; but it has not given much priority in practical field of teaching. Teachers need to be very carefully planned and prepared before entering to the class to teach communicative functions using student centered techniques because it is not an easy task. He/she should know how to manage the class for teaching language functions communicatively. Teaching communicative functions requires student centered techniques according to their level and interest. However, teaching and practicing communicative functions using student centered techniques is not given priority.

The textbook, workbooks and the teaching mostly concentrate on reading and writing. Students read story, an essay, etc. and do writing activities. It seems that all have forgotten the fact that the communication is a primary manifestation of the language. Thus, my study is concerned with enhancing students' proficiency of communicative functions using communicative language teaching. Teachers do not focus on student centered techniques while teaching communicative functions. Rather, they give more emphasis on teacher

centered techniques like, lecture, defining, describing exponents, etc. Therefore, I became interested in research on this topic. In the past teachers were not much concerned about contextual use of language they mostly focused on rote learning and teaching. This rote learning and teaching technique did not promote the students communication skill. So, I was interested to find out the effectiveness of communicative language teaching to promote students proficiency on communicative functions. Moreover, no research works have been carried out under this topic "Effectiveness of Communicative Language Teaching in Communicative Functions".

1.3 Objectives of the Study

The objectives of this study were as follows:

i. To find out effectiveness of communicative language teaching in teaching language function at secondary level.
ii. To suggest some pedagogical implications based on the findings of the study.

1.4 Research Questions

The following were the research hypotheses for my study:

i. Is communicative language teaching effective in teaching communicative function?

1.5 Significances of the Study

In the context of Nepal, the number of students in a class is very large. The teacher is hardly in contact with the student individually. The students never get enough time to talk with their teacher. In such contexts, there is need of communicative language teaching. The examples of communicative language teachings are role-play, Interviews, Information Gap, Games, Language Exchanges, Surveys, Pair Work . Students become active and learn more

themselves. Even the teacher and students have some more activities to do but it can improve their language skills and aspects. Realizing this fact, I attempted to conduct this experimental research to determine the benefits of communicative language teaching approach in teaching communicative functions at secondary level.

The research was equally important for course designer, textbook writers, language planners, teachers and students because they can get different ideas about the use and benefits of communicative language teaching.

1.6 Delimitations of the Study

This study was carried out within the following limitations.

i. The sample of this study was confined to the students of grade ten studying in Shree Chyuridanda Secondary School of Okhaldhunga district.
ii. The primary data for this study was collected only from written test.
iii. The duration of the study was 30 days.
iv. The study was limited to the learning of English in a classroom setting.
v. The study was limited in teaching different language functions, viz congratulating, requesting, apologizing, asking for permission, expressing condolence, etc.

1.7 Operational Definition of the key Terms

Pair work - Here, pair work refers to an activity for the teaching language functions.

Role-play - Here, role-play refers to an activity for the teaching language functions.

Communicative function - It refers to the way in which a language is used in a community for specific purpose.

Techniques - It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. In my study techniques are only concern with communicative techniques.

Exponents- Here, the students use different exponents while speaking.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the theoretical literature, review of the empirical literature, implication of the review for the study and conceptual framework for the study.

2.1 Review of Related Theoretical Literature

Under theoretical literature, I presents the concepts and theories related to the topic. This review of the theoretical literature consists of an introduction of communicative approach to language teaching, communicative competence, communicative functions, classification of communicative functions, teaching communicative functions, techniques of language teaching, teaching communicative functions through communicative language teaching technique, advantages and disadvantages of communicative language teaching.

2.1.1 Communicative Approach to Language Teaching

Communicative approach is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of the study. Communicative approach has shaped the recent trend in foreign language teaching. According to Richards (1999, p.66), "Communicative approach is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence"'.

As an extension of the functional syllabus, communicative language teaching (CLT) also places great emphasis on helping students use the target language in a variety of contexts and places great emphasis on learning language functions. Unlike ALM, its primary focus is on helping learners create meaning rather than helping them develop perfect grammatical structures or acquire native like pronunciation. This means that successful learning of foreign language is

assessed in terms of how well learners have developed their communicative competence, which can loosely be defined as their ability to apply knowledge in both formal and sociolinguistic aspects of a language with adequate proficiency to communicate.

Communicative language teaching makes use of real life situation that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the ALM of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and response. Student's motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. According to Berns (1984, p.57);

> Language is interaction; it is interpersonal activity and has a clear relationship with society. In this light language study has to look at the useful function of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social or situational context (who is speaking, what social roles are, why they have came together to speak).

The communicative approach does a lot to expand on the goal of creating communicative competence compared to earlier method that proposed to same objective. According to Berns (ibid) "One major features of communicative language teaching is pair or group work'". This type of work is suggested to encourage students to use and practice functions and forms of language that help the students to become more independent and to accept responsibility. For the proponent of this approach, language learning is learning to communicate (either in pair or in group) in the target language. This approach emphasizes on providing the opportunities for the learners to focus not only the language but

also on the learning process itself. It attempts to link classroom language learning with language activation outside the classroom.

Mythologists and linguists are further developing and strengthening techniques and scope of this approach. Communicative approach emphasizes on child centered teaching tasks. Here, the research was selected communicative language teaching for my research work.

2.1.2 Communicative Competence

Communicative competence refers to a learner's ability to use language to communicate successfully. Communicative language teaching involves developing language proficiency through interactions embedded in meaningful contexts. This approach to teaching provides authentic opportunities for learning that go beyond repetition and memorization of grammatical patterns in isolation. A central concept of the communicative approach to language teaching is communicative competence: the learner's ability to understand and use language appropriately to communicate in authentic (rather than simulated) social and school environment. According to Hymes (1972, p.9);

> Communicative competence is a linguistic term which refers to a learners' L2 ability. It not only refers to learner's ability to apply and use grammatical rules but also to form correct utterances, and knowledge how to use these utterances appropriately.

At present, language teaching in our context is based on the idea that the goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately to accomplish goals. Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse and strategic. These four competence areas are also known as the components of communicative competence.

Linguistic competence is concerned with how to use the grammar, syntax and vocabulary of a language. It deals with what words do I use? How do I put them into phrases and sentences? Sociolinguistic competence knows how to use and respond to language appropriately in given setting, topic and the relationship among people communicating. It deals with the words and phrases which fit this setting and this topic? How can I express a specific attitude when I need to? How do I know what attitude another person is expressing? Discourse competence knows how to interpret the larger context and how to construct larger stretches of language so that the parts make up a coherent whole. It deals with how the words, phrases and sentences put together to create conversations, speeches, email messages, news papers and articles? A strategic competence is concerned with how to recognize and repair communication breakdowns, how to work around gaps in one's language and how to learn more about the language in the context. Strategic competence deals with how do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb to use?

2.1.3 Communicative Functions

Communicative function refers to the communicative goal for which a unit of a language is used in community to accomplish a certain purpose, for example; Greeting, requesting, asking for permission, etc. According to Ur (2001, p.92), "A function is some kind of communicative act, it is the use of language to achieve a purpose, usually involving interaction between at least two people'". Similarly, Richards et.al (1999, p.148) put forward their views on communicative function of language as the purpose for which an utterance or unit of a language is used. In language teaching, language functions are often describes as categories of behaviors, For example, request, apologies, compliments, etc. Other scholars further elaborated the communicative functions as a thing having at least three facets: substance, form and function. Here function refers to the communicative goal to accomplish a certain

purpose. Language serves the purpose of describing people or stating events. For example, request, command, order, advice, instruct, etc. These communicative functions of language are employed to accomplish certain goals with several functions.

2.1.4 Classification of the Communication Functions

Communicative functions of language are broadly classified into different types by various scholars and linguists. They do not seem to follow consistent system of classification of communicative functions of language and assert that the system of classification is only accurate and appropriate for the complex system of language functions as employed in a community. Linguists provide narrow to broad classification of communicative functions of language. Some of them are as follows:

Corder (1973, P.44) classifies communicative functions in following five types:

1. **Personal**: This function refers to the use of language towards speakers to reveal his/her attitude towards their speaking. It is addressor focused function of language.
2. **Directive**: It refers to the use of language towards hearer. It directs addressee to do something.
3. **Referential**: This function is used for describing states or events.
4. **Phatic**: It refers to established relations; promote feelings of goodwill and social solidarity. It is used for beginning, continuation and termination of attention of listeners.
5. **Metalinguistic**: This function refers to the use of code to describe language itself.
6. **Imaginative:** When the focus is on expression of speaker's feeling and emotions then it is said to have imaginative function.

Halliday (1973, p.232) presents the seven types of communicative function of language which are as follows:

1. **The instrumental function:** This function serves to manipulate the environment, to cause certain events to happen. It acts to bring about a particular condition. For example; "This court finds you guilty"'. "On your mark, get set, go!"
2. **The regulatory function:** This function refers to the control of events. It seems to be similar with the instrumental function, but its less unpleasing than instrumental function. The regulation of encounters among people, approval, disapproval, behavior control setting, laws and rules come under regulatory function. For example, "Upon good behavior, you will be eligible for parole in five months"'.
3. **The representational function**: It refers to the use of language to convey facts and knowledge, to report the factual reality and statement. For example, "The sun is hot"'."The earth is round"'.
4. **The interactional function:** It serves to maintain social rapport between and among people and to keep channels of communication open. It requires knowledge of slang, jargon, jokes, successful international communication in social relationship.
5. **The personal function**: It refers to the permission for a speaker to express feelings, emotions and personality reactions. Every person's individuality is usually characterized by his/her use of the personal function of communication where personal natures of language, cognition, affect and interact in ways that have not yet been explored.
6. **The heuristic function**: It refers to the involvement of language use to acquire knowledge to learn about the environment. It is usually in the form of question for inquiry purpose. It is used to elicit representations of reality from others.
7. **The imaginative function:** This function refers to the use of language for the sake of creation of imaginary ideas.

> Furthermore, it is the use of language to express the aesthetic pleasure through imagination to have sheer pleasure using language. For example, telling fairy tales, poetry, puns and tongue twisters. It sometimes goes beyond the real world to soar the heights of beauty of language itself to create impossible drewass too.

To make teaching and learning of communicative functions easy and systematic, different linguists tried to group similar communicative functions into different categories. Though there is variation, the classification seems to be more or less the same.

2.1.5 Teaching Communicative Functions

The communicative approach to language teaching is a approach which is mainly used to teach communicative functions. This approach in language teaching started from a theory of language as communication, since the objective of language teaching is to develop communicative competence. Richards and Rodger (2003) say:

> We can distinguish strong and weak version of communicative language teaching. The weak version stresses the importance of providing learners with opportunities to use their English for communicative purposes and characteristically attempts to integrate such activities into wider program of language teaching. The strong version of communicative teaching, on the other hand, claims that language is acquired through communication so that it is not merely a question of achieving existing knowledge of language but of stimulating the development of language system itself. If the former could be described as learning to use English the later entails using English to learn it.

So, to teach communicative functions, both strong and weak version of communicative language teaching should be applied in the classroom, which focuses on meaning aspect, contextualization, comprehensive pronunciation, regular conversation, role play, drill, fluency and acceptable language and intrinsic motivation.

2.1.6 Communicative Language Teaching

Communicative language teaching is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices.

Richards and Rodgers (2003, p.49) states that communicative language teaching has been seen as a response to the Audio-Lingual Method and as an extension or development of the Notional-Functional Syllabus. As an extension of the notional-functional syllabus, communicative language teaching places great emphasis on helping students use the target language in a variety of contexts and on learning language functions.

Unlike the Audio-Lingual Method, its primary focus is on helping learners create meaning rather than helping them develop perfectly grammatical structures or acquire native-like pronunciation. This means that successfully learning a foreign language is assessed in terms of how well learners have developed their communicative competence, which can loosely be defined as their ability to apply knowledge of a language with adequate proficiency to communicate. Communicative language teaching is most often defined as a list of general principles or features. One of the most recognized of these lists is Nunan's (1991, p.45) five features of communicative language teaching:

- An emphasis on learning to communicate through interaction in the target language,
- The introduction of authentic texts into the learning situation,

- The provision of opportunities for learners to focus, not only on language but also on the learning management process,
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning
- An attempt to link classroom language learning with language activities outside the classroom.

These five features are claimed by practitioners of communicative language teaching to show that they are very interested in the needs and desires of their learners, as well as the connection between the language as it is taught in their class and as it used outside the classroom. Under this broad definition, any teaching practice that helps students develop their communicative competence in an authentic context is considered an acceptable and beneficial form of instruction.

The concept of communication is the process by which people assign and convey meaning in an attempt to create shared understanding. It is through communication that collaboration and cooperation occur. Communication is the articulation of sending a message, through different media whether it be verbal or nonverbal, so long as a being transmits a thought, provoking idea, gesture or action. I considered several types of communication: verbal (by means of language, dialogue) and non-verbal communication.

2.1.7 Steps of Using Communicative Language Teaching

It makes use of real-life situations that generate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful

ways about meaningful topics. Several concepts related to communicative language teaching are presented here.

The ultimate role that teaching must assume is to generate communication. A language communicates meaning. Grammar instances should be presented and practiced in order to achieve this goal. This is why I described the place of grammar in language teaching with its four stages: presentation, isolation and explanation, practice and test. We consider that knowledge of grammatical rules is essential to the mastery of a language. The teacher has to prepare an organized, balanced plan of classroom teaching/learning procedures through which the learners was enabled to spend some of their time concentrating on mastering one or more of the components of the target language on their way to acquiring it as a whole.

The practical hints and communicative activities designed to stimulate conversation and communication among students in the English class, the activities and exercises should be ranged starting from the ones applied to early students (in my case, third year students) and moved on to more complex communicative activities, applicable to older learners.

In a communicative classroom for beginners, the teacher might begin by passing out cards, each with a different name printed on it. They are responding in English to a question in English. They do not know the answers beforehand, as they are each holding cards with their new identities written on them; hence, there is an authentic exchange of information. Later during the class, as a reinforcement listening exercise, the students might hear a recorded exchange between two English kids meeting each other for the first time at the gym doors. Then the teacher might explain, in Romanian, the differences among English greetings in various social situations.

Finally, the teacher might explain some of the grammar points and structures used. The stages for an effective communicative activity and several games, which offer the students opportunities to use the language they are learning in

non-threatening, enjoyable contexts, should be taken into account. The teacher should have feedback for each activity that students are involved in. This is why I presented some ways of testing the students ' competences (both formal and informal ways of evaluation were considered). By testing the students (orally or in writing), teacher will find out if, how much, and how well the learner has acquired the new material. It is also important to depict the mistakes and deficiencies of their work. Testing includes grading but it is not restricted to it. As alternative means of evaluation, I mentioned systematic observation, the project, the self- evaluation method and the portfolio. During communicative activities, a classroom is far from quiet. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

2.1.8 Teaching Communicative Functions through Communicative Language Teaching

Communicative language teaching is one of the modern techniques emerged in the field of language teaching. Different aspects and skills are taught through this technique and teaching communicative function is a important aspect of language teaching.

In recent years, teaching and learning of communicative functions are given more importance, since the aim of language teaching is to make the students communicatively competent. Thus, teaching communicative functions at secondary level has been given more priority by using student- centered approaches, methods and techniques.

Communicative function can be taught in different ways such as activities, role-play, interviews, information gap, games, language exchanges, surveys, pair work whole class teaching, one to one teaching, group teaching, through pair work, by explanations, etc. It encourages students for active participation in learning. It is obvious that giving more explanation and definitions of

communicative functions, presenting their exponents, making students to memorize the components is quite boring to the students as there is little chance of students' participation. Teaching communicative functions is an interactive activity and is more effective by using students centered techniques like using communicative language teaching.

Communicative approach is not just limited to oral skills. Reading and writing skills need to be developed to promote pupils' confidence in all four skill areas. By using elements encountered in a variety of ways (reading, summarizing, translating, discussion, debates) language is made more fluid and pupils' manipulation of language more fluent. It is important not to be restricted to one textbook; textbook must not be used from cover to cover. It can be considered only a tool, a starting-point. With a little inspiration and imagination, textbooks can be manipulated and rendered more communicative. Teacher must free him/herself from it, rely more on his/her own command of language and his/her professional expertise as to what linguistic items, idioms, phrases, words, need to be drilled, exploited or extended. Spontaneous and improvised practice helps to make minds more flexible and inspire confidence in coping with unforeseen, unanticipated situations. There is a need to use different registers and develop alternative ways of saying things.

2.1.9 Classroom Activities in Communicative Language Teaching

Since the advent of CLT, teachers and materials writers have sought to find ways of developing classroom activities that reflect the principles of a communicative methodology. This quest has continued to the present, as we shall see later in the booklet. The principles on which the first generation of CLT materials are still relevant to language teaching today. So, we can describe briefly review the main activity.

A) Accuracy Versus Fluency Activities

Hymes (1972) states that one of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.

Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

Activities focusing on fluency

- Reflect natural use of language
- Focus on achieving communication
- Require meaningful use of language
- Require the use of communication strategies
- Produce language that may not be predictable
- Seek to link language use to context

Activities focusing on accuracy

- Reflect classroom use of language
- Focus on the formation of correct examples of language
- Practice language out of context
- Practice small samples of language
- Do not require meaningful communication
- Control choice of language

B) Mechanical, Meaningful, and Communicative Practice

Hymes (1955) state another useful distinction that some advocates of CLT proposed was the distinction between three different kinds of practice – mechanical, meaningful, and communicative. Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items. Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then have to answer questions such as "Where is the book shop? Where is the cafe?" etc. The practice is now meaningful because they have to respond according to the location of places on the map. Communicative practice refers to activities where practice in using language with in a real communicative context is the focus, where real information is exchanged, and where the language used is not very predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest cafe, etc.

C) Information-gap Activities

According to Hynes (1972), an important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and

communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task.

D) Jigsaw Activities

Hymes (1972) states these are also based on the information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice. The following are examples of jigsaw activities: The teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing on each of the three speaker's points of view. Students are divided into three groups and each group listens and takes notes on one of the three speaker's opinions. Students are then rearranged into groups containing a student from groups A, B, and C. They now role-play the discussion using the information they obtained. The teacher takes a narrative and divides it into twenty sections (or as many sections as there are students in the class). Each student gets one section of the story. Students must then move around the class and by listening to each section read aloud, decide where in the story their section belongs. Eventually the students have to put the entire story together in the correct sequence.

E) Emphasis on Pair and Group Work

According to Hymes (1972), most of the activities discussed above reflect an important aspect of classroom tasks in CLT, namely that they are designed to be carried out in pairs or small groups. Through completing activities in this way, it is argued, learners will obtain several benefits:

- They can learn from hearing the language used by other members of the group.
- They will produce a greater amount of language than they would use in teacher-fronted activities.
- Their motivational level is likely to increase.
- They will have the chance to develop fluency.
- Teaching and classroom materials today consequently make use of a wide variety of small-group activities.

F) Other Activity Types in CLT

Hymes (1972) states many other activity types have been used in CLT, including the following:

I) **Task-completion activities:** Puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

II) **Information-gathering activities:** student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

III) **Opinion-sharing activities:** activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

IV) **Information-transfer activities:** These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

V) **Reasoning-gap activities:** These involve deriving some new information from given information through the process of

inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class time tables.

VI) **Role-plays:** activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

2.2 Review of Empirical Literature

Every new task needs the knowledge of previous background, which can help and direct to each new target for finding out new things or ideas. Many articles, reports and books have been written on the area of teaching language aspects. Some of the articles, reports and books that are published in the printed form or can be found in the websites have been helpful to this study. Some of related literatures to this study are as follows:

Sharma (2003) conducted a practical study to find out the effectiveness of role-play technique in teaching communicative functions. The main objective of this study was to find out the effectiveness of role-play technique in teaching communicative functions. He selected 30 students of class nine for the population of the research with the help of purposive non-random Sampling. He used pretest and post test as data collection tools. The major finding of study was that the role-play technique had relatively a better impact on teaching the functions overall.

Pandey (2004) carried out a research on "Effectiveness of language games in teaching grammar". The purpose of his study was to find out the effectiveness of language games in teaching grammar and to suggest more language games in teaching grammar. He attempted (pre-test and post-test, experimental group and control group) 20 questions which consist 20 full marks. His findings show that using games in teaching grammar has relatively a better impact on the whole. Using games in teaching grammar is relatively more effective than teaching grammar without language games in general.

Bhandari (2005) carried out a research entitled "Effectiveness of Group work and Communicative Language Teaching in Teaching Communicative Functions of English". The main objective of this study was to find out the effectiveness of group work technique in teaching communicative functions. He selected 30 students from class ten with the help of purposive non random sampling. He compared these two techniques, their effectiveness in lay learning by using an experimental research design i.e. Post-test only Equivalent Research Design. The major finding of that study was that the pair work is relatively more effective than group work technique for teaching communicative functions.

Silwal (2006) carried out a research on "A study on Effectiveness of Elicitation technique in teaching vocabulary". The goal of his study was to find out the effectiveness of Elicitation technique in vocabulary comprehension for five graders. He attempted experimental research with different types of test items in his study. Findings of his study shows that using Elicitation technique in teaching vocabulary appeared 2.25% more than in control group. It shows that teaching vocabulary through Elicitation technique is more effective than teaching with usual classroom techniques

Gautam (2011) carried out the research entitled "Effectiveness of communicative language teaching in teaching grammar". The main objective of this study was to find out the effectiveness of communicative language teaching in teaching grammar. He selected 25 students from class eight by using quota Sampling. He used pretest and post test as data collection tools. The major finding of that study was that pair work was more effective than lecture technique to teach grammar and his findings showed the experimental group was able to make better progress than the controlled group.

Subedi (2015) has carried out the research entitled "Effectiveness of Discussion Technique in Teaching Speaking"'. The main objective of this study was to find out the effectiveness of discussion technique in developing speaking skill. He

selected 30 students of class ten by purposive non random Sampling. He used pre-test and post- test are the data collection tools. He found out that discussion technique is more effective in developing students' speaking skill than other traditional teacher centered techniques. Experimental group did more progress in speaking than the controlled one.

Apart from these, no study has been carried out to determine the effectiveness of communicative language teaching for teaching communicative functions at secondary level. Therefore, I was interested to find out the effectiveness of communicative language teaching in teaching communicative functions at secondary level.

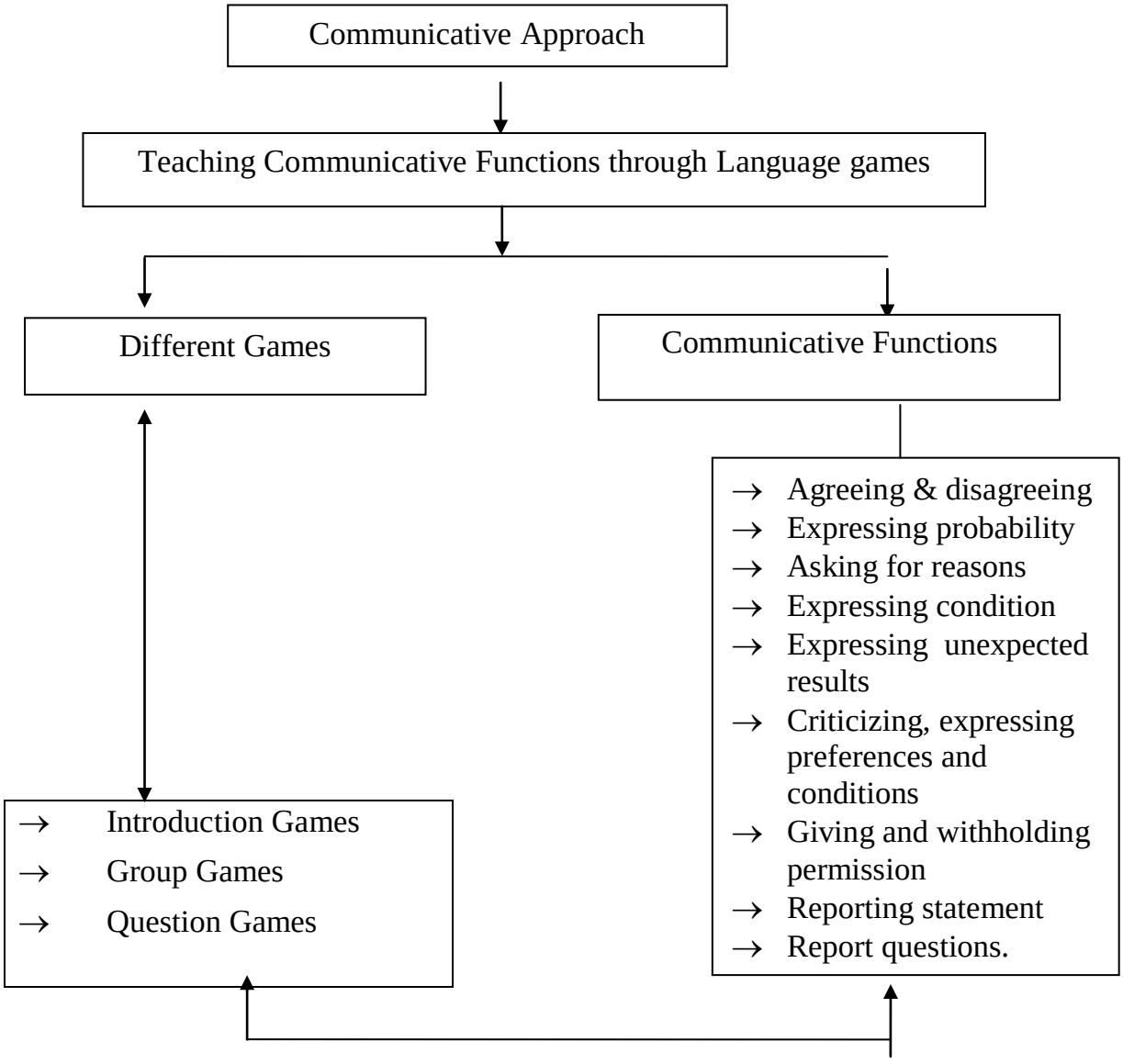
2.3 Implications of the Review for the Study

With the reference of review of theoretical and empirical literature, I achieves the significant ideas, information and guidelines about the communicative language teaching and language functions. General concept of communicative language teaching has been clear from different books, these in the department and web searches. It is also clear that, there are different approaches and techniques in teaching communicative functions. I has mentioned many theoretical reviews and those reviews are helpful for this study. After reviewing those researchers, I got a lot of ideas about research design, methodology and procedures. Especially, the study of Pokharel (2000), Gautam (2011) and Bhandari (2005) help I to broaden knowledge on selecting research design and preparing tools for data collection. Similarly, the study Subedi (2015) and Sharma (2003) provided me an insight to developing conceptual frame work. Therefore, I can say that this reviewed sources have becomes very important for researcher because they provided to I valuable guidelines to conduct for this research proposal.

2.4 Conceptual Framework

Language games are important learner-centered approach for teaching communicative functions. While implementing the this approach, we use different methods and techniques such as; Activities, Role-play, Interviews, Information Gap, Games, Language Exchanges, Surveys, Pair Work, etc. into the real classroom practice, we need to consider different student related factors such as; sex, age, motivation, method, class size, etc. If we select appropriate communicative language teaching considering the students level, effective learning of communicative functions can be enhanced or become effective.

The conceptual framework of my research work was as follows:



CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

This chapter deals with methodological implemented during the study for the fulfillment of the study. A researcher adopts the following methodologies.

3.1 Design and Method of the Study

Research is a scientific and systematic study carried out to discover new facts or information. It is a multidimensional activity that is done to discover the truth. It is the process of describing a series of sequential steps, beginning with the identification of a research question or problem, than to a statement of a conceptual model, data collection and finally analysis and conclusion. Kumar (2005, p.129) says that research is a way of thinking. It is a learning and interactive process. Richards et al. (1992,p.42) define research as the study of an event, problem or phenomenon using systematic and objective methods in order to understand it better and to develop principles and theories about it.

There are many research designs which can be used to find out answer of many problematic questions. Among them, an experimental research is one of the research designs.

Experimental design is a kind of research design for obtaining and treating data in which the experimental method is used. An experimental method is a method in which one or more independent variables are manipulated and responses on one or more dependent variables are used. In this design, a researcher creates an artificial situation and conducts experiments to find out cause and effect relationship between dependent and independent variables. Experiment is an activity which intervene the natural situation and aims at finding out truth by verifying the existing truth.

In the words of Somer and Somer (1991, p.78);

> An experiment involves the creation of an artificial situation in which events that generally go together are pulled apart. The participants in an experiment are called subjects, the elements or factors in the study are termed as variables. Independent variables are those that are systematically altered by experimenter. Those items that are affected by the experimental treatments are dependent variables.

The main purpose of experimental research is to find out magnitude of the cause effect relationship shared by two or more variables either by testing the hypothesis or by verifying the existing or established theory.

3.1.1 Designs of Experimental Research

With reference to Campbell and Stanley (1966,p.65), the major designs of experimental research are discussed below:

Design 1: The Post – test Only Equivalent – Groups Design

This design uses the post -test only. There is no any pre - test in this design. Both the groups must have similar level of proficiency.

R	X	O_1
R	C	O_2

Where,

R= Random Sampling
S= Experimental Group
C= Controlled Group
O= Observation

Design 2: The Post – test Only Equivalent Research Design

This design is used to compare two treatments where I introduces experimentation to both the groups. Not any pre-test is given in this research design.

R	X_1	O_1
R	X_2	O_2

Where,

R= Random Sampling

X_1 = One type of experimental treatment.

X_2 = Second type of experimental treatment

O = Observation

Design 3: The Pre –test, Post – test Equivalent Groups Design

This design is similar to the first design (i.e. design 1). But the difference is that it has a pre - test. This design is also known as more scientific design of experimental research. This is a classical or traditional design as well.

R	O_1	X	O_2
R	O_3	C	O_4

Where,

R = Random Sampling

O_1&O_3 = Pre- tests

O_2&O_4 = Post – tests

X = Experimental Group

C = Control Group

Design 4: The Solomon Four Group Design

Here, in this design, the subjects are divided into four groups. I gives pre-test in two groups but in other groups pre-test is not given. Here I tries to find out the effectiveness of pre-test.

R	O_1	X	O_2
R	O_3	X	O_4
R	-	C	O_5
R	-	C	O_6

Where,

R= Random Sampling

O_1&O_3 = Pre-tests

O_2, O_4, O_5&O_6 = Post-tests

X = Experimental

C = Controlled Group

Among the above-mentioned designs of experimental research, I followed Design 3: The pre-test, post-test equivalent groups design for my study.

3.1.2. Process of Experimental Research

The process of Experimental research refers to the way of carrying out an experimental research. Being based on the ideas of various scholars, it follows the following procedure:

1. Framing the topic
2. Specifying the objectives
3. Formulating hypothesis
4. Expanding theoretical knowledge
5. Writing research proposal and preparing topics
6. Collecting required materials for experiment
7. Visiting the field

8. Establishing the rapport with the authority
9. Assigning subjects randomly into two groups
10. Giving pre-test
11. Checking answer sheet
12. Listing raw score
13. Calculating the mean of both groups
14. Finding out the differences between mean score of both group and their adjusting it
15. Starting the treatment/ experiment
16. Completing the experiment
17. Giving post-test
18. Checking answer sheet
19. Listing raw score
20. Calculating the mean of both the groups
21. Camping the mean of both the groups in pre-test and post-test
22. If the finding is not very clear then the special statistical process called t-test is used.

In experimental design, a researcher creates an artificial situation and conducts experiments to find out cause and effect relationship between dependent and independent variables. Therefore, I selected the experiment research to conduct this research.

3.2 Population, Sample and Sampling Strategy

The sample of this study was consist of students of Shree Chyuridanda Secondary School from Okhaldhunga district. There were 32 students in the class and so I identified each student by a number from 1 to 32.

3.3 Study Area/Field

The study area for this study was grade ten (10) of government aided school. The school's name is Shree Chyuridanda Secondary School, Okhaldhunga.

3.4 Data Collection Tools and Techniques

The main tool for the data collection was the test items. I used pre-test and post-test items. They were consist of four different test items viz. multiple choice, matching, fill in the blanks, guided conversation, which will carry 50 marks.

Types of items and the number of items in each type was as follows.

S. N	Type	No. of test items
1	Multiple choice item	14
2	Matching	10
3	Fill in the blanks	6
4	Guided conversation	4
	Total	35

3.5 Data Collection Procedures

In order to collect the required data, the research will follow the following procedure:

1. The test items were developed on the basis of grade ten English textbook to measure the communicative language proficiency of the students before and after teaching. Teaching methods and approaches was fixed before teaching the selected language functions/teaching items. The same test-items was used for both Pre-test and post-test.
2. A good rapport with the students was established by visiting the school administration and a pre-test was administered by using test items to determine the language proficiency of the students after selecting 30 students randomly.

3. The students were divided into two groups: Controlled and Experimental on the basis of odd – even ranking of the individual.

   The ranking procedure and group division was as follows:

Pre-test rank	Group 'A'	Group 'B'
1-15	odd	even
16-30	even	odd

4. The two groups of the students were taught side by side. Group 'A' (Experimental group) was taught communicative functions through communicative language teaching and group 'B' (Controlled group) was taught through lecture methods, e.g. lecture method or explanation technique.
5. Each group was taught six days of a week, one period is a day and each period was last for forty five minutes. The equal number of language functions were taught four weeks altogether.
6. After 30 days(four weeks), a post test was administered to both groups.
7. The scores of both groups was compared and tabulated.
8. At last, the obtained results/data was compared to determine the effectiveness of communicative language teaching.

3.6 Data Analysis and Interpretation Procedures

The collected data ware analyzed, interpreted and presented with the help of appropriate tools like, tables. The data were analyzed and interpreted by using statistical tools which were collected from primary sources. The primary sources of data were obtained through a pre-test and a post-test. The data for this study were tests results. The data were tabulated with scores, average and percentages. They were analyzed descriptively.

Data collection was initiated through the objectives putting it in centre to find out the effectiveness of communicative language teaching in teaching communicative functions and suggest some pedagogical implications.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter, based on analysis and interpretation of the data, findings were discussed.

4.1 Analysis of Data and Interpretation of the Results

Thirty-two students were divided into two groups (Experimental and Controlled). The data was collected through tests before and after the intervention of the particular technique in both the groups. Experimental group was intervened by using communicative language teaching to teach communicative functions and the controlled group was taught by using teacher centered lecture method or technique. The data collected from both the groups and obtained results are presented and analyzed in the subsequent section.

4.1.1 Holistic Comparisons of Pre-test and Post-test

The average marks and percentages obtained by the students of both, group A and group B in both pre-test and post-test items along with their progresses are presented and compared in this section. Here, group A shows the experimental and group B show the control group. The comparison of scores between two groups have been presented in Table 1 :

Table 1

The Results of Holistic Comparison

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	35.46	70.93	40.59	81.18	5.13	10.25
B	36.5	73	37.18	74.37	0.68	1.37

The above table shows the average scores and percentages of both the groups in pre-test and post-test. It shows that Group A is control group and it has the average score of 35.46 or 70.93% in pre-test and average 40.59 or 81.18% in

post-test. This group has increased its mark by average 5.13 or 10.25%. On the other hand, Group B is experiential group and it has the average score 36.5 or 73% in pre-test and 37.18 average or 74.37%. This group has also increased by average 0.68 or 1.37%.

Hence, both the groups have improved their average scores but the progress of group A is better than that of group B. This result logically asserts that communicative language teaching in teaching communicative functions is more effective than any traditional teacher centered way of teaching communicative functions.

4.1.2 Function Based Comparison

Function based comparison is one of the most important comparisons of this research. This research was based on different eighteen language functions which were used for collecting data. The separate tables and description are given below:

4.1.2.1 Thanking

In this section, I presented and analyzed the effectiveness of communicative language teaching in teaching communicative functions in relation to thinking. The result has been presented on Table 2.

Table 2

The Results in Thanking

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	1.18	59.37	1.87	93.95	0.68	34.37
B	1	50	1.34	67.18	0.34	17.18

The Table 2 shows that Group A has average score of 1.18 or 59.37% in the pre-test and 1.87 or 93.75% in the post-test. On the other hand, group B has

average score 1 or 50% in the pre- test and 1.34 or 67.18 in the post test. This group has increased its marks by average 0.34 or 17.18 %.

From the scores, it is clear that the increase in the marks of group A is better than group B. It indicates that Group A made better progress than group B at the communicative function of thanking.

4.1.2.2 Asking for Permission

Here, I presented and analyzed effectiveness of communicative language teaching in teaching communicative function in relation to asking for permission. The result has been presented on Table 3.

Table 3

Results in Permission

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	0.09	68.22	5.90	91.14	1.31	21.87
B	3.03	50.5	4.21	70.31	0.06	19.81

The above table shows that Group A has the average score of 0.09 or 68.22% in the pre-test and 5.90 or 91.14% in the post-test. This group has increased its average marks by 1.31 or 21.87%. Similarly, Group B has average score of 3.03 or 50.5% in the pre-test and 4.21 or 70.31% in the post-test. This group has increased its marks by 0.06 or19.81%.

From the scores obtained, it is clear that the increase in the marks of Group A is better than the marks of Group B. It indicates that Group A has made better progress than group B at the communicative function of asking for permission.

4.1.2.3 Expressing Sympathy

For expressing sympathy I presented and analyzed the effectiveness of communicative language teaching in communicative function. The result has been presented on Table 4.

Table 4

The Results in Expressing Sympathy

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	2.21	73.95	2.75	91.66	0.46	16.6
B	2	66.66	2.03	67.70	0.12	1.23

According to Table 4, the Group A has the average score 0.21 or 73.95% in the pretest and 2.75 or 91.66% in the post-test. This group has increased its average marks by 0.46 or 16.6%. On the other hand, group B has the average score of 2 or 66.66% in pre-test and 2.03 or 67.70% in post-test. This group has increased its average marks by 0.03 or 0.14%.

From the above discussion, it is clear that the increase in the marks of Group A is better than Group B. It shows that Group A has made better progress than Group B at the communicative function of sympathizing.

4.1.2.4 Expressing Condolence

In relation to expressing condolence, I presented and analyzed the effectiveness of communicative language teaching communicative function. The result has been presented on Table 5.

Table 5

The Results in Expressing Condolence

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	2.5	75	2.09	98.44	0.46	23.44
B	2.5	75	1.56	75.13	0.06	3.13

The above table shows that Group A has the average score of 2.5 or 75% in the pretest and 2.09 or 98.44% in the post-test. This group has increased its average marks by 0.46 or 23.44%. On the other hand, Group B has the average score of 2.5 or 75% in pre-test and 1.56 or 78.1.3% in post-test. This group has increased its average marks by 0.06 or 3.11%.

From the above mentioned scores, it can be said that the increase in the marks of group A was better than the Group B which indicates that group A has made better progress than Group B at the communicative function of expressing condolence.

4.1.2.5 Expressing Apology

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to expressing apology. The result has been presented on Table 6.

Table 6

The Results in Expressing Apology

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	1.68	84.95	1.90	95.31	0.21	10.36
B	1.87	93.75	1.93	96.88	0.06	3.13

The above table shows that Group A has the average score of 1.68 or 84.95% in the pre-test and 1.90 or 95.31% in the post-test. This group has increased its average marks by 0.21 or 10.36%. Similarly, Group B has the average score of 1.87 or 93.75% in pre-test and 1.93 or 96.88% in post-test. This group has increased its average marks by 0.06 or 3.13%.

From the obtained scores, it is clear that the increase in the marks of Group A was better than the Group B. It indicates the better progress of group A than group B at the communicative function of apologizing.

4.1.2.6 Instructing

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to instructing. The result has been presented on Table 7.

Table 7

The Results in Instructing

Group	Pre-test		Post-test		Difference	
	Average	**Percentage**	**Average**	**Percentage**	**Average**	**Percentage**
A	3.68	68.46	4.90	81.77	1.21	20.31
B	4.65	77.60	4.87	81.25	0.21	3.65

On the basis of Table 7, Group A has the average score of 3.68 or 61.46% in the pre-test and 4.90 or 81.77% in the post-test. This group has increased its average marks by 1.21 or 20.31%. Similarly, Group B has the average score of 4.65or 77.60% in pre-test and 4.87or 81.25% in post-test. This group has increased its average marks by 0.21or 3.65%.

So, it is clear that the increase in the marks of Group A is better than the Group B. It shows that Group A has made better progress than Group B at the communicative function of instructing.

4.1.2.7 Persuading

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to persuading. The result has been presented on Table 8.

Table 8

The Results in Persuading

Group	Pre-test		Post-test		Difference	
	Average	**Percentage**	**Average**	**Percentage**	**Average**	**Percentage**
A	4.03	80.63	4.25	85.00	o.22	4.37
B	3.90	78.17	4.34	86.88	0.43	8.75

According to above table, Group A has the average score of 4.03 or 80.63% in the pre-test and 4.25 or 85.00% in the post-test. This group has increased its average marks by 0.22 or 4.37%. On other hand, Group B has the average score of 3.90 or 78.13% in pre-test and 4.34 or 86.88% in post-test. This group has increased its average marks by 0.43 or 8.75%.

So, it is clear that the increase in the marks of Group A is better than the Group B which indicates that Group A has made better progress than group B at the communicative function of persuading.

4.1.2.8 Giving Direction

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to giving direction. The result has been presented on Table 9.

Table 9

The Results in Giving Direction

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	1.06	53.13	1.68	84.38	0.62	31.24
B	0.90	45.31	1.18	59.38	0.28	14.07

The above table shows that Group A has the average score of 1.06 or 53.13% in the pre-test and 1.68 or 84.38% in the post-test. This group has increased its average marks by 0.62 or 31.24%. On other hand, Group B has the average score of 0.90 or 45.31% in pre-test and 1.18 or 59.38% in post-test. This group has increased its average marks by 0.28 or 14.07%.

From the score, it is clear that the increase in the marks of Group A is better than the Group B. It makes clear that Group A has made better progress than Group B at the communicative function of giving direction.

4.1.2.9 Making Offers

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to making offers. The result has been presented on Table 10.

Table 10

The Results in Making Offers

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	1.40	70.31	1.84	92.19	0.43	21.88
B	1.40	70.31	1.43	71.88	0.03	1.57

The Table 10 shows that Group A has the average score of 1.40 or 70.31% in the pre-test and 1.84 or 92.19% in the post-test. This group has increased its average marks by 0.43 or 21.88%. On other hand, Group B has the average score of 1.40 or 70.31% in pre-test and 1.43 or 71.88% in post-test. This group has increased its average marks by 0.03 or 1.57%.

So, it is clear that the increase in the marks of Group A is better than the Group B. It indicates that Group A has made better progress than Group B at the communicative function of making offers.

4.1.2.10 Agreeing/Disagreeing

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to agreeing/disagreeing. The result has been presented on Table 11.

Table 11

The Results in Agreeing/Disagreeing

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	1.56	57.81	1.78	89.06	0.62	31.25
B	0.84	42.19	1.09	54.69	0.25	12.50

According to the above Table 11, Group A has the average score of 1.56 or 57.81% in the pre-test and 1.78 or 89.06% in the post-test. This group has increased its average marks by 0.62 or 31.25%. In the same way, Group B has the average score of 0.84 or 42.19% in pre-test and 1.09 or 54.69% in post-test. This group has increased its average marks by 0.25 or 12.50%.

From the score, it is clear that the increase in the marks of Group A is better than the Group B. It indicates that Group A has made better progress than Group B at the communicative function of agreeing/disagreeing.

4.1.2.11 Asking for Reasons and Purpose

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to asking for reasons and purpose. The result has been presented on Table 12.

Table 12

The Results in Asking for Reasons and Purpose

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	0.59	59.37	0.8	87.5	0.28	28.13
B	0.56	50.25	0.81	81.25	0.25	31

On the basis of Table 12, the Group A has the average score of 0.59 or 59.37% in the pre-test and 0.8 or 87.5% in the post-test. This group has increased its average marks by 0.28 or 28.13%. On other hand, Group B has the average score of 0.56 or 50.22% in pre-test and 0.81 or 81.25% in post-test. This group has increased its average marks by 0.25 or 31%.

From the above discussion, it is clear that the increase in the marks of Group A is better than the Group B, which indicates that Group A better progressed at the communicative function asking for reasons and purpose than Group B.

4.1.2.12 Expressing Likes/Dislikes

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to expressing likes/dislikes. The result has been presented on Table 13.

Table 13

The Results in Expressing Likes/Dislikes

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	1.43	71.88	1.84	92.19	0.40	20.31
B	1.5	75	1.53	76.56	0.03	1.56

The above Table 13, shows that Group A has the average score of 1.43 or 78.88% in the pre-test and 1.84 or 92.19% in the post-test. This group has increased its average marks by 0.40 or 20.31. In the same way, Group B has the average score of 1.5 or 75% in pre-test and 1.53 or 76.56% in post-test. This group has increased its average marks by 0.3 or 1.56%.

So, it can be said that the increase in the marks of Group A is better than the Group B which indicates that Group A has made better progress than Group B at the communicative function of expressing likes and dislikes.

4.1.2.13 Denying (offer/request/invitation)

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to denying (offer/request/invitation). The result has been presented on Table 14.

Table 14

The Results in Denying (offer/request/invitation)

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	0.68	68.75	0.87	87.50	0.18	18.75
B	0.62	62.50	0.75	81.25	0.18	18.75

The above table shows that Group A has the average score of 0.68 or 68.75% in the pre-test and 0.87 or 87.50% in the post-test. This group has increased its average marks by 0.18 or 18.75. On other hand, Group B has the average score of 0.62 or 62.50% in pre-test and 0.75 or 81.25% in post-test. This group has increased its average marks by 0.18 or 18.75%.

From the score obtained, it can be said that the increase in the marks of Group A is better than the Group B. It obvious that Group A has made better progress than Group B at the communicative function of denying (request/offer/invitation).

4.1.2.14 Making Plans

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to making plans. The result has been presented on Table 15.

Table 15

The Results in Making Plans

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	0.78	39.06	1.78	89.06	1	50
B	0.75	37.50	1.25	60.94	0.46	23.44

The above table reflects that Group A has the average score of or 0.78 or 39.06% in the pre-test and 1.78 or 89.06% in the post-test. This group has increased its average marks by 1 or 50%. On other hand, Group B has the average score of 0.75 or 37.50% in pre-test and 1.21 or 60.94% in post-test. This group has increased its average marks by 0.46 or 23.44%.

Being based on the above discussion, it is clear that the increase in the marks of Group A is better than the Group B which shows that Group A has made better progress than Group B at the communicative function of making plans.

4.1.2.15 Expressing Suggestions/Advice

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to expressing suggestions/advice. The result has been presented on Table 16.

Table 16

The Results in Suggesting/Advising

Group	Pre-test		Post-test		Difference	
	Average	**Percentage**	**Average**	**Percentage**	**Average**	**Percentage**
A	1.53	51.04	2.59	86.46	1.06	35.42
B	1.62	54.17	2	66.67	0.37	12.50

The above Table 16 reflects that Group A has the average score of or 1.53 or 51.04% in the pre-test and 2.59 or 86.46% in the post-test. This group has increased its average marks by 1.06 or 35.42%. Moreover, Group B has the average score of 01.62 or 54.17% in pre-test and 2 or 66.67% in post-test. This group has increased its average marks by 0.37 or 12.50%.

So, it is reflected from the above discussion that the increase in the marks of Group A is better than the Group B. It indicates that Group A progressed better at the communicative function of suggesting/advising than Group B.

4.1.2.16 Requesting

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to requesting. The result has been presented on Table 17.

Table 17

The Results in Requesting

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	4.03	67.19	5.34	89.06	1.37	21.87
B	3.71	61.98	4.34	72.40	0.62	10.42

According to the above Table 17, Group A has the average score of or 4.03 or 67.19% in the pre-test and 5.34 or 89.06% in the post-test. This group has increased its average marks by 1.37 or 21.87%. Similarly, Group B has the average score of 3.71 or 61.98% in pre-test and 4.34 or 72.40% in post-test. This group has increased its average marks by 0.62 or 10.42%.

From the scores obtained, it is clear that the increase in the marks of Group A is better than the Group B. So, Group A has made better progress than Group B at the communicative function of requesting.

4.1.2.17 Congratulating

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to congratulating. The result has been presented on Table 18.

Table 18

The Results in Congratulating

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	1.87	93.75	1.87	93.75	0	0
B	1.75	87.50	1.81	90.63	0.03	3.13

Based on the Table 18, it can be said that Group A has the average score of or 1.87 or 93.75% in the pre-test and 1.87 or 93.75% in the post-test. This group has equal proficiency in both tests. On other hand, Group B has the average score of 1.75 or 87.50% in pre-test and 1.81 or 90.63% in post-test. This group has increased its average marks by 0.03 or 3.13%.

From the scores obtained in the above Table 18, it is reflected that the increase in the marks of Group A is better than the Group B. It indicates that Group A progressed a lot than Group B at the communicative function of congratulating.

4.1.2.18 Expressing Certainty

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to expressing certainty. The result has been presented on Table 19.

Table 19

The Results in Expressing Certainty

Group	Pre-test		Post-test		Difference	
	Average	**Percentage**	**Average**	**Percentage**	**Average**	**Percentage**
A	0.81	81.25	1	100	0.18	18.75
B	0.81	18.25	0.81	18.25	0	0

The above table indicates that Group A has the average score of or 0.81 or 81.25% in the pre-test and 1 or 100% in the post-test. This group has increased its marks by average 0.18 or 18.75%. Similarly, Group B has the average score of 0.18 or 18.25% in pre-test and 0.81 or 18.25% in post-test. This group has equal proficiency in both pre and post-test.

From the scores obtained in the Table 19, it is concluded that the increase in the marks of Group A in the post-test is the result of communicative language teaching used after the pre-test. However, Group B has the equal proficiency in both the tests.

4.1.3 Item Based Comparison

In item based comparison multiple choice items, matching items, fill in the blanks, guided conversation items were selected for the comparison. The detailed description of each item is given in the subsequent headings.

4.1.3.1 Multiple Choice Items

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to multiple choice items. The result has been presented on Table 20.

Table 20

The Results in Multiple Choice Items

Group	Pre-test		Post-test		Difference	
	Average	**Percentage**	**Average**	**Percentage**	**Average**	**Percentage**
A	7.6	76.88	9.75	97.50	2.06	20.62
B	7.5	75	9.37	93.75	1.87	18.75

According to the Table 20 Group A has the average score of 7.6 or 76.88% in pre-test and 9.75 or 97.50% in post-test. The increment in average score of group A is 2.06 or 20.62%. On the other hand, Group B has average score of 7.5 or 75% in pre tests and 9.37 or 93.75% in post test. The increment in average score of group B is 1.87 or 18.75%.

From the scores obtained, it is clear that the Group A which was taught intervening communicative language teaching has made a batter progress than the Group B which was taught using conventional technique, i.e. lecture method or technique in teaching communicative functions.

4.1.3.2 Matching Items

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to matching items. The result has been presented on Table 21.

Table 21

The Results in Matching Items

Group	Pre-test		Post-test		Difference	
	Average	**Percentage**	**Average**	**Percentage**	**Average**	**Percentage**
A	9.56	95.62	9.81	98.12	0.25	2.5
B	9.62	96.25	9.87	98.75	0.25	2.5

On the basis of Table 21, Group A has the average score of 9.56 or 95.62% in pre-test and 9.81 or 98.12% in post-test. The increment in average score of Group A is 0.25 or 2.5%. On the other hand, Group B has average score of 9.62

or 96.25% in pre tests and 9.87 or 98.75% in post test. The increment in average score of Group B is 0.25 or 2.5%.

From the above discussion, it is concluded that both the groups have progressed somehow similar but as a whole a lot of progress has been done by the Group A in comparison to Group B in matching items.

4.1.3.3 Fill in the Blanks Items

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to fill in the blanks items. The result has been presented on Table 22.

Table 22

The Results in Fill in the Blanks Items

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	5.75	57.5	6.84	68.43	1.62	16.25
B	6.46	64.6	6.84	68.43	0.37	3.7

According to the Table 22, Group A has the average score of 5.75 or 57.5% in pre-test and 6.84 or 68.43% in post-test. The increment in average score of group A is 1.62 or 16.25%. Similarly, Group B has the average score of 6.46 or 64.6% in pre tests and 6.84 or 68.43% in post test. The increment in average score of group B is 0.37 or 3.7%.

From the scores obtained, it is clear that the Group A which was taught intervening communicative language teaching has made a batter progress than the Group B which was taught using conventional technique, i.e. lecture method or technique in teaching communicative functions. This test item also made it clear that the Experimental group did the better progress than that of controlled one.

4.1.3.4 Guided Conversation Items

In this section, I presented and analyzed the effectiveness of communicative language teaching communicative function in relation to guided conversation items. The result has been presented on Table 23.

Table 23

The Results in Guided Conversation

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
A	11.62	58.13	14.87	74.38	2.85	14.38
B	11.65	58.28	12.25	61.25	0.95	2.97

On the basis of Table 23, Group A has the average score of 11.62 or 58.13% in pre-test and 14.87 or 74.38% in post-test. The increment in average score of group A is 2.85 or 14.38. In the same way, Group B has average score of 11.65 or 58.28% in pre tests and 12.25 or 61.25% in post test. The increment in average score of group B is 0.95 or 2.97%.

From the scores obtained, it is clear that the Group A which was taught intervening communicative language teaching has made a batter progress than the Group B which was taught using conventional technique, i.e. lecture method or technique in teaching communicative functions.

4.2 Summary of Findings

This section presents summary of findings based on systematic analysis of data. the findings have been presented in three sections below:

A. Holistic Findings

- In terms of holistic comparison, both the groups showed progress in their average score but the progress of Group A was better than the Group B by 10.25%. It showed that the communicative

language teaching has better impact on teaching communicative functions as a whole.

B. Function based Findings

- It was found that teaching suggesting/advising by using communicative language teaching was better than other communicative functions. The increment of marks of suggesting/advising was average 1.06 (i.e. 35.42%).
- The communicative language teaching seems more useful in teaching communicative functions. That is to say, the performance of group A students in expressing certainty, suggesting, apologizing, congratulating, requesting, sympathizing, instructing is better than group B. Group B also has progressed but in comparison to group A it has less progress. So for teaching communicative functions the communicative language teaching is more appropriate than other teacher centered techniques.

C. Item based Findings

- The communicative language teaching seems more useful in teaching communicative functions. That is to say, the performance of Group A students in multiple choice items, fill in the blanks items, guided conversation items is better than Group B. Group B also has progressed but in comparison to Group A it has been less progress.

CHAPTER-FIVE

CONCLUSION AND RECOMMENDATIONS

On the basis of findings of the work, following conclusion and recommendations are made.

5.1 Conclusion

All learners were found to have better performance on communicative functions. From the analysis and comparison of the pre-test and post-test of Group A, the total average score of pre-test was 35.46 or 70.93% and total average score of post-test was 40.59 or 81.18%. The increased average score of post-test was 5.12 or 10.25%. Therefore, it can be said that there was vast difference between the results of pre-test and post-test of Group A. similarly, the controlled group (Group B) also shows the progress, i.e. their total average score of pre-test was 36.5 or 73% and total average score of post-test was 37.18 or 74.37%. The increased average score of the controlled group was 0.68 or 1.37%. It shows that Group A excelled Group B by average marks 3.41 or 6.81%. The overall percentage of the post-test indicates that the learners' level of communicative competence is higher than that of pre-test of Group A. It shows that Group A students' did better performance on the given tasks related to communicative tests after teaching through communicative language teaching. The communicative language teaching was found to be more effective to teach communicative functions to the secondary level students.

5.2 Recommendations

On the basis of conclusion of the study, the following pedagogical implications/recommendations have been made:

5.2.1 Policy Level

As this study found effectiveness of communicative language teaching in teaching communicative function, I would like to recommend to the policy

maker, to launch different kind of seminar on communicative language teaching for language teaching.

The policy maker should encourage and provide the opportunities for communicative language teaching in the language classroom to develop communicative competence in the language learners.

5.2.2 Practice Level

The teachers and learners can make use of communicative language teaching to maximize the language learning outcomes while teaching and learning communicative functions. Following points are suggested or recommended to the practice level:

- Based on the analysis, interpretation and comparison of all the data it was found that the students had been increasing the scores in all the tests. Thus, it was proved that communicative language teaching seems very effective in order to teach communicative functions. Therefore, the learners should be involved in communicative language teaching to teach the communicative functions in the language class.
- Various communicative language teaching techniques like debate, role play, dialogue, interview, discussion, dramatization, conversation should be kept on while preparing instructional materials.
- Communicative language teaching is effective task for developing confidence, co-operation, positive interdependence, and decrease unhealthy competition and shyness of the students. Therefore, it should be used by all the teachers of English.
- In order to make the students more active, in the classroom, communicative language teaching should be used in teaching communicative functions. These activities should help learners to develop their accuracy and fluency avoiding shyness.

5.2.3 Further Research

The present study which was carried out in a government aided secondary school. The result of the single study is insufficient to decide the effectiveness of communicative language teaching in teaching communicative functions in all situations. Thus, more Experimental research, Action research, Survey research should also be carried out.

Appendix: 1

Test Items

Name of the student….. Full marks: 50

1. Tick the best answer. (10*1=10)

A) Which of the following precedes the statement- 'It was my pleasure?'

a) You are welcome b) Can I help you?

c) I wish you good luck. d) Thank you very much

B) Here is a piece of conversation between Harry and his mother.

Harry: Mom, can I go to the movies with friends tonight?

Mom: No you may not……

Which of the following completes the above?

a) You have been to two movies this week. b) Let me go today.

c) I will do anything you want me to. d) Tonight is the last night.

C) Which of the following responses go with the expression ' I am sorry to hear about your father'.

a) Thank you b) That's very kind of you

c) There is nothing that can be done about it d) You are welcome

D) In a formal party given by your friend, he asks you to take some more food. But you feel that you can't eat any more. What would you say to decline his offer politely?

a) Thank you, but I have really had enough. b) No, I can' eat any more.

c) No, thank you. d) Thanks.

E) The expression "We are going to see our grandparents in summer", is the language exponent of:

a) Suggestion b) Making plans

c) Giving instructions d) Making request

F) A husband and wife are talking at Breakfast:

W: Here, this hair drier I bought yesterday isn't working.

H: Why don't you try taking it back to store?

Here, The Husbands response is an example of:

a) Suggesting b) Recommending

c) Requesting d) Giving instruction

G) In the following conversation young lady talks to an elderly couple at the bus station.

A: Excuse me; I have to use the bathroom,

……..……..?

B: Of course, young lady, we will watch it for you

Which of the following expression completes the above?

a) Would you mind watching my bag for me a minute? b) Look at my bag

c) Why don't you look at my bag? d) My bag is here

H) Two students are talking on the telephone. First student says "Well done for your success". Here he is ……

a) Advising b) Thanking

c) Congratulating d) Suggesting

I) An woman bumps into another woman while getting off a bus.

W1: Oh, excuse me. I am sorry. That was clumsy of me.

W2: No need to apologize. These buses are always coming to a sudden stop. I understand.

In this conversation, the expression of the first woman is an expression of

a) Expressing condolence b) Apologizing

c) Sympathizing d) Taking permission

J) "Put the key into the key hole first. Then turn the key to the right in the lock."

This is the expression of …..

a) Directing b) Instructing

c) Persuading d) Urging

2. Match the following expressions in column 'A' with their communicative functions in column 'B'. (10*1=10)

A

B

1) I really think you'd be interested in seeing this film. – Apologizing
2) Congratulation on your engagement. – Requesting
3) Please forgive me for having thrown your book away. – Instructing
4) Please accept my deep sympathy on the death of your wife. – Persuading
5) What a pity. - Expressing certainty
6) Is it ok if I use your typewriter? - Congratulating
7) I wonder if you could possibly lend me your pen. – Planning
8) First, pick up the receiver. Then …. -Expressing Condolence
9) That party will be a success. I am sure. - Asking for permission
10) I am thinking of leaving this job. -Expressing Sympathy

3. Fill in the blank spaces with correct expressions: (5*2=10)

a) Two office workers begin talking:

A: Hey Prem. I heard your wife had a baby the other day.

B: That's right. A little girl.

A: Well…

B: We named her Sita.

A: ……

b) The guest and manager of a hotel are talking

G: Excuse me, I wonder if you can help me.

M: What seems to be the trouble, sir?

G: ……..

M: Oh, I'm so sorry. I…….

G: …….

c) Two friends are talking about motor bike

Martin: How about buying a motor bike?

Harry: Martin…….

Martin: Oh, come on …….

Harry: Well; I don't know.

Martin: Oh, all right. I will buy one next month.

d) Two office workers are talking at lunch.

W1: How did your racquetball game go this morning?

W2: I lost. 20 to 9 and 21 to 14.

W1: ……..Who did you play with?

W2: ……..I broke a tooth while playing.

W1: ……

e) Two friends are talking about bookshop.

A: Excuse me, where can I buy some books?

B: ……

A: I wonder if you could tell me how I can get there.

B: Go straight up this road ……..

A: Thank you.

4. Make conversation in the following situations. (5*4=20)

a) Write a telephone conversation between you and your friend to see a movie on Saturday.

A: …….

B: …….

A: …….

B: ……..

A: …….

B: ……

b) Stranger meets you at the bus station, asks you where he can buy some stamps. Tell him where he can buy them and how he can get there.

A: ……..

B: ……

A: ……..

B: ……..

A: ……..

B: ……

c) Suppose you have a rich uncle. You want him to lend you some money so that you can buy a new car. He knows you crashed your old one. Write a short conversation between you and your uncle requesting him to lend you some money.

A: ……

B: ……..

A: …….

B: …….

A: ……

B: …….

d) Suppose you have to type a paper for class the next day, but your typewriter is broken. Your roommate's is in good condition. Write a short conversation between you and your friend by using the language exponents of asking for permission, Giving permission or denying permission.

A: ……

B: …….

A: ……

B: ……..

A: ……

B: ……..

e) You are going to make a cross country trip but can't decide whether to go by bus or plane. Ask your friend and make a conversation between you and your friend.

A: ……

B: …….

A: ……

B: ……..

Appendix: 2

Lesson plan – 1 (Experimental Group)

Class: 10 **Date:** 2072/5 /20

Teaching Topic: A conversation between friends **Time:** 45min

Teaching Item: Thanking

Specific Objectives: On the completion of this lesson, the students will be able to:

a. tell the language exponents of thanking.

b. make a conversation by using the language exponents of thanking.

Teaching Materials: Daily used materials, cassette player, chart.

Teaching Learning Activities: The teacher will:

- Play the cassette player and ask the students to tell the communicative function about which they are going to discuss.
- Write the communicative function "thanking" on the board and replay the player and ask the students to listen to the conversation between a woman and a high school principal.
- Present another model conversation herself on a particular situation.
- Display a chart having a conversation between a boss and a clerk.
- Call two students in front of the class and ask them to converse.
- Divide the students into different pairs, give separate situation to each group and ask the students to make conversation in group.

Evaluation: At the end of the class, the teacher will ask the students to:

a. Make a list of language exponents of thanking.

b. Make a short conversation in group in situation.

Homework: Create a conversation between you and your friend on Birthday gift which you are given. Thank him/her by using different exponents of thanking.

Lesson plan: 1(Controlled Group)

Class: 10 **Date:** 2072/5/20

Teaching Topic: A conversation between friends **Time:** 45min

Teaching Item: Thanking

Specific Objectives: On the completion of this lesson, the students will be able to:

a. tell the language exponents of thanking.

b. make a conversation by using the language exponents of thanking.

Teaching Materials: Daily used materials

Teaching Learning Activities: The teacher will:

- Write the topic "thanking" on the board and give some information on the topic.
- Make a list of language exponents of thanking and write on the board.
- Describe the exponents one by one by giving several examples.
- Write some of the situations on the board and make some model dialogues herself and describe them in detail.

Evaluation: The teacher will ask the student to make a list of language exponents of thanking.

Homework: Create a conversation between you and your friend on Birthday gift which you are given. Thank him/her by using different exponents of thanking.

Lesson plan: 2 (Experimental Group)

Class:10 **Date:** 2072/5/21

Teaching Topic: Way to different places **Time:** 45 min

Teaching Item: Giving Instructions

Specific Objectives: On the completion of this lesson, the students will be able to:

a. give direction to the different places

Teaching Learning Activities: The teacher will:

- arrange the classroom to accommodate conversation between the teacher and pair of students.
- write the topic on the board and tell the students some ways of direction.

  For example:

  How can I get to……..?

  Could you tell me the way to……?

  What is the shortest way to …….?

- present the conversation chart to the student and ask them to listen very carefully which will be read out by the teacher herself. Example, (Prem is standing at the bus park and one tourist comes to Prem and asks the way to post office).

  Tourost: Excuse me I m new for this area. So, how can I get the post office?

Prem: Sure. Now you are at the bus park. Face west and walk straight tyo the junction then turn right, and go again right to the next junction, Then turn right walk a little. There is a post office on your right.

Tourist: ……..

- after this the teacher will guide this conversation to include judgments and rational using text evidence and other substantive support.
- show a map giving direction and make the pair of students and herself and ask the students to make similar conversation.

Evaluation: The teacher will make the pair of students and ask them to have conversation giving the direction on the following topics and the teacher will guide them.

i. The bus park to the post office.

ii. The bus park to the shopping center.

iii. The taxi station to the Suspension bridge of Mahakali River.

iv. The post office to the park.

Homework: A stranger meets you at the bus station, asks you where he can buy some stamps. Tell him where he can buy them and how he can get there.

Lesson plan – 2 (Controlled Group)

Class: 10 **Date:** 2072/5/21

Teaching Topic: Way to different places **Time:** 45min

Teaching Item: Giving Instructions

Specific Objectives: On the completion of this lesson, the students will be able to:

a. Give direction to different places.

Teaching Learning Activities: The teacher will:

- show map and describe different routes .
- read Mr. Sherpa's description from the book, and asks the student to follow the direction given in the map.
- write some language exponents of giving directions on the board and describe them one by one giving examples.
- involve the students to memories the language exponents of the giving direction.

Evaluation: The teacher will ask the students to make a conversation between the pairs giving direction from their school to market.

Homework: write the way of your home to your school.

Lesson plan – 3 (Experimental Group)

Class: 10 **Date: 2072/5/22**

Teaching Topic: Request and Responses **Time: 45min**

Teaching Item: Making Requests

Specific Objectives: On the completion of this lesson, the students will be able to:

a. tell the language exponents of making request.

b. make conversation by using language exponents of making request.

Teaching Materials: Daily used materials, cassette player**,** Chart of conversation

Teaching Learning Activities: The teacher will:

- play the cassette player and ask the students to tell the particular communicative function about which they are going to discuss.
- Write the communicative function 'Making Request' on the board and again reply the player and ask the students to listen to the conversation between a guest and host.
- make the students to notice the language exponents that are used for making request and student will do the same.
- display the conversation chart on the board and read out herself and ask one of the students to take a role with the teacher.
- select two students for conversation and continue this process for two times.

- give different structures and corresponding sentences to make a request according to the degree of politeness. e.g,

  Give me some water.

  Give me some water, please.

  Can you give me some water?

  Could you give me some water?

  Would you mind giving me some water?

  I wonder if you could give me some water.

  - divide the students into different pairs, give different situation to each group and ask the students to make a conversation in group by using the hierarchy of politeness .The teacher will guide them whether they are doing well or not.

Evaluation: The teacher will provide the students with different situation and ask them to have conversation. e.g,

i. You are hungry and you want something to eat.

ii. You are at your friend's home ,you are feeling very hot and you want to open the window

iii. You want to go picnic with your neighbor.

Homework: Suppose you have a rich uncle. You want him to lend you some money so that you can buy a new cycle. He knows you crashed your old one. Write a short conversation between you and your uncle requesting him to lend you some money.

Lesson plan – 3 (Controlled Group)

Class:10 **Date: 2072/5/22**

Teaching Topic: Request and Responses **Time: 45min**

Teaching Item: Making Requests

Specific Objectives: On the completion of this lesson, the students will be able to:

a. tell the language exponents of making request.

b. make conversation by using language exponents of making request.

Teaching Materials: Daily used materials, Chart of conversation

Teaching Learning Activities: The teacher will:

- write the topic on the board and some exponents of making request then explain briefly.
- display the dialogue chart based on the communicative function of requesting and read it by herself then describe it and ask the students to copy down the dialogue and read within few minutes.
- show a table of exponents of making request and ask the students to make as many sentences as possible from the table.
- write the hierarchy of table of requesting from least polite to most polite language exponents and describe them one by one.

Evaluation: The teacher will give situation and ask the students to write the dialogue on making request. e.g. you are thirsty you need some water to drink.

Homework: Suppose you have a rich uncle. You want him to lend you some money so that you can buy a new cycle. He knows you crashed your old one. Write a short conversation between you and your uncle requesting him to lend you some money

Lesson plan – 4 (Experimental Group)

Class: 10 **Date: 072/5/23**

Teaching Topic: Request and Responses **Time: 45min**

Teaching Item: Requests and appropriate responses to request

Specific Objectives: On the completion of this lesson, the students will be able to:

a. use the communicative function 'requesting' and its responses.

b. make conversation by using language exponents of making request.

Teaching Materials: Daily used materials, table of language exponents of requesting.

Teaching Learning Activities: The teacher will:

- show the table and ask the students to make as many requests as possible from the table and ask them to arrange the request in the hierarchy of politeness.
- Write some responses of request on the board and some questions for asking requests and explain them.

  For example;

  Asking for request

  a) Is there anything I can get for you?

  b) Do you want something?

  c) Do you have any request?

  d) Are there any requests

  e) You couldn't lend me your pen, could you?

f) **Responding to Requests**

a) Yes, certainly!

b) I am afraid not because……

c) Ok. Here it it!

- divide the class into different pairs and give them different situation cards for requesting and ask them to make conversations. If the help is needed the teacher will help them.
- display a char having polite request in group A and responses in group B and ask the students to match the requests with their corresponding responses.

Evaluation: The teacher will give one fill in the blanks item and ask the students to fill in the spaces with suitable requests and responses.

Lesson plan – 4 (Controlled Group)

Class: 10 **Date: 2072/5/23**

Teaching Topic: Request and Responses **Time: 45min**

Teaching Item: Requests and appropriate responses to request

Specific Objectives: On the completion of this lesson, the students will be able to:

a. use the communicative function 'requesting' and its responses.

b. make conversation by using language exponents of making request.

Teaching Materials: Daily used materials, table of language exponents of requesting

Teaching Learning activities: The teacher will:

- write some responses of requests and some questions for asking requests on the board and describe them by giving examples.
- Write some clues on the board and ask the students to make requests and responses to the clues; for example:

  -pass/ salt pepper

  A: Excuse me; could you pass me the salt, please?

  B: Yes of course. Here you are.

  A: Thank you very much.
- Show a table card and ask the students to make as many sentences as possible from the table, if necessary the teacher will help them.

Evaluation: The teacher will give one fill in the blanks item and ask the students to fill in the spaces with suitable requests and responses.

Lesson plan – 5 (Experimental Group)

Class: 10 **Date: 072/5/24**

Teaching Topic: Have your say **Time: 45min**

Teaching Item: Making Offers

Specific Objectives: On the completion of this lesson, the students will be able to:

a) make offers according to the situation.

b) make conversation by using exponents of making offers.

Teaching materials: Daily used material, chart of dialogue.

Teaching Learning Activities: The teacher will;

- present a chart of dialogue in front of the class and ask two students to read out the dialogue. The teacher will give them some time for rehearsal before they read.
- divide the whole class into pairs, in each pair one member becomes Jack and another becomes Binu of the dialogue. They will read out a dialogue aloud and change their role after some time.
- ask students some questions about the dialogue to facilitate their understanding . e.g.,

  Who are talking?
  Where are they talking?
  Who went to Binu's house?
  Who offered coffee to whom?

  - underline the sentence "Can I get some coffee?" in the dialogue and ask the students to find out the function of

this sentence. If they can't, the teacher will tell them that the function of this sentence is "making offers". It means that this sentence is used for doing something for someone else.

- write other possible exponents of making an offer on the board. The students will practice each exponents in pair.

Evaluation: The teacher will ask them following questions to do in a pair.

Complete the following sentences:

I. Shall I …..(for you)?

II. Would you like …….?

III. Would you like me to ….....?

IV. I will …… if you like?

One guest arrived at your house, what would you say if:

I. He looks thirsty.

II. He looks hot.

III. He's left his suitcase at station.

IV. He looks bored.

Homework: Two people are walking their dogs. One has to use rest room. Make a dialogue between these two people.

Lesson plan – 5 (Controlled Group)

Class:10 **Date:2072/5/24**

Teaching Topic: Have your say **Time: 45min**

Teaching Item: Making Offers

Specific Objectives: On the completion of this lesson, the students will be able to:

a) make offers according to the situation.

b) make conversation by using exponents of making offers.

Teaching materials: Daily used materials.

Teaching Learning Activities: The teacher will:

- write the topic "making offers" on the board and give some information on the topic.
- make a list of language exponents of making offer and write on the board.
- describe the exponents one by one by giving several examples.
- write some of the situations on the board and make some model dialogues herself and describe them in detail.

Evaluation: The teacher will ask the students to make a list of language exponents of making offers.

Homework: Two people are walking their dogs. One has to use rest room. Make a dialogue between these two people.

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