

CHAPTER- ONE

INTRODUCTION

The present study entitled “Proficiency in the Use of Communicative Functions of Grade Nine Students” consists of five chapters. This chapter consists of general background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

English is taught as a foreign language in Nepal. However, it is a compulsory subject from pre-primary to bachelor level. The history of English in Nepal started with the Rana Regime, when Junga Bahadur Rana first visited England. He established Durbar High School to teach English to his family members after being back to home. He better understood the importance and necessity of English. Similarly, Chandra Shumsher established Tri-Chandra College in 1981 BS after his and King Tribhuvan’s name. This is the first college established for higher education in Nepal. Initially literature used to be the medium of teaching language. Furthermore, Grammar Translation method was used to teach language. After the establishment of Democracy in 1950, many schools and colleges were established to provide education with due priority to English. As a result today English is taught as a compulsory subject in schools and colleges.

A great number of private schools have been established which focus on English as a medium of teaching and learning. The media houses and advertisement companies do take English as a medium of presentation and communication of messages. They decorate the message with the verbosity of English for better impression and attraction of the audience.

The education sectors such as schools, colleges and universities are engaged in modifying and reforming their curriculum with special focus on English as a

subject. Innovations and reformations in the syllabi of English subjects have become more frequent than those of other subjects.

To teach language, the instructors need to teach various things such as vocabulary, grammar, pronunciation, spelling, communicative functions, pragmatic aspects and other aspects of language. Grammar embodies a strong hold among many aspects of language; it deals with syntax and morphology; it provides a systematic description of the grammatical facts. Generally grammar can be defined as a body of rules and these rules govern a language. Cowan (2009, p.3) advances a workable definition of grammar as, “The set of rules that describe how words and groups of words can be arranged to form sentences in a particular language”. His focus is on grammar rules which are used to combine the words in sentences in a particular language. Thus, grammar incorporates words, sentences that convey meaning.

Human beings can communicate through many channels. However, verbal communication is on the top of priority as it is widely used. Chomsky (1986,p. 19) claims that every normal human being acquires her/his first language and becomes full-fledged member of her/his speaking community within four or five years. They do not have to be taught language or corrected for their mistakes. They learn it by being exposed to it.

When a child acquires her first language, she does not only acquire the formal aspects of language but also its functional aspects. Thus her competence on structures and communicative lexis and discourse makes her a competent user of her language. She gains an ability to create and understand sentences. In addition, she accumulates knowledge that enables her to sort out right utterances from the wrong ones.

The case of second and foreign languages is a bit different. Brown (2000) states that foreign languages can neither be acquired with short span of time nor can a learner be competent as in the first language, no matter how much the effort is. They can get mastery over the linguistic aspect; however, being competent communicatively is almost impossible.

Learning at least a second language, working as lingua franca, is a must in the 21st century. The world is turning into a global village and people are becoming transnational. In this changing scenario, the importance of English rises up. It is used as a foreign language in many countries of the world.

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Practicing question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication.

Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials. According to Munby (1978, p.58), communicative competence is a feature of a language user's knowledge of the language that allows the user to know "when, where, and how to use language appropriately". Grammatical competence is one of four areas of the communicative competence theory put forward by Verma (1999, p.23). The four areas function together in language production.

Verma has introduced four dimensions of the communicative competence: they are grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

There are a number of communicative functions which are used to express or exchange our ideas, feelings, emotions, reactions and experiences. According to Matreyek (1983, pp. 1-21) some broad types of communicative functions recommended in our syllabus are: Greetings and farewells, Welcoming, Introductions, Regulating other peoples speech, Requests and offers, Apologizing/forgiving, Wishing good luck/good fortune.

Among these above types of communicative functions requests and offers plays vital role in the English language.

1.2 Statement of the Problem

The secondary schools whether they are private or public execute the syllabi of English subjects especially in the grade; nine and ten. The students of private schools are usually better in English than the students of public schools because of the medium of instruction in private school is English. This study attempts to compare the students of private and public schools in terms of their skills in requesting and making an offer.

It is known that making expressions of requests and offers enables students to make their communication effective and engaging. The proficiency of the students can be tested through their competence in making expression for the purpose. The communicative functions of language play crucial roles in enriching dialogic activities. In this context, the communicative act is significant. The examination and comparison of students enrolled in the public schools with those of the students at private schools can be useful to help students raising their communicative competence in English.

1.3 Rationale of the Study

The proficiency of the students of public schools and private schools differ. The purpose of this study is to find out the differences in the proficiency between the students of public schools and private schools in using communicative functions; requests and offers and compare them. Non-randomly selected forty students (ten students from each four schools) were given the same situations and told to response them using requests and offers. Those requests and offers are compared in terms of institution i.e. either they are government aided or privately run. Those responses are compared to identify the proficiency level of the students.

This study is done on requests and offers because these communicative functions are very important for every individual. Mostly students are not aware about the difference between requests and offers. So, to identify these differences between the students of public schools and private schools, this research is done.

1.4 Objectives of the Study

This research had the following objectives:

1. To find out the proficiency of the students of grade nine in private schools and government aided schools in the use of communicative functions; requests and offers.
2. To compare proficiency of the students of private and government aided schools.
3. To suggest some pedagogical implications.

1.5 Research Questions

The following are the research questions:

1. What is the proficiency of students in using the language functions: requests and offers?
2. How do students of government aided schools differ from the students of private schools in using language functions: requests and offers?

1.6 Significance of the Study

This study is expected to be significant to all those who are directly or indirectly involved in language teaching and learning field. It will also be very useful for curriculum designers, textbook writers and teacher trainers. This study can be particularly useful to those teachers and students who are teaching in public and private schools in grade nine; and all those who are interested to communicative functions in general and 'requests and offers' in particular.

1.7 Delimitations of the Study

The researcher carried out this study considering the following limitation in order to make it precise and systematic.

- i. The study was limited to schools of Kathmandu district.
- ii. It was limited to twenty grade nine students of government and twenty grade nine students of private schools.
- iii. Test and sound recorder was the main tools.
- iv. This research was limited to only two communicative functions; requests and offers.

1.8 Definitions of Specific Terms

Communication

Communication refers to the way of conveying or dissemination of any information from one place to another, one person to another or from one source to the destination.

Communicative function

Communicative function refers to the ways in which a language is used in a community.

Form

Form is the outward manifestation of language.

Proficiency

Proficiency is the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when or how the language was acquired.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the detail of reviewed studies and their implications for the study. In the same way, the theoretical concepts and conceptual framework are also included in this chapter.

2.1 Review of the Theoretical Literature

A theoretical framework is a collection of interrelated concepts, like a theory. The study "Proficiency in the Use of Communicative Functions of Grade Nine Students" is based on the following theoretical framework.

2.1.1 Communicative Functions

According to Wardhaugh (1986,p. 205) ,"communicative function refers to the ways in which a language is used in a community". For example, *hello, how are you?*' serves greeting function because it is used to greet people. In the same way, '*congratulation on your success*', is a communicative which is used to congratulate people. There are a number of communicative functions which are used to express or exchange our ideas, feelings, emotions, reactions and experiences.

The relationship between a syntactic form structure and its corresponding communicative function is a complex system. A syntactic form can serve a number of communicative functions and vice versa which can be exemplified as below:

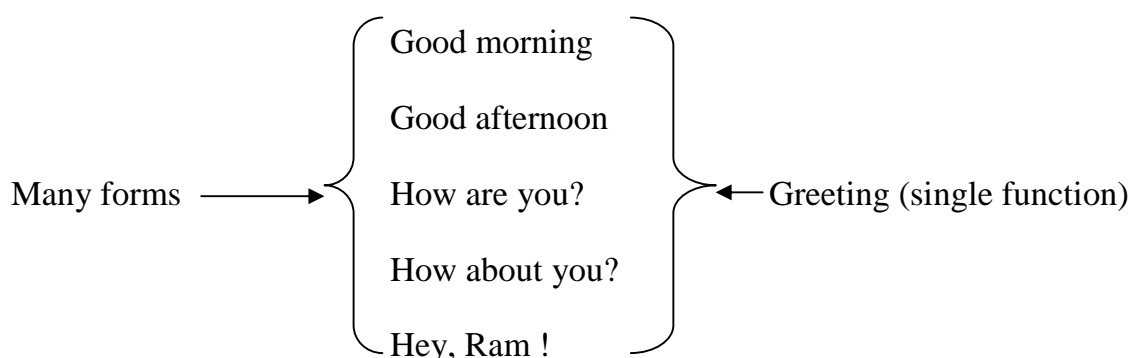
-) Please, give me your pen.
-) Could you give me your pen?
-) Would you mind giving me your pen?
-) I wonder if you could give me your pen?

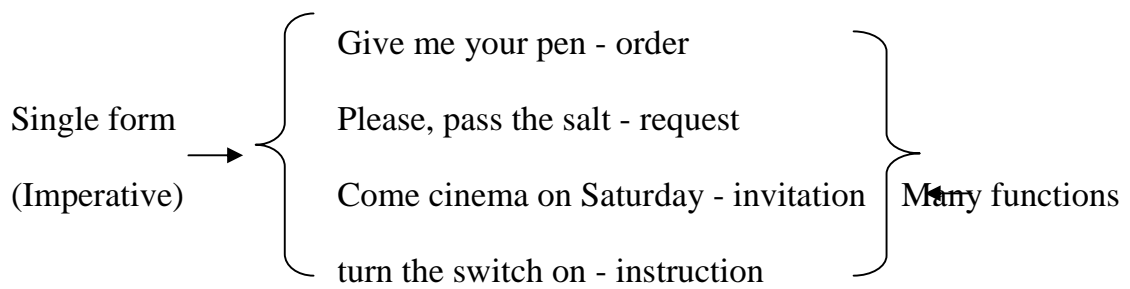
The above mentioned four different syntactic forms serve the same functions 'requesting'. A particular linguistic form can serve a number of communicative functions depending upon various aspects and contexts. For example, structure: please + infinitive.

-) Please, give me your book. (requesting)
-) Please, have a piece of candy. (offering)
-) Please, give up smoking. (suggesting)

2.1.2 Form Function Relations

According to Matreyek (1983, p. 115), "The function in the sense of language means the purpose for an utterance or unit of language". The functions of language can also be found to be described as categories of behaviour such as: requesting, greeting complementing, congratulating. A grammatical structure of language may have different functions and a function may be expressed using different grammatical forms. In other words, the functional use of language cannot be determined simply by studying the grammatical structure of sentences but also the purpose for which they are used. The following examples will show how a single function (greeting) serves many grammatical forms and vice versa.





2.1.3 Classification of Functions

While Saussure (1987, p. 13) classified communicative functions into three categories: the pragmatic function, the magical function, the narrative function.

Halliday (1973, pp. 31-37) has presented seven initial functions related to children:

- a. Instrument (I want) satisfying material need.
- b. Regulatory (Do as I tell you) getting along with other people.
- c. Interactional (me and you) getting along with other people.
- d. Personal (here I come) identifying and expressing the self.
- e. Heuristic (tell me why) exploring the world around and inside.
- f. Imaginative (Let's pretend) creating a world of one's own.
- g. Information (I've got something to tell you) communication new information.

Halliday also sets the mentioned functions into the following three macro categories which adults use: the ideational function, the interpersonal function, the textual function (p. 45).

2.1.4 Requests

Request is a kind of language act which is done in relation to other people. It is a kind of language function which is a marker of politeness. When we ask someone to do something, we make a request. Request symbolizes the civilization and culture of the society.

Oxford (1996, p. 91) defines request as an act of politely asking for something. Fraser (1974, p.13) mentions that “request is a property associated with an utterance in which according to the hearer; the speaker has neither exceeded any rights nor failed to fulfill any obligations. Request refers to the statement that expresses politeness explicitly”.

Language is used among participants who use it. It should be appropriate according to the context. Request depends upon the context in which speaker, hearer, situation, topic involve understanding the language. A good language user should have the ability to use the language which is pragmatically correct as well as contextually appropriate. Though request refers to asking politely, it differs from language to language and depends on the social situation and social classes of the people. Request is an essential factor to make a good relationship between speaker and hearer and society’s protocol. It depends on the cultural and linguistic convention of that language community as well as the age, sex, social class, personal relationship and particular situation.

Request refers to politeness and it states from higher to lower rank through the two interlocutors of equal rank. The application of language depends on the social norms, rules and cultural phenomena which differ from society to society. It is a tactful way of getting people to do things. For example, *open the door, please*. There are a variety of ways of making a request. The choice of form of request depends upon the relationship between the addresser and addressee involved in a discourse. Different request expressions depend on how difficult, unpleasant or urgent the task is. According to Matreyek (1983, p. 55), following exponents are used for requesting help assistance. Following forms are used for requesting:

Requesting Help/Assistance:

-) Help!
-) Help me!
-) Got a minute!

-) Can you give me some help with this?
-) I could use some help with this?
-) Could you give me a hand?
-) Would you mind helping me a minute?
-) Could you open the door for me?

2.1.5 Role of Requests

Requesting is perhaps the most important of all functions to teach, because it is used often and in all situations (e.g. restaurants, emailing and telephoning) and varies a lot from language to language. Politeness is also more important for this point than for related functions like offering, and is easily confused with that and polite commands. For example, many students use please + imperative for requests in sentences like *'Please, give me a pen* and *Please get back to me as soon as possible,*' sentences which should usually be actual request forms like *'Can I have a pen, please?'* and *'Could you let me know as soon as possible?'*

2.1.6 Common Problems with Requests

According to Fraser (1974, p. 117), "Please + imperative is often just translation from L1, but can also be due to confusion with offers." For example, students might think the offers *'If you need any further information, please let me know'* (so that I can help you) and *'Please take a seat'* (= 'Help yourself to a seat') are requests and so try to use those forms in requests.

Sitting down is a cause of further confusion, because there is also the form *'Please sit down'*, which is a polite command rather than a request because, for example, it will not be possible to start the speeches until everyone is seated. Although there is a thin line between requests and polite commands, *'Please sit down'* is quite different from the request *'Can you take a seat over there?'* which is much more common and useful for students.

2.1.7 Offers

Offering is a communicative function. It falls under the category of expressing and finding out intellectual attitudes. According to Van Ek's (1984, p.31) classification here 'offer' has been defined as an act of saying that you are willing to do or give something for somebody (Hornby, 2003 p.52). Similarly,, Agnes (2000, p. 101) says, "Offer is to indicate or express one's willingness or intention."

We make an offer to somebody on various occasions. It may either be accepted or declined.

Linguists have presented some English exponents used in offering. Exponents are language utterances or forms a speaker uses to express message. Matreyek (1983, p.24) gives the following structural patterns of offering:

Shall I bring.....?

Would you like.....?

Would you like me to.....?

I'll manage..... if you like.

Would you like to.....?

Similarly, Matreyek also gives the following forms used for offerings:

Offering Help/ Assistance

) Can I help you?

) Need some help?

) Can I give you a hand?

) Need a hand?

) Let me help you with that.

) I'll help you with that.

) Could you use some help?

) Can I be of assistance?

) Is there anything you need help with?

) If you need help with anything, please let me know.

Likewise, Bhatnagar and Bell (1973) present how an offer is accepted or declined.

Accepting an offer

Declining an offer

Thank you

No, thank you

Yes please

Unfortunately, I can't

Blundell, (1982,pp.103-106) provide the structural patterns of making, accepting and declining offers which are used in formal, informal and neutral (neither very formal nor very informal) situations:

Neutral exponents

Let me

Making offer:

Shall I

Is there anything I can do?

What can I get you?

Accepting offer

thank you

That's very kind of you

That would be very nice

Declining offer

No Thank you

That's very kind of you but

I don't think so, thank you

I'm not sure I could.

Making offer

Informal exponents

Need some help..?

I'll do it for you.

Want a hand

Can I help out?

Like one?

Grab yourself?

Accepting offer Thanks!

Just what I wanted smashing!

Ok thanks

Don't worry

Declining offer Nice thought but..

Not for me, thanks

Formal exponents.

May be a assistance

Making offer would you care for

I wonder if I might

You are most kind

Accepting offer that's extremely kind

That's be delightful

Thank you so much.

It's very good for you to offer

Declining but ,.....

Please don't trouble yourself

About

That's very kind but I won't

2.1.8 Role of Offers

Pertaining to the offers which are much effective and useful in communication, Jones, (1996, p. 231) states, “Modals are often used to make an offer or an invitation. You use ‘will’ or ‘would’ with ‘you’ to ask someone to accept something, or to make an invitation. You can use ‘can’, ‘may’, ‘shall’, or ‘should’ with ‘I’ or ‘we’ when you are offering to help someone”. ‘Will’ is used with ‘you’ in an interrogative sentence to offer something to someone, or to make an invitation in a fairly informal way. You use ‘will’ when you know the person you are talking to quite well.

) Will you have a whisky, Doctor?

) Will you stay for lunch?

A more polite way of offering something or making an invitation is to use ‘would’ with a verb which ‘to like’.

) Would you like a drink?

) Would you care to stay with us?

If we want to sound more persuasive without seeming impolite or insistent, you can use ‘wouldn’t’ instead of ‘would’.

) Wouldn’t you like to come with me?

) Wouldn’t you care for some more coffee?

When we are offering to do something for someone, we usually use ‘can’ followed by ‘I’ or ‘we’.

) Can I help you with the dishes?

) Can we give you a lift into town?

‘May’ is also used when we are offering to do something for someone. It is less common than ‘can’, and is rather formal and old-fashioned.

) May I help you?

) May I be of service to you?

We can also use 'shall' or 'should' when we are offering to do something.

If we are fairly confident that our offer will be accepted, we use 'shall'.

) Shall I shut the door?

) Shall I spell that for you?

If we are uncertain whether our offer will be accepted, we use 'should'.

Should I give her a ring?

2.1.9 Grade Nine Text Book: Language Functions Used in Grade Nine

According to Rai, Shrestha and Hamal (2012), the text book of grade nine contains different items of information about the requests and offers. The unit 'Before you begin...' (p. 6) of the book shows turn-taking requests and responses; negative and positive. For example:

Situation: open the window/not homework

A: Can you open the window?

B: Sorry, I'm doing my homework.

Or

A: Can you open the window?

B: Oh, sure.

Similarly,, unit three (p. 30) of the course embodies various exponents for requests with responses. Some of them are as follows:

Requests

I wonder if I could ask you something.

Could you possibly hold this for me?
at all.

Would you mind giving me some change?

Responses

Not at all.

I wouldn't mind

Yes, certainly.

In this way, the unit ‘Before you begin...’ does focus on the exponents for making offers as well. The similar technique of making expressions is the focus. For example:

Situation: have dinner/yes

Offer: Would you like to have dinner with me?

Response: Yes, I’d love to.

Or

Offer: Would you like to have dinner with me?

Response: I’d love to, but I’m busy tonight.

Such language functions are prescribed in the course for students so that they can develop their communicative competence.

2.2 Review of Related Empirical Literature

The research remains incomplete if the earlier studies are not included. In this regard, this study provides information and development. The aim of reviewing the previous research and literature is to explore what has already been done and what is left to be accomplished in the very domain. Researchers carried out on proficiency in the use of communicative functions are reviewed in this section.

Guragai (2003) carried out a research entitled “A Study on the Learners’ Ability to Use Colloquial Communicative Expressions”. The objective of his research was to find out the ability of grade nine students to use colloquial expression. He used a set of tests as a tool for data collection. He followed simple non random sampling procedure. He found that the communicative function of language was completely ignored in teaching. He also found that students were better in interpreting the expressions than producing the same.

Kandel (2004) carried out a research entitled “A Study on the Proficiency of B.Ed. Students”. The objective of his research was to determine the

communicative proficiency of the students. He used a set of questionnaire as a tool for data collection. He followed simple random sampling procedures. He found that the proficiency level of B.Ed. students of English was inadequate. The students could not perform equally well in the skills of language.

Shreshtha (2008) conducted a research on “Comparative Study on Offering between English and Newari Language”. The main objective of her study was to find out first forms of offer in English and Newari. She used a set of questionnaire as research tool. She followed purposive sampling procedure. Furthermore, she found out the native speakers of English use less number of exponents while offering than the speakers of Newari.

Paudel (2008) carried out a research on “Making, Accepting and Rejecting Offers in Nepali and English Languages.” The objective of his study was to list different forms of making accepting and rejecting offers used by the native speakers of English and Nepali. He followed judgmental sampling procedure. He found that offers depend on the relationship between interlocutors in case of Nepali speakers.

Jaishi (2009) carried out a research entitled “Request and Apologies in English and Doteli”. The objective of his research was to enlist different forms of requests and apologies in English and Doteli. He used a set of questionnaire as a tool for data collection. He followed non random sampling procedures. He found that the English native speakers were more apologetic and polite than their Doteli counterparts.

Subedi (2012) carried out a research entitled “The Effectiveness of Conversation in Teaching Communicative Functions”. The objective of his research was to find out the effectiveness of conversation technique in teaching communicative functions. He used a set of test items (pre-test and post-test) as a tool for data collection. He followed simple non-random sampling procedure. He found that as a whole conversation technique has been found to be more effective in teaching communicative functions than conventional teacher

centered techniques. He also found that conversation technique has relatively better impact in teaching language functions as a whole.

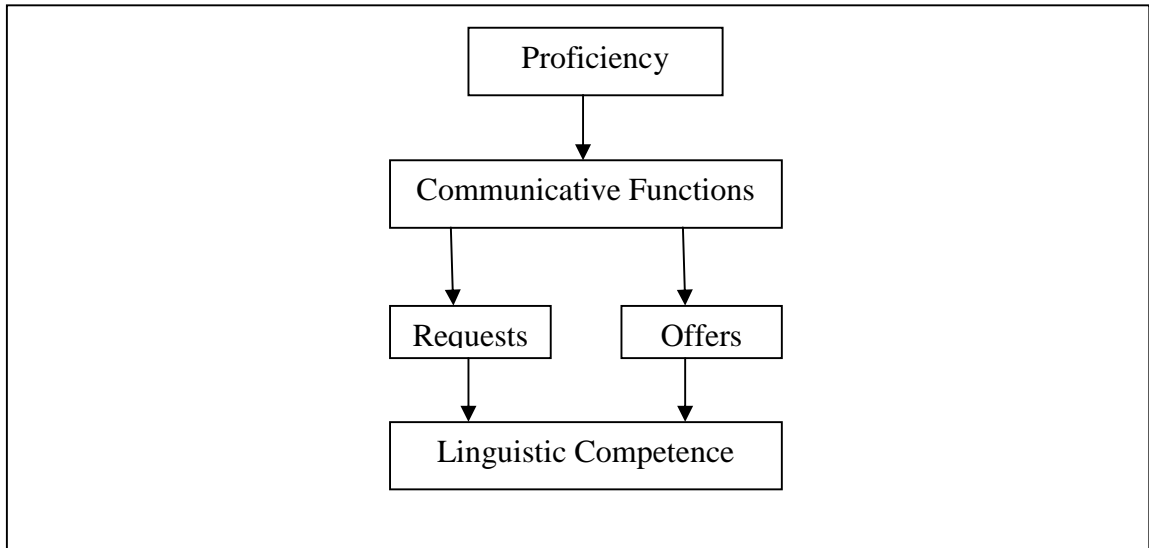
Chaudhary (2015) carried out a research entitled “Apology and Request in English and Morangia Tharu”. The objective of his research was to identify the forms of apologizing and requesting in Morangia Tharu. He used questionnaire as the tool for data collection. He followed judgemental/ purposive non-random sampling procedure. He found that native speakers of Morangia Tharu seem to be quite informal while requesting their friends and junior than in English and while expressing apology with seniors and strangers, Morangia Tharu seem to be more formal and polite in some cases than English native speakers.

2.3 Implication of Review for the Study

All the reviewed studies are about the requests and offers. Therefore, all those studies are related to this study. After reviewing those research works, the researcher received important insight and information regarding the communicative functions of requests and offers. In order to conduct those studies, they used survey research design. Therefore, after reviewing those research works, the researcher got ideas of the process of survey research design and planned to use the same research design. To examine the proficiency of students’ communicative competence regarding requests and offers, the researcher undertook the task through direct visit and close observation of the students’ performance.

2.4 Conceptual Framework

The study entitled "Proficiency in the Use of Communicative Functions of Grade Nine Students" was based on the following conceptual framework:



CHAPTER-THREE

METHODS AND PROCEDURE OF THE STUDY

The following methodology was adopted to fulfill the mentioned objectives. This methodological part includes design of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure respectively.

3.1 Research Design

Survey research is one of the most important areas of measurement in applied social research. It can be carried out either by a group of researchers or by an individual. It mainly depends upon the nature of the study. The main purpose of carrying out survey research is to obtain a snapshot of condition, attitudes and/or events at a single point in time. Nunan (2010, p. 140) states, “surveys are the most commonly used descriptive methods in educational research and may vary in the scope from large scale governmental investigations to a small scale attitudes carried out by single researcher.” Similarly, Kerlinger (1986, p. 13) states, “survey research is a kind of research which studies large and small population to discover the relative incidence, distribution and interrelationship of social and psychological variables”. This definition conveys that one of the most important features of the survey research is that, it is in favor of external validity.

In survey research, the researcher selects sample of respondents from a population. It is possible to collect data from large or small population. In survey research triangulation approach is used for data collection. Following Cohen (2010, p.83) triangulation approach may be defined as the use of two or more methods of data collection in the study. Now it is understood that in survey research different types of data collection tools can be used, for example, to study behavior of subject observation is an appropriate tool. In the same way, to find out the perception of population on certain issues interview or questionnaire is an appropriate tool.

According to Nunan (2010, p.123) steps of survey research are: define objective, identify target population, literature review, determine sample, identify survey instrument, design survey procedure, identify analytical procedure, and determine reporting procedure.

3.2 Population, Sample and Sampling Procedure

All the students of grade nine were the population of the study. Two governments aided and two private schools were collected purposively. Then ten students from each school were selected by using the same procedure. A non-random sampling procedure was implemented for the purpose.

3.3 Tools for Data Collection

The investigator used a test containing various situations of making, accepting and declining offer in the English language, situation of making request. The situations were based on different degrees of formality. While collecting the data, the researcher directly visited the students with the prepared 10 questions of requests and 10 questions of offers and tape recorder for recording students' responses. The full marks of 20 questions were 20 and this mark was divided to each type of questions such as: 10 marks for requesting and 10 marks for offering.

3.4 Data Collection Procedure

In order to collect data, the researcher gave a test to the students to examine the use of communicative functions: requesting and offer. The researcher went to the selected two public and two private schools of the Kathmandu district. With the due permission from the authority, she studied the proficiency level of the students. The investigator selected forty students from four different private and government schools of Kathmandu. Similarly, the researcher selected ten students from grade nine from each school. To meet the purpose, role cards with situations were provided to students and thus real life situations were created. Eventually the investigator collected their responses by recording their voices.

3.5 Data Analysis and Interpretation Procedure

After collecting data, the researcher presented the types of responses regarding accepting offers and declining them and making requests in the classroom situations on different occasions and analyzed them descriptively.

CHAPTER-FOUR

RESULTS AND DISCUSSION

Primarily this chapter is concerned with the results and discussion of the collected data. The data from the selected students of the selected schools of the Kathmandu district. The data are analyzed to answer the research questions raised in the study.

4.1 Results

The purpose of this study was to examine the proficiency of grade nine students from both private and public schools in making requests and offers. The collected information through observation of their performance has helped to shape the research work. Based on the analysis and interpretation of the information, the major findings of the study are as follows:

- a. In overall individual proficiency, 21 out of 40 students came under the group of above average score and 19 students secured less than average score.
- b. In intra-school function wise comparison, Green Kantipur got the first position whereas the second position was occupied by Reed Model Higher Secondary School. The students of these schools secured 14.7 and 14.4 average score out of 20 full marks. Two public schools Mansingh Dharma Higher Secondary School and PashupatiMitra Secondary School took the third and fourth position respectively. Mansingh Dharma Higher Secondary School occupied 13.2 percent whereas PashupatiMitra Secondary School occupied 12.3 average score.
- c. In school wise (public Vs. private) comparison in terms of communicative functions, private school secured 79.50 and 67.50 percent marks in the functions requests and offers respectively. Similarly, public school secured 73.5 and 54 percent average score in the respective functions. In this way, students in private

school were found more proficient than of students in public school in both communicative functions; requests and offers.

- d. In overall function wise comparison, the students scored highest marks in the function requests than offers. They secured 7.56 average score out of 10 full marks that occupied 55.74 percent in total function. The above chart shows the students were found least proficient in offers. They secured 6.10 average score. This function carries 44.26 percent in overall communicative function.
- e. Contrary to their performance, students in public schools were less confident and could not make sentences. They could not choose words in accordance with the appropriate situations. Their problem was in the selection of words rather than in combination of the selected word.
- f. Generally, students from all schools were good at requests but poor at offers.
- g. Students in the private schools have been found proactive at communicative functions. Though they make some grammatical mistakes in their sentence patterns for requesting and offering, they have been confident and quick in making sentence.

4.2 Discussion

In order to examine the proficiency of the grade nine students at both public and private schools, the researcher checked the information collected from the direct observation of the classroom performance. According to the objectives of the study, different tables were made and the data were presented. The data are analyzed under the following headings:

- a. Individual proficiency in communicative functions
- b. Intra- school function wise comparison
- c. School wise (private Vs. public) comparison in terms of individual communicative functions

d. Holistic function wise comparison

4.2.1 Individual proficiency in communicative functions (Appendix-v)

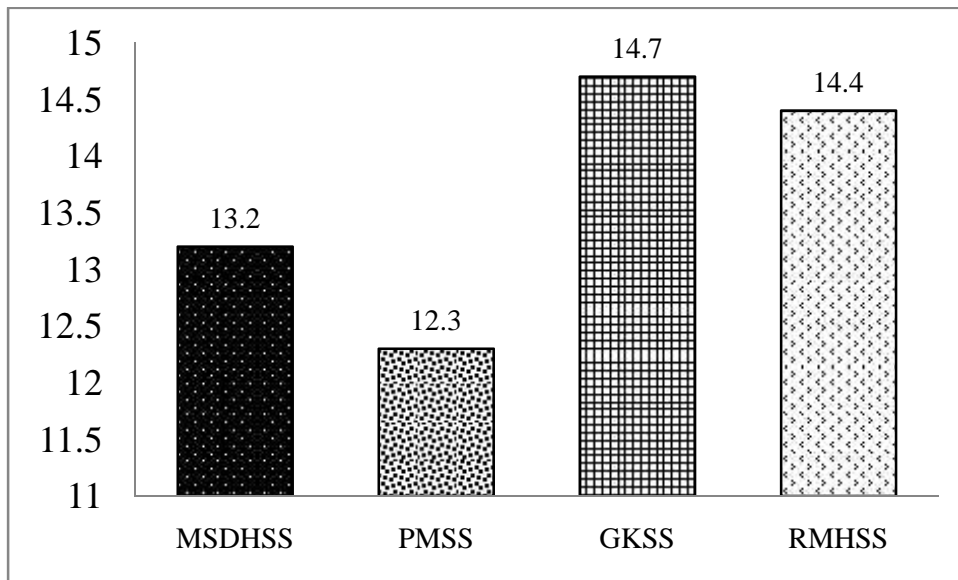


Figure 1: Individual Proficiency in Total Average of Each School

The chart above shows the individual proficiency of the students in each of the four academic institutions selected for the data collection. While analyzing the data for this purpose total average score, number of students above average, below average and their percentages were calculated.

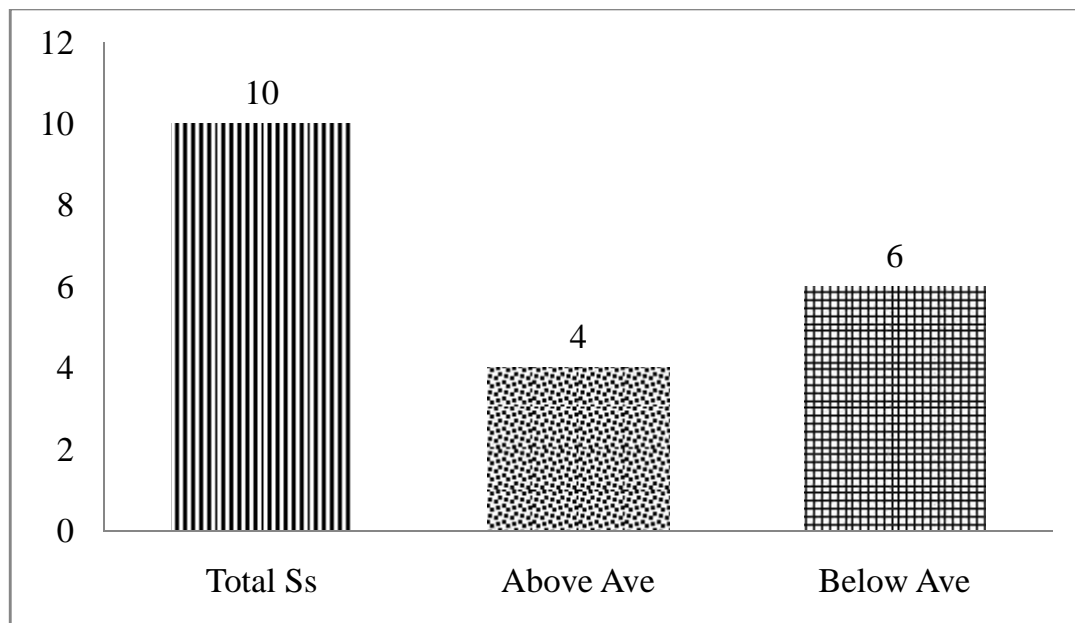


Figure 2: Average Proficiency of MSDHSS

The students of Mansingh Dharma Higher Secondary School (MSDHSS) secured 13.2 average score out of 20 full marks. Among 10 students 4 (i.e. 40%) students remained above average score and rest of the others (i.e. 60%) students secured the score below average. In this way the students in MSDHSS were found slightly weaker than overall students in overall proficiency as there were more students in below average group.

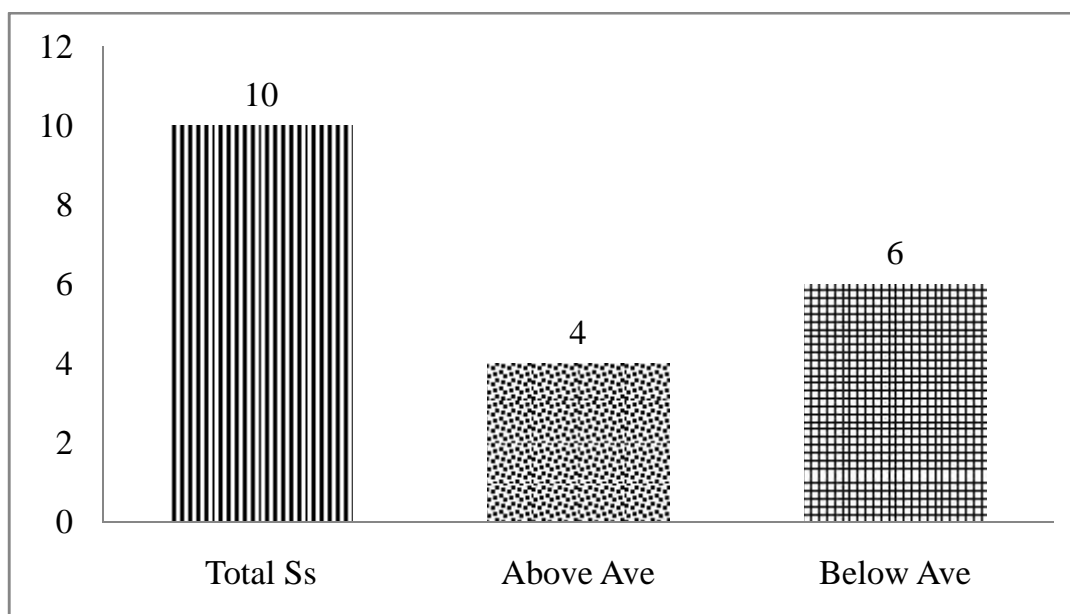


Figure 3: Average Proficiency of PMSS

So far as PashupatiMitra Secondary School is concerned, the average score of the students was 12.3 out of 20 full marks. The number of students securing above 13.73 (i.e. overall average score) were 4 (i.e. 40%) and the students securing below average score were 6 (i.e. 60%). The data clearly shows that the students in PMSS were weaker in overall individual proficiency as the number of students in below average group is greater than in above average group.

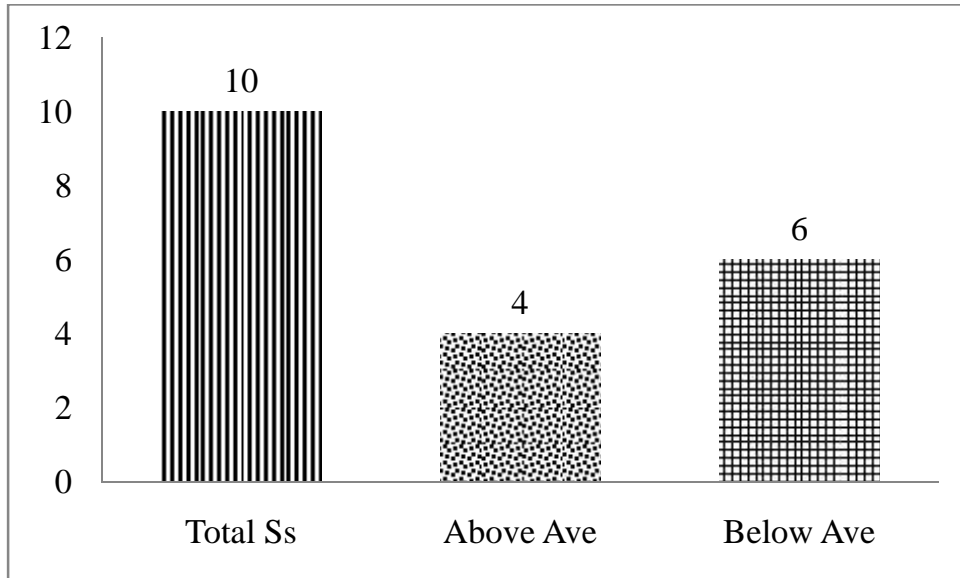


Figure 4: Average Proficiency of GKSS

As shown in the above chart the individual proficiency in Green Kantipur Secondary School was better than that of the institutions described above. The average score of GKSS was 14.7, which is greater than overall average score (i.e. 13.73). The number of students securing above average score was 6 (i.e. 60%) and below average was 4 (i.e. 40%). In this way the students in this school were found more proficient than the students of other three institutions.

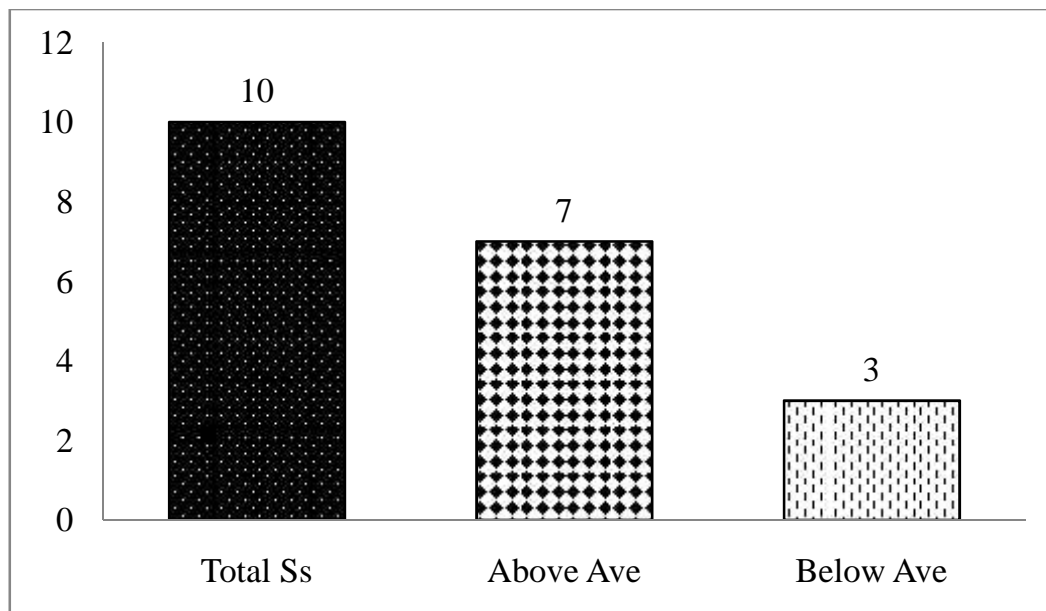


Figure 5: Average Proficiency of RMHSS

Likewise the students of Reed Model Higher Secondary School secured 14.4 average score out of 20 full marks. Among 10 students 7 (i.e. 70%) students remained above average score and rest of the others (i.e. 30%) students secured the score below average. In this way the researcher came to know that the students in RMHSS were better than MSDHSS and PMSS, nevertheless, slightly less proficient than GKSS.

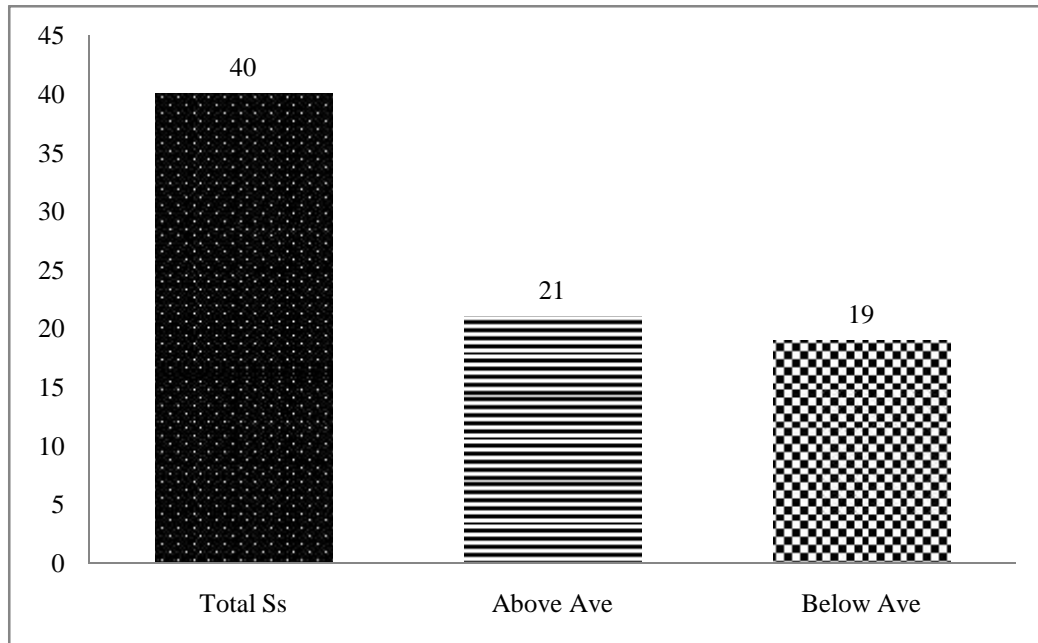


Figure 6: Overall Average Proficiency

In overall individual proficiency, as revealed by the above shown bar graph, 21 out of 40 students came under the group of above average score and only 19 secured less than average score.

4.2.2 Intra- School Function Wise Comparison (Appendix-VI)

In this section of the thesis the two communicative functions of each individual school are compared. There were four institutions selected for data collection. Each school's function wise comparison is described in the subsequent sections:

4.2.2.1 Mansingh Dharma Higher Secondary School, Manamaiju (Appendix-I)

There were 10 students from this school to take the oral examination. Each function carried 10 full marks. Therefore, the total full marks was (10×10) 100. The total obtained marks, their average value and the percentage they occupied in the overall functions were calculated.

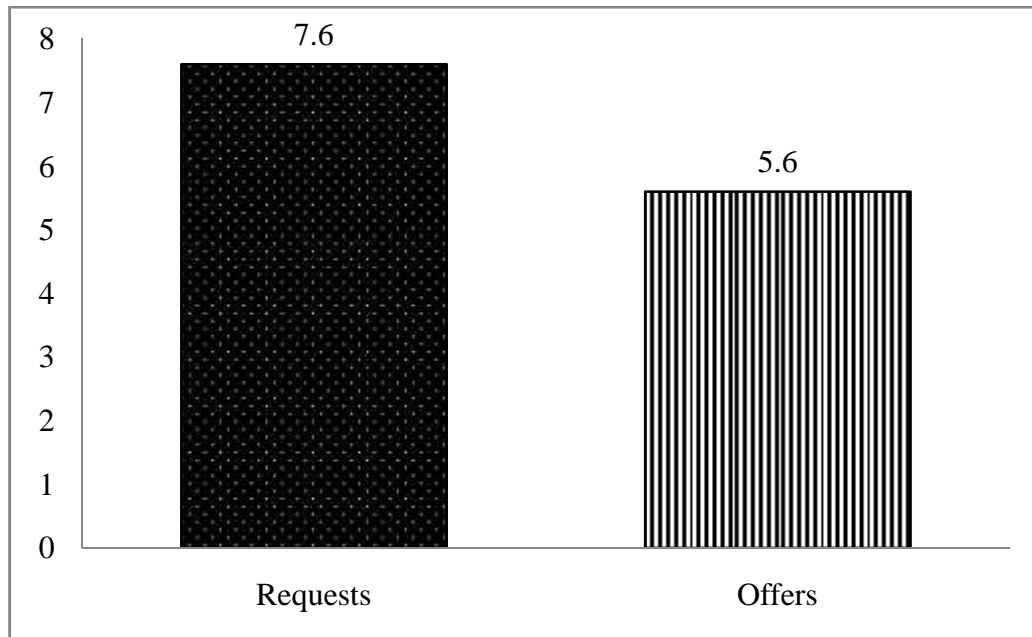


Figure 7: Function Wise Comparison of MSDHSS

In this school, the students were found most proficient in requests function. They secured 7.6 average score out of 10 full marks. This function covers 57.58 percent in total. Similarly, the students were less proficient in offers function. They secured 5.6 average score. This function covers 42.42 percent.

The figure reflects that the offer was difficult function to handle for the students of Mansingh Dharma Secondary School. And they had highest proficiency in making request in their communication between two functions tested by the researcher.

4.2.2.2 Pashupati Mitra Secondary School, Chabahil (Appendix-II)

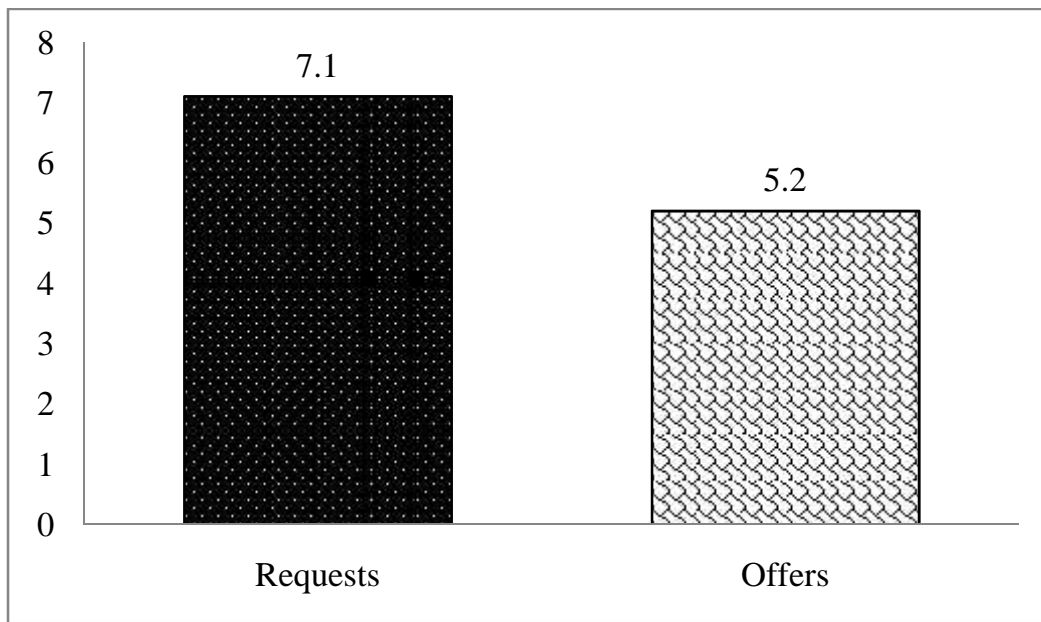


Figure 8: Function Wise Comparison of PMSS

So far as Pashupati Mitra Secondary School is concerned, students secured 123 marks out of 200 full marks. They were found most proficient in requests. They secured 7.1 average score that is 57.72 percent in total in this function. Similarly, they secured 5.2 average score in offer that is 42.28 percent. In this way they had highest proficiency in making requests.

4.2.2.3 Green Kantipur Secondary School, Sano Bharyang (Appendix-III)

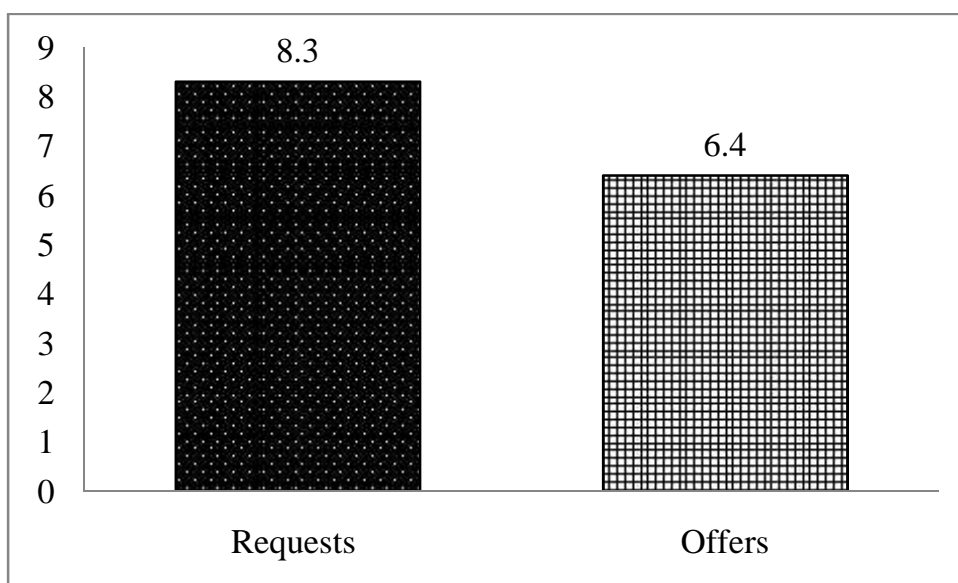


Figure 9: Functional Wise Comparison of GKSS

Requests occupied the first position in Green Kantipur by deserving 8.3 average score that is 56.46 percent in total. Likewise, the students of this school were found weak in making the function offers. The average score in this function is only 6.4, which occupies 43.54 percent in total. The figure shows that the easiest function for these students were requests.

4.2.2.4 Reed Model Higher Secondary School, Swayambhu (Appendix-IV)

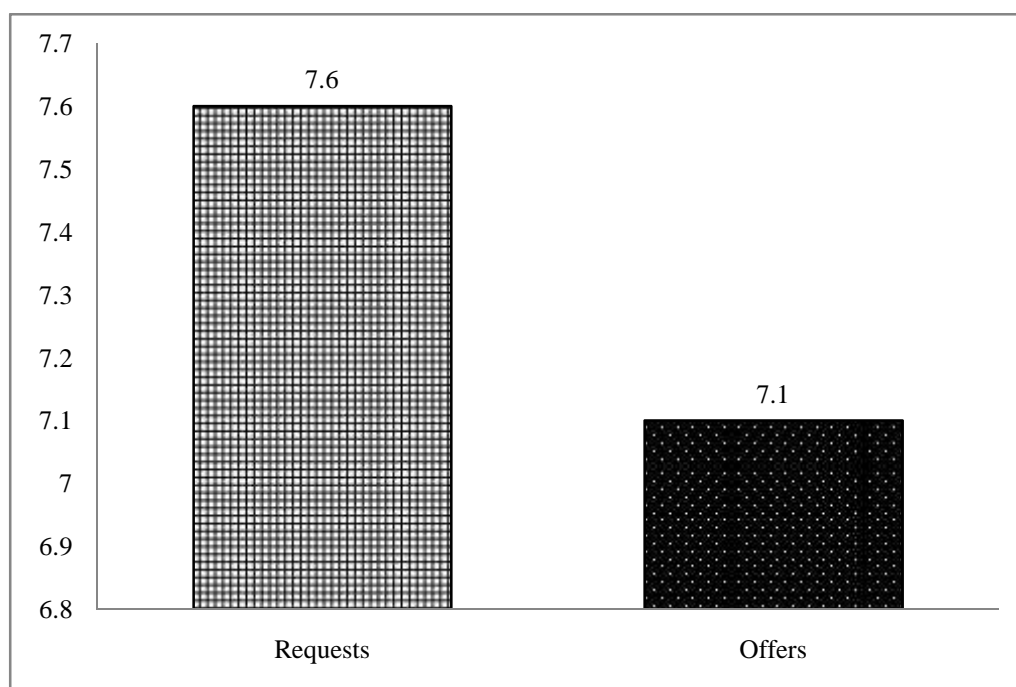


Figure 10: Function Wise Comparison of RMHSS

In this school, the average score in request was 7.6, which covers 51.70 percent altogether. Likewise, the students secured 7.1 average score in offers that occupies 48.30 percent in total communicative functions. This figure shows that the students of RMHSS were slightly more proficient in making requests than making offers.

In total, Green Kantiur School got the first position whereas Reed Model School got the second position. The students of these schools got 14.7 and 14.4 average score out of 20 full marks while administering oral tests in two communicative functions; requests and offers. Two public schools Mansingh Dharma School and Pashupati Mitra School took the third and fourth position

respectively. Mansingh Dharma School occupied 13.2 average score whereas the last one occupied 12.3 average score.

4.2.3 School wise (Public Vs Private) Comparison in Terms of Individual Communicative Functions (Appendix-VII)

Mansingh Dharma Higher Secondary School Manamaiju and PashupatiMitra Secondary School Chabahil represented the public schools; and Green Kantipur Secondary School Sano Bharyang and Reed Model Higher Secondary school Swayambhu represented the private schools for the data collection of this study. From each school 20 students were included and each one function was tested in 10 full marks. In this way, the total full marks was (20×10) 200. Their average score and percentage in total communicative functions were calculated. The figure below shows average percentage of each function of the two private and two public schools.

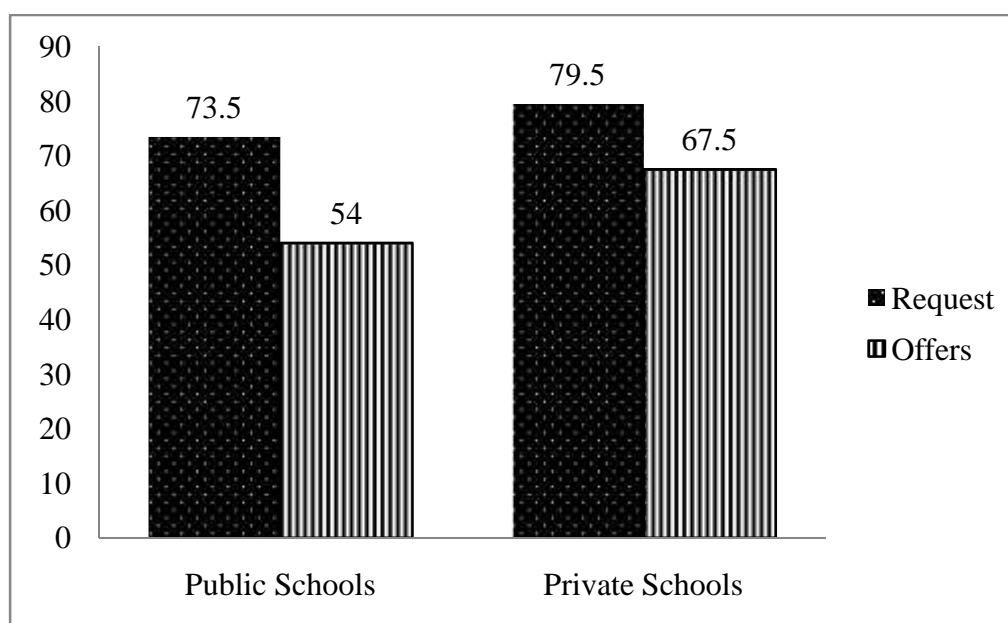


Figure 11: Average Score in Percentage of Each Function of Public Schools and Private Schools

4.2.3.1 Requests

The students of private schools have secured 7.95 average score whereas the students of public schools secured 7.35 average score out of 10 in this function. These average scores became 79.50 and 73.50 percentage respectively. The

figure shows that the students in private school can use the function i.e. requests better than the students of public school.

4.2.3.2 Offers

The average score of the students of private schools was 6.75 whereas the students of public schools secured 5.40. These average scores became 67.50 and 54 percentage respectively. In this way, the figure reflects that the students of private schools were more proficient than the students of public school in making the language function i.e. offers.

In this way, the students in private schools were declared as more proficient than the students in public schools making communicative functions; requests and offers.

4.2.4 Holistic Function Wise Comparison (Appendix-VIII)

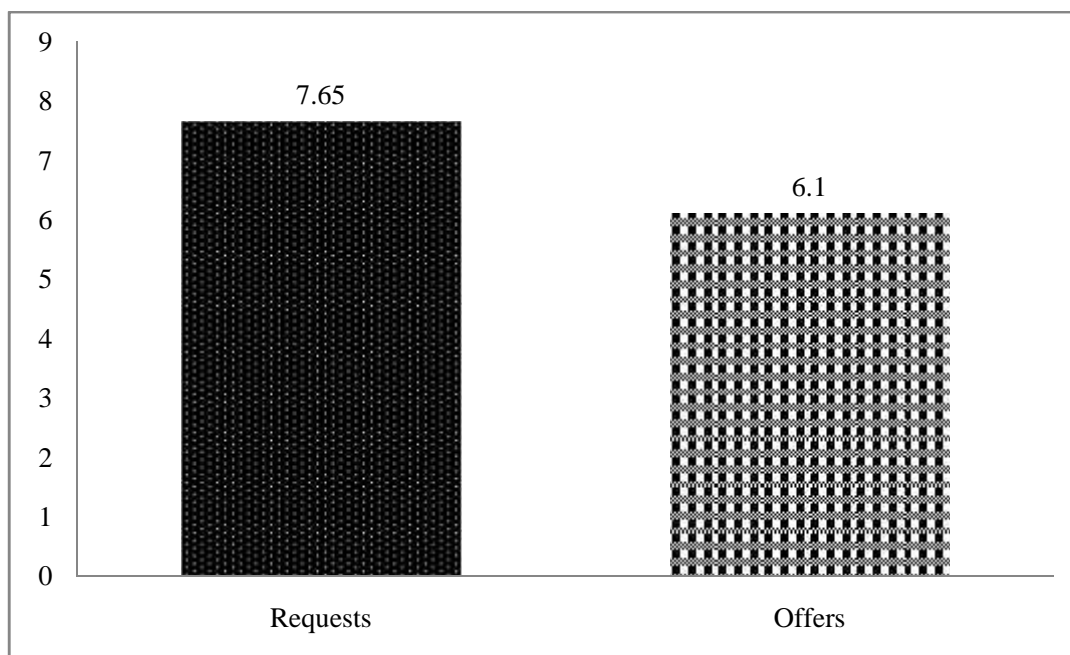


Figure 12: Overall Average Scores in Each Function

In overall function wise comparison, the students scored highest marks in the function requests than offers. They secured 7.65 average score out of 10 that occupies 55.74 percent in total function. The above chart shows the students were found least proficient in offers. They secured 6.10 average score. This function carries 44.26 percent in overall communicative function.

In this way, in function wise overall comparison, students were most proficient in requests than in offers. Likewise, the researcher came to know that the students in private schools were better than students of public schools in making communicative functions; requests and offers.

CHAPTER-FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The summary, conclusion and implications of the study are as follows:

5.1 Summary

This is the summary of the whole study on the basis of the analysis and discussion in the chapter fourth of the study. The conclusion is drawn accordingly along with the implications.

The present study is entitled as “Proficiency in the Use of Communicative Functions of Grade Nine Students.” It has been carried out to find out the competence of students in the grade nine regarding the use of communicative functions especially making expressions for requests and offers. The direct observation of the classroom performance of the students was the basis of the study. The use of communicative functions was the measuring factor in the study.

The whole study is divided into five different chapters. The first chapter is introduction that includes the background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, and significance of the study and delimitations of the study. This chapter provides the picture of the context that raises issues to be discussed in the study, rationale behind selecting the topic questions that are to be answered in the study, significance of the study and the scope of the work to knowledge or the theories which could guide the study. In the second chapter, the store house of knowledge or the theories which could guide study are reviewed. The previous works done in the department applying the theories related to my topic are reviewed. In this chapter, authenticity to the study is tried to be provided by presenting theoretical literature, empirical literature and conceptual framework developed on the basis of the review. In the same way the third chapter deals with the methods and procedures employed to conduct the study. It gives information about the design of the study, population and sample, sampling

procedure, tools for data collection, procedure of data collection and data analysis and discussion procedures. The collected data are presented, analyzed and interpreted in the fourth chapter.

The last chapter summaries and concludes who study in the first two sections; and some implications of the study are categorized under the policy level, practice level and further research are presented. This chapter is followed by references and appendices to make the study reliable, valid and authentic.

5.2 Conclusion

Ten different situations each for requests and offers were provided to the class nine students of both public and private schools. From these response the proficiency of class nine students of public schools and private schools in using language functions i.e. making requests and offers is vast different. The students of Public schools couldn't mostly respond correctly as the situations were provided to make requests and offers. In comparison to those, the students of private schools responded correctly. In school wise (public Vs. private) comparison in terms of communicative functions, the students in private schools secured 79.50 and 67.50 percent marks in the functions requests and offers respectively. Similarly, the students of public schools secured 73.5 and 54 percent average score in the respective functions. In this way, students in private schools were found more proficient than the students in public schools in both communicative functions; requests and offers.

Private schools' students are found forward than public schools' students. The students of private schools can make the request correctly but some of them find difficult to make offers. The students of public schools can somehow make requests but find very difficult to make offers. This proves that the students of private schools are better than public schools' students.

5.3 Implications

The present study is the researcher's sincere effort to examine the proficiency of the grade nine regarding the use of communicative functions: requests and

offers. The researcher analyzed and discussed the collected data. Based on the findings and conclusion, the major implications of the study for educational practice can be shown as follows:

5.3.1 Implications at Policy Level

The primary implications of the study at policy level are as follows:

- a. The government should bring separate policy for teaching and learning of English as a Second Language with special focus on the communicative functions in public schools.
- b. Teachers should be trained for making the classroom teaching and learning more effective which eventually enables students to become fluent in almost all aspects of language.
- c. The text books for grade 9 should contain adequate materials for communicative functions of language.
- d. The activities which give an ample opportunity to develop the language functions in classroom should be included in the textbook.

5.3.2 Implications at Practice Level

The findings of the study suggest the teacher and students should communicate by using variants of expressions for requests and offers. Some of the practical level implications are as follows:

- a. Textbook writers and instructional materials provider will be benefited from this study.
- b. Student-student interaction should be encouraged so that they get adequate time for use of communicative functions of requests and offers.
- c. The appropriate context should be provided to all the students to perform well in the use of communicative functions of requests and offers.

- d. Teachers should allow the students to do the task in the groups.
- e. Pair work would be the best way of learning teaching different functions like requesting, offering, etc. which really help the learners to internalize the exponents suitable in particular situation.

5.3.3 Implications for the Further Research Level

This study can enable other researchers to conduct researches in the similar area. The education planners can collect ideas for formulating new policies for class texts. The main implications in this level are as follows:

- a. Further research studies related to the use of communicative function of requests and offers should be conducted. So that use of communicative function could be made more effective and behavioral.
- b. It provides the guidelines for further research to be carried out on different communicative functions so that it will help to identify the real problems faced by the students while learning the statements of communication like requesting, offering, etc.

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Appendix - I

Total Number of Students in Grade Nine with Their Marks in Communicative Functions of
Mansingh Dharma
Higher Secondary School, Manamaiju

S.N.	Name of Students	Full Mark		
		Requests	Offers	Total
		10	10	20
1	Anjali Gurung	6	3	9
2	Asmita Gurung	8	6	14
3	Hasta Mahatara	7	5	12
4	Kumar Gajmer	5	5	10
5	Manoj Shrestha	9	8	17
6	Lamu Sherpa	8	7	15
7	Rabina Ranabhat	10	7	17
8	Roshan Dura	8	6	14
9	Andip Singh Thakuri	9	7	16
10	Simran Lama	6	2	8
Grand Total		76	56	132

Appendix - II

Total Number of Students in Grade Nine with Their Marks in Communicative Functions of
Pasupati Mitra
Secondary School, Chabahil

S.N.	Name of Students	Full Mark		
		Requests	Offers	Total
		10	10	20
1	Babin Nagarkoti	8	7	15
2	Bivek Rokaya	9	9	18
3	Dhiraj Shresthja	6	4	10
4	Kabita Dahal	5	3	8
5	Kanchan Bajgain	7	5	12
6	Lalit Sherpa	8	4	12
7	Niharika Dharel	7	7	14
8	Phursang Lama	6	5	11
9	Rikesh Gurung	10	6	16
10	Roshani Gurung	5	2	7
Grand Total		71	52	123

Appendix - III

Total Number of Students in Grade Nine with Their Marks in Communicative Functions
of Green Kantipur
Secondary School, Sanobharyang

S.N.	Name of Students	Full Mark		
		Requests	Offers	Total
		10	10	20
1	Monika Karki	10	8	18
2	John Gurung	5	2	7
3	Mohan Gurung	9	7	16
4	Mani Maharjan	10	9	19
5	Megna Adhikari	9	5	14
6	Nisan Dura	9	9	18
7	Rejina Dhakal	10	10	20
8	Subba Khatun	10	7	17
9	Sonu Pageni	5	3	8
10	Paras Mani Dumjan	6	4	10
Grand Total		83	64	147

Appendix - IV

Total Number of Students in Grade Nine with Their Marks in Communicative Functions
of Reed Model Higher
Secondary School, Swoyambhu

S.N.	Name of Students	Full Mark		
		Requests	Offers	Total
		10	10	20
1	Bharosa Thapa	9	8	17
2	Gaurav Bhattarai	10	8	18
3	Laxmi Yonjan	10	8	18
4	Maya Tamang	9	8	17
5	Nilanjan Dura	10	7	17
6	Ramisa Thapa	10	9	19
7	Rigden Tamang	6	5	11
8	Sangita Dura	5	5	10
9	Shusil Khanal	10	8	18
10	Susmita Shrestha	7	5	12
Grand Total		76	71	147

Appendix - V

Individual Proficiency in Communicative Functions

S.N.	Schools	Total Average	Above Average		Below Average	
			No. of Ss	%	No. of Ss	%
1	MSDHS	13.2	4	40	6	60
2	PMHS	12.3	4	40	6	60
3	GKS	14.7	6	60	4	40
4	RMHS	14.4	7	70	3	30
Total		13.73	21	53	19	47

Appendix - VI

Intra-School Function Wise Comparison

Schools	MSDHS			PMHS			GKS			RMHS		
	Total	Ave	%	Total	Ave	%	Total	Ave	%	Total	Ave	%
Functions												
Requests	76	7.6	57.58	71	7.1	57.72	83	8.3	56.46	76	7.6	51.70
Offers	56	5.6	42.42	52	5.2	42.28	64	6.4	43.54	71	7.1	48.30
Total	132	13.2	24.04	123	12.3	22.40	147	14.7	26.78	147	14.4	26.78

Appendix - VII

School Wise Comparison in Terms of Individual Communicative Functions

Schools	Public School			Private School		
	Total	Ave	%	Total	Ave	%
Requests	147	7.35	73.50	159	7.95	79.50
Offers	108	5.40	54	135	6.75	67.50

Appendix - VIII

Overall Function Wise Comparison

Functions	Total	Ave	%
Requests	306	7.65	55.74
Offers	243	6.10	44.26
Total	549	13.73	100

Appendix - IX

Test on Communicative Functions

Full Mark: 20

Name :

Class : 9

School:

A. Question of Requests

1×10=10

How do you make requests in the following situations?

1. You are at a friend's house talking about your vacation plan and you are becoming thirsty.

.....

2. Your friend gets on a bus and requests you to give seat.

.....

3. You request friend to give a pen.

.....

4. You request friend to draw the map of Nepal on the board.

.....

How do you make requests in the following situations?

5. Wash your clothes

.....

6. Bring your breakfast in bed

.....

.

7. Wake up early in the morning

.....

.

8. Pass you the newspaper

.....

.

9. Lend you his shirt

.....

.

10. Give you a lift to the station

.....

.

B. Questions of offers

1×10=10

How would you extend offer in the following situations?

Q. No. 1. you are at an elderly aunt’s house. She is trying to read the newspaper, but the print is too small for her.

.....

Q. No. 2. Nita is visiting to her friend's house. Her friend offers her coffee.

.....

Q. No. 3. You are looking for something in a department store. You are approached by an assistant.

.....

Q. No. 4. You see a young man looking at a map of the city where you live. He seems lost. You offer to help.

.....

Q. No. 5. You are bending pick a handkerchief you dropped. Your back goes out of joint. You cannot stand up.

.....

Q. No. 6. Your friend is sitting on your garden and she wants to read newspaper. How can you offer her to buy a newspaper?

.....

Q. No. 7. Your friend is walking on the road and it is raining. How can you offer him to give an umbrella?

.....

Q. No. 8. Your class teacher is standing in front of the classroom. How can you offer him to give a chair?

.....

Q. No.9. Your friend is sitting in a canteen. He seems to be hungry. How do you offer him breakfast?

.....

Q. No. 10. You are talking with your friend in your room and he feels too much hot. How can you offer to open the fan?

.....