

CHAPTER ONE

INTRODUCTION

1.1 General Background

Learning a language does not only refer to its structure or its meaning but it is the combination of learning different aspects and skills. The first things we probably teach and learn are pronunciation, grammar and vocabulary, but these are not enough. Because there are other important things too to learn and teach such as greeting and farewell, apologizing and forgiving, telling someone to be quiet, etc. which are known as language functions. Therefore, language is a means of communication and teaching of language includes teaching of language aspects: spelling, pronunciation, vocabulary, grammar and functions as well as language skills: listening, speaking, reading and writing.

Pronunciation refers to the spoken shape of language. Vocabulary includes words, lexis or word power whereas grammar refers to the structure or patterns of language and communicative functions include the knowledge of how to use the words and structure for the sake of communication in appropriate situation. On the other hand, aspects of language teaching refer to the different variables that directly or indirectly affect in teaching and learning. The main aspects of language teaching are; who to teach, why to teach, what to teach, when to teach and how to teach.

1.1.1 Communicative Functions

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

Communicative function of a language refers to the communicative goal for which a language is used in a community. Richards et al. (1985) define

communicative function of a language as, "the purpose for which an utterance or unit of language is used. In language teaching, language functions are often described as categories of behavior, e.g. requests, apologies, compliments." Likewise, according to Ur (1996), "A function is some kind of a purpose usually involving interaction between at least two people. Examples would be suggesting, promising, apologizing and greeting." In the same way, Blundell et al. say, "Language functions are the purposes for which people speak or write." Similarly, according to Sthapit (2000), "A thing can be said to have at least three facets: substances, form and function. For example, the three facets of a glass can be described as:

Substance : glass, steel, paper or plastic

Form : cylindrical with one end open.

Function : serving liquid.

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

Substance : Sounds/letters and punctuation marks.

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

Function : Communicating message.

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

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

through the use of language; therefore communication is the overall function of language.

1.1.2 Classification of Communicative Functions

Communicative functions of language have been classified in different ways by several applied linguists in the field of language teaching. There is nothing like the only right or proper way of classifying communicative functions. Some of the main classifications are as follows:

1.1.2.1 Wilkins' Classification (1976)

Wilkins gives six types of communicative functions which are as follows:

i. Judgement and Evaluation

This category deals with assessments and the subsequent expression of those assessments. For example, valuation, verdiction, committal, release, approval, disapproval, etc.

ii. Suasion

This is the category of utterance designed to affect the behavior of others. For example, inducement, compulsion, prediction, tolerance, etc.

iii. Argument

This category is related to the exchange of information (asserted, sought, denied), agreement, disagreement, concession, etc.

iv. Rational Inquiry and Exposition

This category is related to the rational organization of thought and speech. For example, implication, deduction, supposition, definition, illustration, comparison, contrast, generalization, etc.

v. Personal Emotions

The functions in this category express the speaker's emotional reactions to events and people. For example, positive emotions like pleasure enjoyment, satisfaction, delight, etc and negative emotions like, shock, displeasure, dissatisfaction, annoyance, irritation, etc.

vi. Emotional Relations

There are largely phatic utterances. For example, greetings, sympathy, gratitude, flattery, hostility, etc.

1.1.2.2 Van Ek's Classification (1976)

Van Ek distinguishes six functions of communication. They are;

- i. Imparting and seeking factual information: For example, identifying, reporting, correcting, asking, etc.
- ii. Expressing and finding out intellectual attitudes: For example, expressing and inquiring about agreement and disagreement.
- iii. Expressing and finding out emotional attitudes, pleasure, displeasure, surprise, hope, intention, etc.
- iv. Expressing and finding out moral attitudes: For example, apologizing, granting, forgiveness.
- v. Getting things done: For example, suggesting, advising, warning.
- vi. Socializing: For example, greeting, attracting attention etc.

1.1.3 Stages of Teaching Communicative Function

Teaching language functions is very much important to make students fluent speakers with appropriate exponents of language. Only vocabulary and grammar are not enough for communication although language function includes them. Contextual use of function is the aim of teaching language functions. So it emphasizes developing fluency, giving students lots of practices. To teach communicative functions of language; a situation, setting

and topic are needed in the classroom. The following stages are followed for teaching language functions.

1.1.3.1 Pre-communicative Activities

This is the motivation stage of teaching language function. The teacher makes students clear about the context and situation in which they are communicating, in what social setting the speech event takes place. It means setting and role relationship between speakers should be indicated. What actions, opinions and functions of language they perform are discussed in this stage. For example, the relationship between speakers, the type and nature of task, etc. But it should be borne in mind that interaction between speakers should be realistic. Some pre-communicative activities are given below:

-) Contextualization
-) Personification
-) Highlighting of the social setting of the language use
-) Motivation for preparation
-) Identifying participants
-) Determine function and purpose
-) Show pictures

1.1.3.2 Practice

In this stage the teacher provides exercises or activities that limit students' attention to the linguistic forms of the target language. But these exercises should be meaningful and realistic. Different exponents are practiced, repeated and exercised. All possible forms are discussed and listed in this stage. A list of exponents can be presented through communicative drill. Above all the teacher should provide for pair or group practice wherever possible. Likewise, he provides enough practice exchanges that the students can practice. Following activities can be used in the practice stage.

- Recognition (students identify role relationship of speakers and type of task)
- Identification (students identify role relationship of speakers and produce appropriate linguistic exponents)
- Information transfer
- Meaningful language drills-mechanical, manipulative and communicative.

1.1.3.3 Communicative Activities

Communicative activities refer to the activities which help students to communicate fluently and confidently with appropriate exponents according to the situation. Such communicative activities can be developed in students by following three stages.

i. Guided/Controlled Communicative Activities

In guided communicative activities, the teacher helps and guides the students to use exponents according to the situation. Teacher corrects and improves the students' mistakes and helps to communicate. Teacher may interrupt and correct the students but in very indirect way. The following activities are useful for guided communicative activities.

- Oral description
- Preparation (rehearsal for a later activity) or half dialogue on the basis of various clues.
- Unscrambling tasks
- Information exchange
- Guided interviews (Teacher interviews students)

ii. Free Communicative Activities

These activities should allow for genuine information exchange. Students themselves practice the dialogues and conversation within a pair or group by using different functions. Teacher is just a facilitator in this stage. She /he does not interrupt and correct the students. Students develop their confidence and fluency in this stage. Free practice can be done by applying:

-) Guessing games
-) Picture description
-) Opinion polls or opinion gap tasks
-) Information gap tasks
-) Role play/drama/simulation
-) Discussion
-) Free interviews (students obtain information from each other and perform other similar dialogues)

iii. Activities in Real Life Situation

This is the stage in which students' link language with outside classroom context, i.e. real life situation. They are asked to think of different contexts from real life or teacher can provide them if necessary and they use language for that situation. Activities in real life situation include following types:

- Shopping
- Telling stories and experiences
- Oral games
- Prepared talks
- Telling the time
- Strip stories

Thus, teaching language functions develop the students' fluency and help to use appropriate exponents in the appropriate situation. So teaching language

function is an essential part of language teaching. (as cited in Sharma and Phyak, 2007, p.191).

1.1.4 Communicative Activities

Communicative activities are designed to develop communicative competence. The designed activities must be interesting and relevant to the situation. There are different techniques and activities for teaching communicative functions, but the teacher must be careful in selecting effective technique for teaching particular language function. Only one technique or activity is not enough for teaching particular function. It is the teacher's duty to select the sets of effective activities for teaching particular language function. While conducting the communicative activities, the teacher has to:

- identify a realistic communicative context or situation
- identify a clear objective or purpose
- ensure there is an information gap or opinion gap
- generate students' interest
- allow students preparation time if necessary
- be aware of any useful/relevant conversational gambits.
- determine appropriate student groupings
- monitor
- involve students in the self correction of errors
- provide a sense of conclusion

Some of the common activities that can be used for teaching communicative functions are as follows:

1.1.4.1 Discussion

It is an effective activity for teaching communicative functions. It is a goal focused conversation, involving either groups of students or the whole class and which usually involves interaction.

1.1.4.2 Role Play

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

1.1.4.3 Pair work

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

1.1.4.4 Group work

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

1.1.4.5 Describing Pictures/Maps

As the name itself suggests, it is the activity in which the students are encouraged to describe pictures/maps. It is helpful to develop communicative skills in the students.

1.1.4.6 Dramatization

It encourages genuine communication and involves real emotions and use of body language. It starts with listening/speaking and can be specified to practice specific language aspects, e.g. grammar, logical items functions etc. It brings outside world into the classroom. It helps to acquire meaningful fluent interaction in the target language.

1.1.4.7 Guessing games

Guessing games are the games in which the students are encouraged to guess something/somebody by speaking. Therefore, it certainly enhances the communicative ability of the students.

1.1.4.8 Telling a story

In this activity, the students tell the stories that they have heard or read. So it is an effective technique to develop communicative skills in students.

1.1.4.9 Find the differences

It is an activity in which the students compare two or more things and tell the differences between or among them to their friends.

1.1.4.10 Information gap

An information gap exists when one participant knows something that the other participant does not. If both the participants know the information the exchange is not really communicative activity.

1.1.4.11 Project work

It is one of the important activities of teaching communicative functions communicatively. Since it emphasizes group centered experiences, the students become co-operative with each other. Project work helps the students to gain practical knowledge of what they have learnt theoretically in the classroom.

1.1.4.12 Interaction

Interaction is at the core of communicative language teaching. It is very essential for teaching communicative functions. The more the students interact with each other the more they learn. It helps the students to develop their communicative ability.

1.1.4.13 Prepared Talks

The ability to speak fluently is the final outcome expected from the students. Speech can be fully communicative without any preparation but at the initial stage, the students can prepare it in advance and share it with others in the classroom. So, it helps to teach communicative functions effectively.

1.1.4.14 Strip Story

Strip story is the modified version of scrambled sentence technique. In it a whole story is cut into different parts (small pieces), sometimes represented through pictures (picture strip story). Then the students are asked to unscramble the strips (piece of sentences) to make a whole story. This technique makes students communicate a lot to complete a story. It involves a lot of discussion and interaction among students.

1.1.5 Using Pictures in Classroom

Pictures contribute to increase interest and motivation and sense of the content of the language, especially, ‘unusual’ pictures foster students’ imagination, which in turn motivates them to use English. With pictures we can; teach, practice, or review new vocabulary, do guided practice (drills), practice grammatical structures, practice listening comprehension, do writing activities, do semi-guided or free speaking practice such as problem solving activities, role plays, discussions, etc.

As we start pictures in new and creative ways, we will come up with many variations. Textbooks may also give us ideas for working with pictures. Some activities that can be done with pictures are described below.

1.1.5.1 Topic from Pictures

- a. Show pictures from inside the book.

- b. Ask students to tell as much as they can about the topic of the story.
The topic or theme may be about anything: dragons, losing something, dangerous animals, wishing for something, etc.

1.1.5.2 Muddled Pictures

- a. Prepare a series of picture of key moments in the story. We can photocopy and act up the pictures for each pair of children, or display them on the board, each one with a letter.
- b. Show separate pictures from the story.
- c. Ask the Children to try to put them into the correct sequence.

1.1.5.3 Children's Pictures

- a. Give the children a brief description of what the story is about.
- b. Put the pictures on the wall. Get the children to predict the story. Then tell it.

1.1.5.4 Pass the Picture and Tell the Story

- a. Stand in circle with the students.
- b. Hold up a picture and briefly tell the part of the story which goes with it.
- c. Give the picture to the child on your left, who must repeat the sentences you said.
- d. That student then passes it to her or his neighbor, who does the same thing.

1.1.6 Use of Pictures in Teaching Communicative Functions

There is a Chinese proverb, "If I hear I forget, if I see I remember and if I do I understand." On the basis of this proverb, if we teach communicative function orally students may forget, if we teach them by showing the pictures then they can remember and if we participate the students in conversation on the basis of oral description with pictures, they can understand the various exponents of

different functions and if we make them involve in communication by creating real life situation, they can use exponents in their real life. We can collect various pictures from magazines, text books, newspapers that are related to the particular communicative function that create interests on students and increase their motivation towards the topic. So, I tried to find out the effectiveness of using pictures for teaching communicative functions.

The procedure depends upon the ability and quality of a teacher. The language teacher applies different steps according to his ideas and nature of picture and topic.

In general, students work individually or in group and each student or group has a picture (picture may be colored, readymade cutouts or hand drawn). Teacher needs to prepare a sheet of generic instructions (or specific instructions if everyone is using the same picture) in advance which the teacher gives to the students orally. Then, the teacher can call students individually to answer some questions related to the pictures. Students are working in small group; each group can discuss and write response.

Another way what I think is, teacher gives the clear instructions before showing picture. Then he describes the topic or particular language function and shows them different sorts of pictures and asks various questions e. g. who are the people in the picture?, what are they saying?, etc. related to the pictures and language function. Then, the teacher presents the model dialogue with the help of some students. Then, the teacher asks a group or pair of students for conversation. He facilitates at this stage, plays the role of a guide. After that, the teacher asks the students for free practice by creating real life situation. Finally, the students will use these exponents in their real life.

1.1.7 Introduction to the Selected Communicative Functions

1.1.7.1 Apologizing

We apologize when we realize that we are sorry for doing something wrong or causing a problem. For example, we say 'I'm sorry.' 'Pardon me.' 'I apologize' etc.

1.1.7.2 Asking to Repeat

When we do not understand or hear what someone said, we ask them to repeat. For example, 'Huh? What?' 'Pardon me?' etc.

1.1.7.3 Asking for Permission

When we want to do something we ask our seniors for permission. For example, 'May I watch TV mom?', 'Can I close the window?' etc.

1.1.7.4 Introducing

This language indicates that it is a way of being familiar with each other. Particularly, a person's name is given while introducing. There are informal and formal ways of giving introduction. The reply of introducing shows some sort of pleasure/happiness, e.g.

A: I'd like to introduce myself. I am Sova Dhungel.

B: Glad to meet you.

1.1.7.5 Describing Places

Descriptions are made using statements or the given clues. While describing places; location of the place, its size, its people and their culture, famous temple, special characteristics, etc. should be mentioned.

1.1.7.6 Asking to be Quiet

This is a communicative function, if there is any strange thing happened or any disturbance occurs at the time of communication between two parties, people use this function. e. g. Please be quiet, hold your tongue, etc.

1.1.7.7 Promising

Promising is a communicative function which is used to make somebody believe in the speaker or the speaker makes sure to do something in future time. e.g. I promise I'll be quick.

1.1.7.8. Scolding

It is an act of making somebody alert about something. e.g. Shame on you, you should be ashamed of yourself, etc.

1.1.7.9 Requesting

It is an act of asking others politely or not politely to do something. The speaker expects the listener to do some tasks. e.g. 'Close the window, will you?', 'Would you mind giving me your pen?'

1.1.7.10 Attracting Attention

If we want to talk to someone it may be necessary first to attract their attention in a polite way.

e. g. Err, excuse me

1.1.8 Action Research

Action research is propounded by Kurt Lewin (1946), for the first time assuming to bridge the gap between the theoretical and applied research. It is a research conducted by the practitioners to find out and solve the difficulty of the subjects as well as for the feedback of their activities. As it is academic in nature, it is generally designed and practiced for almost one academic year. The essential impetus for carrying out an action research is to change the system.

In Cohen and Manion's (1985) view, action research is conducted aiming at the improvement of the current affairs through the process of identifying and solving problem in a specific context. Similarly, Kemmis (1988) thinks that action research is a form of self reflective enquiry undertaken by participants in order to improve their own professional practices. Likewise, in Elliott's (1991) words, action research is the study of the social situation with a view to improving the quality of action within it. Johnson (1992) also views it as a way of teaching through enquiry with the aim of developing professional practice.

Some common features of action research highlighted by all these scholars are as follows:

- In action research problem is identified in a local situation and it is instantly solved in the same situation (Cohen and Manion, Elliot).
- Action research is participants' self reflective enquiry, teaching through enquiry (Kemmis, Johnson, Wallace).
- It aims at improving current state of affairs, participants' regular activities, quality of action within a social setting (Kemmis, Cohen and Manion, Elliot, Johnson, Wallace).

The action research is a classroom investigation carried out to find out and solve the specific problems here and now, in a local setting. It is a joint venture of language practitioner in a practical way. That's why Kemmis and Mc-Taggart (1986, p.6) have called it a group activity. The main aim of the action research is to improve the current state of affairs within the educational context in which the research is being carried out, collaboratively. The ultimate purpose of action research is to address and solve the practical problems of an academic context by bridging the gap between the theory and practice.

1.1.8.1 Characteristics of Action Research

The main characteristics of action research are as follows:

- Action research is collaborative.
- It is carried out by practitioner.
- It aims at bringing change.
- It is practical.
- It has a participatory nature.
- It is a cyclical process.
- It is led by inductive approach.

1.1.8.2 Steps in Carrying out Action Research

Different scholars discuss almost similar steps of action research but they slightly differ in ordering of the steps. Wallace (1998) gives five steps:

- Consider problems/issues
- Ask questions
- Action research
- Data collection and analysis
- Application to professional practice

Kemmis et al. (1985, p.14) give four steps: (as cited in Nunan 1992, p.17)

- Develop a plan of action
- Act to implement plan
- Observe the effect
- Reflect on these effect

Similarly, Denscombe (1999) gives five steps:

- Professional practice
- Critical reflection identifying problem or evaluating change
- Research (systematic and rigorous enquiry)

- Strategic planning (translation of findings in to action)
- Action (Instigate change)

Likewise, Nunan (1992) gives the following steps of action research:

- **Initiation:** The teacher observes the problems of the students in brief.
- **Preliminary Investigation:** An attempt is made to collect the concrete information about what the problem is.
- **Hypothesis:** The researcher plans his/her activity to solve the problem identified in previous step and postulates a hypothesis.
- **Intervention and Treatment:** The ongoing regular classroom activities are interrupted and a new treatment is introduced. The main purpose of it is to bring change in the ongoing state of affairs.
- **Evaluation:** The researchers evaluate the change brought by the new action introduced in preceding step.
- **Dissemination:** It is the state of sharing the ideas about the findings of the study. Here, the teacher runs the workshop for his/her colleagues and presents papers at the language conferences or seminars.
- **Follow-up:** The findings of the study are followed up by the practitioners. By this, the regular way of teaching and learning is changed and new one is adopted to introduce certain changes in the study.

1.1.8.3 Tools Used in Action Research

The tools that are used in an action research are pre-test, time-on-task test, progressive test and post-test. The pre-test and post-test consist of the same items whereas progressive test consists of the test items related to evaluate progress. Similarly, time-on-task tests are designed in relation to the respective lessons.

We can use many tools in action research for recording and collecting data. Some of them are:

- Check list: It is prepared by the teacher to record and observe the events.
- Individual Files: The individual files for students' progress can be kept on reflection and analysis occurs.

Along with the above, the researcher can use questionnaire, observation, diary studies, case studies, journals, video tapes, etc.

1.2 Review of the Related Literature

A number of researches directly or indirectly related to the teaching of communicative functions have been carried out in the Department of English Education. Various attempts at comparing methods and teaching in terms of their effectiveness have been made. Regarding the teaching, only few studies have been carried out to determine the effectiveness of pictures in teaching communicative functions.

Pokhrel (2000) carried out a research entitled 'Teaching Communicative Functions, Inductively and Deductively: A Practical Study'. The main aim of this study was to find out which method was more effective for teaching communicative function. The result showed that the inductive method was relatively more effective than the deductive method for teaching communicative function. Though he has limited his study within teaching communicative functions only, inductive method is also more effective for teaching vocabulary and grammar too. Similarly, Khadka (2001) carried out a research entitled 'Teaching Language Functions through Information Gap in Grade Seven'. The main aim of this study was to find out the effectiveness of information gap technique in teaching language functions. The finding was that information gap technique was relatively more effective than usual classroom techniques for teaching language functions of English. Khadka has only selected five communicative functions but for other functions other techniques can be equally effective.

Likewise, Sharma (2002) carried out a comparative study entitled 'Role Play Technique in Teaching Communicative Function' to find out the effectiveness of role play technique in teaching communicative functions. It showed that role play technique had relatively better impact on teaching the functions as a whole. Similarly, Bhandari (2005) conducted a research on the 'Effectiveness of Pair Work and Group Work Technique' by comparing each other in teaching communicative functions. The aim of this study was to find out more effective technique for teaching communicative functions out of group work and pair work. It was found that pair work was more effective than group work in teaching communicative function.

Khakurel (2005) carried out a research to find out the 'Effectiveness of Matchstick Figures in Teaching Action Verbs in Grade Five'. The main aim of this research was to find out the effectiveness of matchstick figures in teaching action verbs in primary level. The finding showed that the degree of effectiveness in the use of matchstick figures in teaching action verbs in English was very good. Similarly, Thing (2009) conducted a research on 'Effectiveness of Hand Drawn Pictures for Teaching Word Meaning in grade Eight'. The main aim of this study is to find out the effectiveness of hand drawn pictures in teaching meaning aspects of vocabulary items. The result showed that the performance of experimental group was far better than the control group. Thing has limited his study within teaching vocabulary and the hand drawn pictures but hand drawn pictures will also be effective for teaching communicative functions as well.

Apart from these studies, no any practical study has been carried out to determine the effectiveness of using pictures in teaching communicative functions of English. Therefore, this research aimed to assess the effectiveness of using pictures in teaching communicative functions.

1.3 Objectives of the Study

The following objectives were set for the present study.

- i. To find out the effectiveness of pictures in teaching communicative functions.
- ii. To suggest some pedagogical implications.

1.4 Significance of the Study

The study will be useful for those who are involved in the field of language teaching and learning. It is also useful for resource persons to develop relevant materials. This study will be equally significant for syllabus designers, and text book writers. Similarly, this study will leave the door open for the prospective researchers to carry out researches on similar cases in the days to come.

As the study provides information on implementing pictures in teaching communicative functions, it will indeed encourage the language teachers to use pictures in teaching communicative functions. It will also be helpful for the researchers who want to carry out further research on this area.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted during the study. The study was carried out as follows:

2.1 Sources of Data

I used both primary and secondary sources of data. The primary sources were used for collecting the data and secondary sources were used for both collecting data and facilitating the research.

2.1.1 Primary Sources of Data

The primary data were obtained from the students of grade eight of Bhumedevi Secondary School, Thulogaun-6, Rasuwa by administering pre-test, time-on-task tests, progressive tests and post test. So, those students were the primary sources of this research.

2.1.2 Secondary Sources of Data

For the necessary theoretical requirements, I consulted books, theses, journals, magazine cut outs, hand drawn pictures, newspaper cut outs, communicative syllabus of lower secondary level English, textbooks of grade 8 English, etc. related to the present research. Some of them are Matreyek (1993), Jones (2010), Wright (2010), Blundell (2009), etc.

2.2 Population of the Study

The population of my study was the students of grade eight of a government aided school of Rasuwa district named Bhumedevi Secondary School.

2.3 Sampling Procedure

For this research, Bhumedevi Secondary School, Thulogaun-6, Rasuwa was selected through purposive non-random sampling procedure. Sixteen students of grade eight were the sample of this study.

2.4 Tools for Data Collection

The tools I used to collect the data included pre-test, time-on-task tests, progressive tests and post test. The pre-test and post-test consisted of the same items whereas progressive tests consisted of the test items related to how lessons were in progress. Similarly, time-on-task tests were designed in relation to the respective lessons. Regarding the structure and marking scheme, pre-test and post-test were designed with six items which consisted of 50 marks, each of the progressive test and time- on-task tests were assigned 20 and 10 marks respectively.

2.5 Process of Data Collection

I collected the data using primary sources by conducting the following process:

- a) First of all, I visited the school head teacher and established a rapport with him. I explained the purpose of my study to him and asked for his permission to carry out action research on the eighth graders.
- b) With the permission from the head teacher, I talked to the subject teacher for necessary assistance.
- c) In collaboration of the head teacher and the subject teacher, I got the period fixed for carrying out action research.
- d) Then, I administered the pre-test using the test items that I had already prepared for assessing the students' initial proficiency level on selected communicative functions given in their textbook. The text items were based on the communicative functions that had to teach.
- e) Then, I administered a pre-test to determine their initial level of proficiency on communicative functions. The set of pre-test items carried 50 full marks. After assessing their performance, I found their scores on pre-test distributed around the average score of 21.81 out of

50 full marks and it was clear that their proficiency level on communicative function was not so satisfactory.

- f) Then, I began to intervene in the ongoing communicative functions with the help of pictures. Every day I prepared a complete lesson plan and at least two pictures related to lesson and taught the students accordingly. Each lesson lasted for forty minutes. I taught 15 periods, i.e. 10 lessons with five tests.
- g) I administered time-on-task tests at the end of the each lesson. After time-on-task analysis, the reflection I got guided me to plan for the further lessons.
- h) Along with the time-on-task analysis, I administered the progressive tests in the interval of three classes.
- i) Then, I administered the post-test to assess their improvements.
- j) Finally, I analyzed the individual scores in the pre-test, time-on-task tests, progressive tests, post-test and the scores of individual test items. Then, the results were compared to determine the effectiveness of pictures in teaching communicative functions using action research.

Individual scores of each student in each item were tabulated and on the basis of individual scores, average score in each item were calculated and then the difference between the average score of pre-test and post-test were computed and changed into percentage.

2.6 Limitations of the Study

It is very difficult to include a large area within this short time of period and resources. So the limitations of this study were as follows:

- a) The population of the study was limited to the students of grade eight of Bhumedevi Secondary School Thulogaun-6, Rasuwa.

- b) It was limited to 15 days teaching only.
- c) The study was limited to the selected language functions only.
- d) Though there are several ideas and techniques of teaching communicative functions, this study was limited to the use of pictures as materials for teaching communicative functions.
- e) The findings were based on the analysis and interpretation of the test scores obtained through pre-test, time-on-task tests, progressive tests and post-test.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the data collected from primary sources. The collected data have been analyzed and interpreted descriptively as well as analytically using appropriate tools and tables.

Analysis and interpretation of data are given in the following headings:

- a) Analysis and interpretation of the individual test scores obtained from the pre-test, time-on-task tests, progressive tests and post-test
- b) Analysis and interpretation of item-wise correct and incorrect responses on pre-test, progressive tests and post-test

3.1 Analysis and Interpretation of the Individual Test Scores

The individual scores of the students in the pre-test, time-on-task tests, progressive tests and the post-test are analyzed and interpreted in the following order:

3.1.1 General Comparison between Pre-test and Post-test

Table No. 1
Comparative Individual Scores in Pre-test and Post-test

S. N.	F. M.	Pre-test			Post-test			
		Scores	Percent age	No. of Students	Scores	Percent age	No. of Students	
1	50	37	74%	1	47	94%	1	
2	50	34	68%	1	46	92%	1	
3	50	31	62%	1	40	80%	1	
4	50	25	50%	1	39	78%	2	
5	50	24	48%	1	38	76%	2	
6	50	23	46%	1	35	70%	1	
7	50	22	44%	1	33	66%	1	
8	50	21	42%	1	29	58%	1	
9	50	20	40%	2	27	54%	1	
10	50	17	34%	1	25	50%	1	
11	50	16	32%	1	24	48%	1	
12	50	15	30%	3	18	36%	1	
13	50	14	28%	1	17	34%	1	
Total				16				15
Average Score: 21.82 (43.62%)								31.06 (62.12%)

In comparison to the marks in the pre-test, post-test show the remarkable improvement in teaching communicative functions by using pictures. The average score in the pre-test is 21.81 (43.62%) out of 50 full marks whereas the average score in the post-test is 31.06 (62.12%) out of the same full mark. The highest score in pre-test is 37 (74%) out of 50 full marks and the lowest score is 14 (28%) whereas the highest score in post-test is 47 (94%) out of the 50 full marks and the lowest score is 17 (34%) out of the same full mark.

Around 43.75% students scored above average score in pre-test but in post-test approximately 60% of the students scored above average score. The number of students scored above average score represents the remarkable improvement in teaching communicative functions by using pictures though the average score in post-test is 31.06 whereas the average score of pre-test is only 21.81 out of 50 full marks. This remarkable progress in teaching communicative functions in lower secondary level is the result of using pictures in the classroom. Therefore, it can be claimed that pictures are effective materials for teaching communicative functions in lower secondary level.

3.1.2 Pre-Test Scores

I administered a set of test items (i.e. pre-test) to determine the students' initial proficiency level on communicative functions. The pre-test items consisted of multiple choice, true/false, matching, fill in the blanks, students' response and describing a place in a paragraph. The scores of the students in the pre-test are as follows:

The analysis of test scores in the pre-test is presented below:

Table No. 2
Individual Scores in Pre-test

S.N.	F.M.	Scores	Percentage	No. of Students	Percentage
1	50	37	74%	1	6.25%
2	50	34	68%	1	6.25%
3	50	31	62%	1	6.25%
4	50	25	50%	1	6.25%
5	50	24	48%	1	6.25%
6	50	23	46%	1	6.25%
7	50	22	44%	1	6.25%
8	50	21	42%	1	6.25%
9	50	20	40%	2	12.5%
10	50	17	34%	1	6.25%
11	50	16	32%	1	6.25%
12	50	15	30%	3	18.75%
13	50	14	28%	1	6.25%
Total No. of Students: 16					
Average Score: 21.81 (43.62%)					

As the above table shows, 6.25% of the students have scored 37 marks out of 50 full marks. It is the highest score in the pre-test. The lowest score is 14 which is also scored by 6.25% of the students. The average score is 21.81 out of 50 full marks. Around 43.75% of the students are above the average and about 56.25% of the students are below the average which is not satisfactory result.

From this table, the students are found with mixed ability. Some students are medium and some are weak on communicative functions in English. Though they have already studied most of the functions formally and informally in the previous classes or in real life situations, this is not the satisfactory level of proficiency.

3.1.3 Time-on-Task Analysis

After conducting the pre-test, I started real teaching by using two or more than two pictures. After the completion of one lesson plan, a test was taken. In each test 3 items were given to the students, first two items weighted 3 marks and third item weighted 4 marks. In this way the whole set of test weighted 10 marks. During this period, my role was just to see whether someone had any problem, after five minutes I collected the task sheets. After checking each worksheet, I found the following scores obtained by the students.

3.1.3.1 The First Time-on-task Test Scores

The analysis of test scores in the first time-on-task is presented below:

Table No. 3
Individual Scores in First Time-on-Task

No. of Students	No. of Students in %	Mark Obtained	Mark Obtained in%
2	15.38%	9	90%
1	7.69%	8	80%
5	38.46%	7	70%
4	30.76%	6	60%
1	7.69%	5	50%
Total = 13	Total = 100%	Total = 10	Total = 100%

The above table shows that 15.38% of the students scored 9 marks out of 10 full marks which is the highest score and 7.69% of the students scored 4 marks out of 10 full marks which is the lowest score in this test.

3.1.3.2 The Second Time-on-task Test Scores

The analysis of test scores in the second time-on-task is presented below:

Table No. 4
Individual Scores in Second Time-on-Task

No. of students	No. of Students in %	Mark Obtained	Mark Obtained in %
2	14.28%	10	100%
2	14.28%	9	90%
4	28.57%	8	80%
3	21.42%	7	70%
1	7.14%	6	60%
1	7.14%	5	50%
1	7.14%	4	40%
Total = 14	Total = 100%	Total = 10 Marks	Total = 100%

The above table shows that, out of 16 students, 14 were present. Out 14 students, 14.28% scored 10 marks out of 10 full marks which is the highest score and 7.14% scored 4 marks out of 10 full marks which is the lowest score in the test. Average score is 7.57 out of 10 full marks scored by 57.14% of the students.

3.1.3.3 The Third Time-on-task Test Scores

The analysis of test scores in the third time-on-task is presented below:

Table No. 5
Individual Scores in Third Time-on-Task

No. of Students	No. of Students in %	Mark Obtained	Mark Obtained in %
1	6.25%	9	90%
5	31.25%	8	80%
3	18.75%	7	70%
3	18.75%	6	60%
3	18.75%	5	50%
1	6.25%	4	40%
Total = 16	Total = 100%	Total = 10 Marks	Total = 100%

The above table shows that out of 16 students, 6.25% of the students scored 9 marks out of 10 full marks which is the highest scores and 6.25% of the students scored 4 marks out of 10 full marks which is the lowest score in the test. The average score is 6.68 out of 10 full marks and more than 55% of the students scored above average score.

3.1.3.4 The Fourth Time-on-task Test Scores

The analysis of test scores in the fourth time-on-task is presented below:

Table No. 6
Individual Score in Fourth Time-on-Task

No. of Students	No of Students in %	Mark Obtained	Mark Obtained in %
1	6.25%	8	80%
4	25%	7	70%
4	25%	6	60%
2	12.5%	5	50%
3	18.75%	4	40%
2	12.5%	3	30%
Total = 16	Total = 100%	Total = 10 Marks	Total = 100%

The above table shows that out of 16 students 6.25% scored 8 marks out of 10 full marks, 25% scored 7 marks, 25% scored 6 marks, 12.5% scored 5 marks, 18.75% scored 4 marks and 12.5% scored 3 marks out of 10 full marks. The average score is 5.5 and only 56.25% of the students obtained above the average marks. The above table also shows that this lesson is a bit difficult for the students.

3.1.3.5 The Fifth Time-on-task Test Scores

The analysis of test scores in the fifth time-on-task is presented below:

Table No. 7

Individual Scores in Fifth Time-on-Task

No. of Students	No of Students in %	Mark Obtained	Mark Obtained in %
1	6.66%	10	100%
1	6.66%	9	90%
2	13.33%	8	80%
3	20%	7	70%
2	13.33%	6	60%
3	20%	5	50%
3	20%	4	40%
Total = 15	Total = 100%	Total = 10 Marks	Total = 100%

The above table shows that out of 16 students 15 were present. Six point six six percent of the students scored 10 marks out of 10 full marks which is the highest score and 20% of the students scored 4 marks out of 10 full marks which is the lowest mark of the test. The average score is 6.33 out of 10 full marks and 46.66% of the students scored above average score.

3.1.3.6 The Sixth Time-on-task Test Scores

The analysis of test scores in the sixth time-on-task is presented below:

Table No. 8

Individual Scores in Sixth Time-on-Task

No. of Students	No. of Students in %	Mark Obtained	Mark Obtained in %
2	12.5%	10	100%
3	18.75%	9	90%
1	6.25%	8	80%
2	12.5%	7	70%
3	18.75%	6	60%
3	18.75%	5	50%
1	6.25%	4	40%
1	6.25%	3	30%
Total = 16	Total = 100%	Total = 10 Marks	Total = 100%

The above table shows that, out of 16 students 12.5% students scored 10 marks out of 10 full marks which is the highest score, average students scored around 70% marks and 6.25% of the students scored 3 marks which is the lowest score of the test.

3.1.3.7 The Seventh Time-on-task Test Scores

The analysis of test scores in the seventh time-on-task is presented below:

Table No. 9

Individual Scores in Seventh Time-on-Task

No. of Students	No. of Students in %	Mark Obtained	Mark Obtained in %
2	15.38%	9	90%
3	23.07%	7	70%
5	38.46%	6	60%
3	23.07%	5	50%
Total = 13	Total = 100%	Total = 10 Marks	Total = 100%

The above table shows that out of 16 students 13 were present. Out of 13 students 15.38% scored 9 marks out of 10 full marks which is the highest score of the test and 23.07% scored 5 marks out of 10 full marks which is the lowest score of the test. The average score is 6.46 out of 10 full marks.

3.1.3.8 The Eighth Time-on-task Test Scores

The analysis of test scores in the eighth time-on-task is presented below:

Table No. 10

Individual Scores in Eighth Time-on-Task

No. of Students	No. of Students in %	Mark Obtained	Mark Obtained in %
1	6.25%	9	90%
3	18.75%	8	80%
5	31.25%	7	70%
2	12.5%	6	60%
4	25%	5	50%
1	6.25%	4	40%
Total = 16	Total = 100%	Total = 10 Marks	Total = 100%

The above table shows that out of 16 students, 6.25% scored 9 marks out of 10 full marks which is the highest score and the same percent of the students scored 4 marks which is the lowest score of the test. The average score is 6.5 out of 10 full marks and 56.25% of the students scored above the average score.

3.1.3.9 The Ninth Time-on-task Test Scores

The analysis of test scores in the ninth time-on-task is presented below:

Table No. 11

Individual Scores in Ninth Time-on-Task

No. of students	No. of Students in %	Mark Obtained	Mark Obtained in %
3	21.42%	9	90%
3	21.42%	8	80%
3	21.42%	7	70%
3	21.42%	5	50%
1	7.14%	4	40%
1	7.14%	3	30%
Total = 14	Total = 100%	Total = 10 Marks	Total = 100%

The above table shows that out of 16 students 14 were present. Out of 14 students 21.42% scored 9 marks out of 10 full marks which is the highest score and 7.14% of the students scored 3 marks out of the full marks which is the lowest score of the test. 6.71 is the average score out of 10 full marks obtained by more than 64.285 of students.

3.1.3.10 The Tenth Time-on-task Test Scores

The analysis of test scores in the tenth time-on-task is presented below:

Table No. 12

Individual Scores in Tenth Time-on-Task

No. of Students	No. of Students in %	Mark Obtained	Mark Obtained in %
3	20%	9	90%
2	13.33%	8	80%
3	20%	6	60%
2	13.33%	5	50%
3	20%	3	30%
2	13.33%	2	20%
Total = 15	Total = 100%	Total = 10 Marks	Total = 100%

The above table shows that out of 16 students 15 were present. Out of 15 students, 20% scored 9 marks out of 10 full marks which is the highest score and 13.33% scored 2 marks out of 10 full marks which is the lowest score of the test. 5.6 is the average score out of 10 full marks which is scored by 53.33% of the students.

3.1.4 Progressive Tests

After administering the pre-test, the same students were taught in real class using the pictures. During the classroom teaching, three progressive tests were administered in an interval of three classes. Each progressive test has been analyzed and interpreted under the following sub-headings:

3.1.4.1 The First Progressive Test Scores

After the interval of the first three classes, I administered the first progressive test to get an insight into the effectiveness of the pictures in teaching communicative functions. The aim was to find out whether the classes are in progress or not and what further improvements in teaching strategy were necessary. The scores of the students in first progressive test are as follows:

Table No. 13

Individual Scores in First Progressive Test

S.N.	F.M.	Scores	Percentage	No. of Students	Percentage
1	20	17	85%	1	7.14%
2	20	16	80%	3	21.42%
3	20	14	70%	2	14.28%
4	20	13	65%	1	7.14%
5	20	11	55%	2	14.28%
6	20	10	50%	3	21.42%
7	20	9	45%	2	14.28%
Total No. of Students: 14					
Average score: 12.57 (62.85%)					

The above table shows that, out of 16 students 14 were present. Out of them, 7.14% have scored 17 marks out of 20 full marks which is the highest score and 14.28% of the students have scored 9 marks out of 20 full marks which is the lowest score in the test. The average score obtained by the students is 12.57 which is 62.85% of full marks. Around 50% of the students have obtained above the average score.

While comparing the result of first progressive test with the pre-test result, the students have shown satisfactory progress in learning communicative functions. In pre-test the highest score was 37 out of 50 full marks which is the 74% marks whereas in the first progressive test, it is 17 out of 20 full marks which is 85% marks. Similarly, the lowest score in pre-test was 14 out of 50 full marks which is 28% marks and the lowest score in the first progressive test was 9 out of 20 full marks which is 45% marks.

3.1.4.2 The Second Progressive Test Scores

After teaching six periods, again another progressive test was administered. It was administered to find out whether students were progressing or not. The scores of the students are tabulated as follows:

The analysis of test scores in the first time-on-task is presented below:

Table No 14
Individual Scores in the Second Progressive Test

S.N.	F.M.	Scores	Percentage	No. of students	Percentage
1	20	18	90%	1	8.33%
2	20	17	85%	1	8.33%
3	20	16	80%	2	16.66%
4	20	15	75%	1	8.33%
5	20	14	70%	1	8.33%
6	20	13	65%	2	16.66%
7	20	12	60%	1	8.33%
8	20	11	55%	2	16.66%
9	20	8	40%	1	8.33%
Total No. of Students: 12					
Average Score: 13.66 (68.30%)					

As the table shows, out of 16 students 12 were present. Out of 12 students, 8.33% of the students scored 18 marks out of 20 full marks which is the highest score and the lowest score is 8 obtained by the same number of the students. The average score is 13.66 which is 68.3% of the full marks. As the table shows, 50% of the students obtained above average score.

While comparing the second progressive test with that of the first progressive test, the average score was 62.85% in the first progressive test whereas 68.3% in the second progressive test. It is obvious that the second progressive test is satisfactory.

3.1.4.3 The Third Progressive Test

After the completion of nine periods, the third progressive test was administered to find out the effectiveness of pictures in teaching communicative functions. The scores obtained by the students in the third progressive test are tabulated and presented in the following table.

Table No. 15

Individual Scores in the Third Progressive Test

S.N.	F.M.	Scores	Percentage	No. of Students	Percentage
1	20	19	95%	3	23.07%
2	20	17	85%	1	7.69%
3	20	15	75%	2	15.38%
4	20	14	70%	2	15.38%
5	20	13	65%	1	7.69%
6	20	12	60%	1	7.69%
7	20	11	55%	1	7.69%
8	20	10	50%	2	15.38%
Total No. of Students: 13					
Average Score: 14.3 (71.5%)					

As the above table shows, 23.07% of the students scored 19 marks out of 20 full marks which is the highest score and the lowest score is 10 out of the same full mark, obtained by 15.38% of the students. The average score of the third progressive test is 14.30 out of the 20 full marks. While comparing the average score of the third progressive test with the average score of the second progressive test, the average score of the second progressive test is 68.30% whereas the average score of the third progressive test is 71.5% out of the full mark and 46.15% of the students have scored above the average score. The range of average score shows the effectiveness of pictures in teaching communicative functions.

In comparison to the first and second progressive tests, this third progressive test has become more satisfactory and average score has been increased as well. The overall performance of the students exhibited in their marks has shown their success through the use of pictures. Because of their active involvement, the students progressed significantly.

3.1.5 Post-test Scores

At the end of teaching, the post-test was given to the students to get the insight into the effectiveness of pictures in teaching communicative functions. The aim of this test was to find out how much the students have learnt during the stipulated time of teaching. The individual scores on the post-test are presented in the following table.

Table No. 16
Individual Scores in the Post-test

S.N.	F.M.	Scores	Percentage	No. of Students	Percentage
1	50	47	94%	1	6.66%
2	50	46	92%	1	6.66%
3	50	40	80%	1	6.66%
4	50	39	78%	2	13.33%
5	50	38	76%	2	13.33%
6	50	35	70%	1	6.66%
7	50	33	66%	1	6.66%
8	50	29	58%	1	6.66%
9	50	27	54%	1	6.66%
10	50	25	50%	1	6.66%
11	50	24	48%	1	6.66%
12	50	18	36%	1	6.66%
13	50	17	34%	1	6.66%
Total No. of Students: 15					
Average Score: 31.06 (62.12%)					

The above table shows that, out of 16 students 15 were present. Out of 15 students 6.66% of the students scored 94% mark which is the highest score and 34% out of full marks is the lowest score obtained by the 6.66% of the students. As the above table, 31.06 is the average score and more than 60% of the students are above the average score.

3.2 Item-wise Analysis and Interpretation of the Pre-test, Progressive Tests and Post-test Results

3.2.1 Pre-test

The pre-test contained six categories and 46 items. They were multiple choice items, true/false, matching, fill in the blanks, students' response in certain situations and describing place in a paragraph. Altogether the pre-test contained 50 marks. The following table shows the item-wise correct and incorrect responses.

Table No. 17

Item-wise Correct and Incorrect Responses on the Pre-test

S. N.	Categories	No. of Items	F.M.	Correct Responses	Percentage	Incorrect Responses	Percentage	Total Responses
1	Multiple Choices	10	10	87	54.37%	73	45.62%	160
2	True/ False	7	7	70	62.5%	42	37.5%	112
3	Matching	8	8	64	50%	64	50%	128
4	Fill in the Blanks	10	10	40	25%	120	75%	160
5	Students' Response	10	10	58	36.25%	102	63.75%	160
6	Describing place	1	5	22	27.5%	58	72.55	80
Total No. of Students: 16								

According to the above table, 'true/false' item has the highest number of correct responses i.e. 62.5% and 'fill in the blanks' item has the least number of correct responses i.e. 25%. It shows that, 'fill in the blanks' item is the most difficult for the students. The table shows that, 'true/false item and multiple choices' have more correct responses than incorrect ones whereas the 'matching' item has the equal number of correct and incorrect responses but in 'fill in the blanks, students' response and describing place' have more incorrect responses than correct responses. This distribution of responses indicates that learner's proficiency on communicative functions was not satisfactory.

3.2.2 Progressive Test

The individual test scores of three progressive tests were analyzed for each item under the following sub-headings.

3.2.2.1 The First Progressive Test

The first progressive test contained 4 categories and 15 items. They were matching, multiple choices, fill in the blanks and students' responses. The first two items carried 3 questions one mark for each, third item carried 4 questions one mark for each and the fourth item carried 5 questions two marks for each; therefore, altogether 20 full marks. The following table shows the item-wise correct and incorrect responses.

Table No. 18

Item-wise Correct and Incorrect Responses on the First Progressive Test

S. N.	Categories	No. of Items	F.M.	Correct Responses	Percentage	Incorrect Responses	Percentage	Total Responses
1	Matching	3	3	34	80.95%	8	19.05%	42
2	Multiple Choices	3	3	30	71.42%	12	28.57%	42
3	Fill in the Blanks	4	4	40	71.42%	16	28.57%	56
4	Students' Response	5	10	36	51.42%	34	48.57%	70
Total No. of Students: 14								

As the table shows, the item no. 1, 'matching' has the greatest number of correct responses. In this item, most of the students all the responses were correct i.e. 80.95% out of total responses. In comparison to other items, students were more motivated in matching exercise. On the other hand, item no. 4 'students' response' got the least number of correct responses i.e. 51.42%.

While comparing the item-wise correct responses in the first progressive test with that pre-test, the difference is obvious. In pre-test, there was 50% correct responses in matching, 54.37% in multiple choice, only 25% in fill in the blanks and 36.25% in students' response but in first progressive test they are 80.95%, 71.42%, 71.42% and 51.43% respectively.

The above table shows that the distribution of correct responses in each of the items has satisfactory number of correct responses. In case of the incorrect

responses, item no. 4 i.e. students' response has the highest number of incorrect responses. Therefore, in the first progressive test the most complex item was students' response. Comparing the responses on pre-test and the first progressive test, what we can conclude is that the progress made by students in each item is because of the using pictures.

3.2.2.2 The Second Progressive Test

The second progressive test contained 3 categories i.e. multiple choice, true/false, and students' response with 15 items. Each item contained 1 mark in first two categories and two marks in the third category. The following table indicates the item-wise correct and incorrect responses.

Table No.19

Item-wise Correct and Incorrect Responses on Second Progressive Test

S. N.	Categories	No. of Items	F.M.	Correct Responses	Percentage	Incorrect Responses	Percentage	Total Responses
1	Multiple Choice	5	5	36	60%	24	40%	60
2	True/False	5	5	44	73.33%	16	26.66%	60
3	Students' Response	5	10	42	70%	18	30%	60
Total No. of Students: 12								

As the table shows, item no. 2, i.e. 'true/false' has the highest number of correct responses i.e. 73.33%. On the other hand, item no. 1, i.e. 'multiple choice' has the least number of correct responses, i.e. 60% scores out of full marks. It shows that the most of the students in most of the items have given correct responses. Therefore, their performance in each item is remarkable. The result of each progressive test asserts that the teaching of communicative functions through pictures has been effective.

3.2.2.3 The Third Progressive Test

The third progressive test also consisted of four categories with 20 full marks. After the ninth day of my classroom teaching, the third progressive test was administered. The following table shows the item-wise correct and incorrect responses in the third progressive test.

Table No. 20

Item-wise Correct and Incorrect Responses on Third Progressive Test

S. N.	Categories	No. of Items	F.M.	Correct Responses	Percentage	Incorrect Responses	Percentage	Total Responses
1	Multiple Choice	4	4	34	65.38%	18	34.61%	52
2	Matching	4	4	35	67.30%	17	32.69%	52
3	Fill in Blanks	4	4	38	73.07%	14	26.92%	52
4	Students' Response	4	8	40	76.93%	12	23.07%	52
Total No. of Students: 13								

As the table shows, item no. 4, i.e. 'students' response' has the greatest number of correct responses and the item no. 1, i.e. 'multiple choice' has the least number of correct responses.

When we observe the above distribution of responses on each of the specified test items, most of the students have given most of the responses correctly. Therefore, the number of correct responses obtained by the students in each item shows that the use of pictures in teaching communicative functions is beneficial.

3.2.3 Post-test

After teaching the selected communicative functions using pictures for 15 days and administering three progressive tests in the interval of four classes, I administered a post-test. The post test items were the same as administered in pre-test. The following table presents the item-wise correct and incorrect responses by the students in post-test.

Table No. 21

Item-wise Correct and Incorrect Responses in Post-test

S. N.	Categories	No. of Items	F.M.	Correct Responses	Percentage	Incorrect Responses	Percentage	Total Responses
1	Multiple Choice	10	10	120	80%	30	20%	150
2	True/false	7	7	87	82.85%	18	17.14%	105
3	Matching	8	8	78	65%	42	35%	120
4	Fill in the Blanks	10	10	91	60.66%	59	39.33%	150
5	Students' Responses	10	10	98	65.33%	52	34.66%	150
6	Describing Place	1	5	38	50.66%	37	49.33%	75
Total No of Students: 15								

The above table shows that item no. 2, i.e. 'true/false' has the highest number of correct responses and the item no. 6, i.e. 'describing place' has a lowest number of correct responses. The item no. 1, i.e. 'multiple choice' has the second highest number of correct responses. All the items have above 60% of correct responses except item no. 6, which has only 50.66% correct responses.

While comparing the item-wise correct responses in the post-test with the pre-test, there was 54.37% correct responses in multiple choice, 62.5% in

true/false, 50% in matching, 25% in fill in the blanks, 36.25% in students' response' and 27.5% in describing places in pre-test whereas in post-test, they were 80%, 82.85%, 65%, 60.66%, 65.33% and 50.66% respectively. In comparison to pre-test, the more number of correct responses was achieved in post-test. These all result proves that the use of picture in teaching communicative function is useful and effective.

CHAPTER FOUR

FINDINGS AND RECOMANDATIONS

There are many methods, techniques and materials for teaching communicative function. While talking about the materials of teaching communicative function, picture is one of the effective and beneficial materials in the communicative classes.

The present research was an effort to find out the effectiveness of pictures in teaching communicative functions through action research. Fifteen classes were taken to conduct the action research in Bhumedevi Secondary School, Thulogaun-6, Rasuwa. Sixteen students in grade 8 were sampled for the study. It has been found that the picture plays an effective role in teaching communicative functions. I administered the pre-test before I started experimental teaching, time-on-task tests, three progressive tests during the teaching and finally, a post-test. At the end, I analyzed and compared the scores of these tests. In each and every point I found the students having better performance on the given tests.

4.1 Findings

On the basis of analysis and interpretation of the primary data, the findings are derived as follows;

- i. Teaching communicative functions through the use of pictures was found to be better since the progress is seen in every progressive test. So, it can be said that the pictures are effective tools in teaching communicative functions.
- ii. While teaching communicative functions through the use of pictures students were found to be highly motivated because there was active participation of all the students.
- iii. The comparison of scores obtained by the students in the pre-test and post test also supports that pictures are the effective materials for

teaching communicative functions. The scores of the students were distributed around the average score of 21.81 in pre-test whereas in post-test their scores were distributed around the average score 31.6.

Similarly, 37 was the highest score in the pre-test whereas the highest score in the post-test was 47. These facts prove that the effectiveness of using pictures in teaching communicative functions.

- iv. Only the 43.75% students scored above the average score in the pre-test whereas more than 60% students scored above average score in the post-test.
- v. The students' performance specified in the pre-test, progressive tests and the post-test was impressive. In most of the items, their number of correct responses was greater in post-test than that of the pre-test. In pre-test, the students, correct responses were 54.37% in multiple choice, 62.5% in true/false items, 50% in matching, 25% in fill in the blanks, 36.25% in students response and 27.5% in describing place. However, in the post-test, their correct responses were 80% in multiple choice, 82.85% in true/false, 65% in matching, 60.66% in fill in the blanks, 65.33% in students' response and 50.66% in describing place. From this point, it is clear that students made satisfactory progress when they were taught through picture. Their progress in all specified items asserts the effectiveness of pictures.
- vi. After the analysis of correct and incorrect responses in different items in different tests, it is found that true/false, multiple choice and matching items are easier for the students than other items. Describing the place and fill in the blanks items were more difficult.
- vii. Use of pictures in teaching communicative functions is very useful and helpful for the teachers as well. It makes teachers very active and devoted towards their profession. I found teaching become interesting using pictures because all the students were very active towards teaching and learning process.

The findings of this research study were determined by the marks obtained by the students. This result shows that using pictures in teaching communicative functions is more effective and it is a useful material of teaching.

4.2 Recommendations

It was proved from the research that teaching communicative functions through the use of pictures can really be more effective and significant than the usual classroom materials. On the basis of the findings of the study, the following recommendations are presented.

- i. Pictures should be used in teaching communicative functions in order to make the students more active and motivating in the classroom.
- ii. The English teachers should adopt pictures while teaching communicative functions.
- iii. Thus, post-test yielded better result compared to pre-test. From this point, we can say that, teaching communicative functions through the use of pictures in lower secondary level is better than usual way of teaching.
- iv. Basically, pictures are more useful and highly effective material in communicative classes that they make the class lively. And the average score of pre-test and post-test also proves that they are so much effective in lower classes.
- v. The item-wise analysis of pre-test, progressive tests and post-test also prove that it is much plausible to implement below lower secondary level. Students of this level are supposed to learn language by seeing, imitating and the participating in the conversation.
- vi. To teach communicative functions through the use of pictures, special preparation is required. So, sufficient time should be managed and the teacher should be more active.
- vii. The syllabus designers and material producers should encourage the use of pictures in teaching communicative functions in English. So that, in a

language classroom, a language teacher can present the communicative functions through the use of pictures.

- viii. The present study proves that pictures are effective materials for teaching communicative functions. However, the effectiveness of audio-visual materials can still not be granted in our context. Therefore, more researches focusing on teaching communicative functions through audio-visual materials are desired.
- ix. The present study was carried out in a government-aided school situated in rural place. The result of this single study is insufficient to decide the effectiveness of pictures in all situations. Thus, the more action research in other situations i.e. urban schools and different levels should be carried out.

Finally, it is recommended that communicative functions in lower level classes should be taught through the use of pictures as far as possible which lays the emphasis on learning by imitating and results the long last memory of the students.

REFERENCES

- Bhandari, B.M. and Adhikari, Y.P. (2011). *English for communication*. Kathmandu: Vidyarthi Prakashan.
- Bhandari, S.B. (2005). *The effectiveness of pair work and group work technique in teaching communicative function of English*. An unpublished M.Ed. thesis, T.U.
- Bhatt, A.D. (2011). *The effectiveness of task-based approach in teaching vocabulary*. An unpublished M. Ed. thesis, T. U.
- Bhattarai, A. (2010). *Research methodology: class note of M.Ed. Department of English Education, Kirtipur, Kathmandu*.
- Blundell, J. Higgins, Middlemiss (2009). *Functions in English*. New Delhi: OUP.
- Jones, L. (2010). *Functions of English*. New Delhi: CUP.
- Khadka, D.B. (2007). *Teaching language functions through information gap in grade seven*. An unpublished M.Ed. thesis, T.U.
- Khakurel, R.H. (2005). *The effectiveness of matchstick figures in teaching action verbs*. An unpublished M. Ed. thesis, T.U.
- Luitel, B. (2009). *Research in language education*. Kathmandu: Shubhakamana Publication.
- Matreyek, W. (1993). *Communicating in English*. New York: Pergamon Press
- Norton, L.S. (2011). *Action research in teaching and learning*. London: Routledge.
- Nunan, D. (1993). *Research methods in language learning*. New Delhi: CUP.
- Pokhrel, T.P. (2000). *Teaching communicative functions inductively and deductively: A practical study*. An unpublished M.Ed. thesis, T.U.
- Regmi, C.R. (2004). *A study on the effectiveness of group work technique in the teaching English tenses*. An unpublished M.Ed. Thesis, T.U.
- Richard, J. et al. (1985). *Longman dictionary of applied linguistics*. Essex: Longman.

- Sharma, B.K. and Phyak, P. B. (2007). *Teaching English language*, Kathmandu: Sunlight Publications.
- Sthapit, S.K. (2000). Teaching language for communication. *Journal of NELTA*, Vol. 5. No. 1-4.
- Subedi, H.L. (2010). *A textbook on English for communication*. Kathmandu: Pradhan Book House.
- Thing, K. (2009). *Effectiveness of hand drawn pictures for teaching word meaning*. An unpublished M. Ed. Thesis, T. U.
- Ur, P. (1996). *A course in language teaching*. Cambridge: CUP
- van Ek. J.A. (1976). *The threshold level*. Strasbourg: Council of Europe.
- Wilkins, D.A. (1976). *Notional syllabuses*. Oxford: OUP.
- Wright, A. (2010). *Pictures for language learning*. New Delhi: CUP.

APPENDICES

Appendix 1

Pre-test, Progressive Tests and Post-test Items

Pre-test and Post-test Items

School Name: Shree Bhumedevi Secondary School Thulogaun-6, Rasuwa

Date:

Name:

Time: 1.30 hrs

Grade: Eight

F.M. :50

Subject: Language Function

P.M. :16

Attempt all the questions

Q.N.1. Choose the best alternatives 1×10 = 10

i. "I'm sorry." serves the communicative function of

- a) Apologizing
- b. Introducing
- c) Asking Permission
- d. Requesting

ii. Which of the following statement is an example of the language function "Introducing"?

- a. Hi, I'm Sajina Gurung.
- b. See you again.
- c. Could you give me some water?
- d. You should go to hospital.

iii. "Pardon me. I'm thinking about something else." is an exponent of

- a. Promises
- b. Asking to be quiet
- Requesting
- d. Introducing

iv. Which of the following example serves the language function of "Requesting"?

- Would you mind giving me your pen?
- She is a student.
- You should go to hospital.
- He is a driver, isn't he?

v. Which is not the exponent of the function "Apologizing"?

- a. I'm sorry.
- b. Sorry about that.
- c. I apologize for saying that.
- d. Take it easy.

vi. "Please be quiet." is an example of the function

- a. Describing person
- b. Introducing
- c. Promises
- d. Asking to be quiet

vii. "You should be ashamed of yourself." Serves the communicative function of

- Welcoming
- b. Requesting
- c. Attracting attention
- d. Scolding

viii. Which of the following is an exponent of the function "Promises"?

- I promise I will buy you one.
- What a bad little boy you are!
- Please, dad! Give me 20 rupees.
- Excuse me.

ix. "Err, excuse me..." is an example of the function

- | | |
|-------------------------|---------------|
| a. Attracting attention | b. Requesting |
| c. Greeting | d. Scolding |

x. Which of the following exponent serves the communicative function

"Asking to be quiet."

- | | |
|-----------------|------------------|
| a. Shut up! | b. Best of luck! |
| c. Good morning | d. Bye |

Q.N.2. Write 'T' for true and 'F' for false statements.

1×7 = 7

i. The example of 'Introducing' is "Hi, my name is Raju Gurung. What's your name?"

ii. "Gosaikund is a religious place in Rasuwa district." Is an example of describing place.

iii. "Excuse me." is an example of attracting attention.

iv. "I'm sorry that I could not come on time?" is an example of 'Apologizing'.

v. The exponent of the function 'Scolding' is "You shouldn't have hit your little brother."

vi. "Could you please hold the noise down?" is an example of 'Asking to be quiet'.

vii. "I can't tell you how sorry I am!" is an example of attracting attention.

Q.N.3. Match the following language functions with their appropriate

exponents. 1×8 = 8

- | | |
|--------------------------|-------------------------------------|
| i. Attracting attention | () Please, repeat that. |
| ii. Requesting | () Shame on you! |
| iii. Scolding | () I am Rosan Tamang from Rasuwa. |
| iv. Introducing | () It's a promise, I'll come soon. |
| v. Asking for permission | () Sorry for that! |

- vi. Asking for repeat () Err, excuse me...
- vii. Apologizing () May I come in sir?
- viii. Promises () Please give me your pen.

Q.N.4. Fill in the blanks with appropriate language functions and exponents in the following gaps. $1 \times 10 = 10$

- i. "Kathmandu is the capital city of Nepal." is an example of
.....
- ii. "....." is the exponent of
'Apologizing'.
- iii. "Please, repeat what you have said." Is an example of the communicative
function.....
- iv. "Can I close the window?" is an example
of.....
- v. "....." Serves the
communicative function of 'Attracting attention'.
- vi. "Would you mind watching this for me a few minutes?" Is an example of
.....
- vii. "Pokhara is a beautiful place" is serve the communicative
function.....
- viii. "Aren't you ashamed of yourself?" is an example of
.....
- ix. "....." Serves the
language function 'Attracting attention.
- x. "....." is an
example of 'Asking to be quiet'.

Q.N. 5. How do you respond in the following situations? Write one sentence for each of them. $1 \times 10 = 10$

- i. You met a new friend. Introduce yourself.

-
- ii. You have broken the cup in the morning; express your apology with your mother.
-
- iii. Your mother says ‘Do your homework, you couldn’t listen, ask to repeat her.
-
- iv. You are feeling cold in the classroom. Request your friend to close the windows.
-
- v. You are going to market leaving your small sister in home. Express your promise to buy her a chocolate.
-
- vi. Your friend says, “Hi, my name is Kabita.” Give your reply to it.
-
- vii. You need some money to buy a pen. Request your father to give 10 rupees.
-
- viii. Your teacher is in the classroom ask him to go out.
-
- ix. You are going to deliver your speech in your class. Attract attention to your friends.
-
- x. You are reading and your small brother is making noise. Ask him to be quiet.
-

Q.N. 6. Describe your favorite place in about 50 words. 5×1 = 5

.....

.....

.....

.....

.....

.....

First Progressive Test

Name:

F.M. : 20

Class: Eight

Time: 20 min

Q.N. 1 Match the following Language Functions with their exponents. 3

- | | |
|--------------------------|---|
| a. Asking to repeat | () Can I have your permit to do this? |
| b. Asking for permission | () I'm really sorry for that. |
| c. Apologizing | () Would you mind telling me
again, what did you say? |

Q.N. 2 Tick the best answer. 3

- i. 'Sure, go ahead' serves the language function,
- | | |
|--------------------------|----------------------|
| a. Asking for permission | b. Giving permission |
| c. Refusing permission | d. Asking to repeat |
- ii. 'I'm sorry, what did you say?' is an example of,
- | | |
|--------------------------|---------------------|
| a. Apologizing | b. Asking to repeat |
| c. Asking for permission | d. Introducing |
- iii. 'Give me your apology for I couldn't attend in your invitation.' Is an example of,
- | | |
|--------------------------|---------------------|
| a. Apologizing | b. Asking to repeat |
| c. Asking for permission | d. Introducing |

Q.N. 3 Fill in the blanks with appropriate language exponents; 4

- i. '.....'
is an example of asking to repeat.
- ii. '.....'
is an example of refusing permission.
- iii. '.....'
is an example of giving permission.
- iv. '.....'
is an example of apologizing.

Q.N. 4 What do you say in the following situations. 10

i. You are buying vegetable in the market but you don't understand the rate of pumpkin, ask the shopkeeper say it again.

.....

ii. As you are shopkeeper tell the rate of pumpkin again.

.....

iii. While you are playing volleyball, your ball hit on your teacher's head, how do you apologize.

.....

iv. As you are teacher, how do you accept your student's apology?

.....

v. You are feeling cold in your friend's house, ask permission to close the window.

.....

Second Progressive Test

Shree Bhumedevi Secondary School Thulogaun, Rasuwa

Name : _____ Class: _____ Roll No. : _____ F .M. : 20
P. M. : 7

Q. N. 1 Tick the best answer. 1×5 =5

i. How do you do? It's me Rabina Gurung. Is an example of ,

- a. Asking to be quiet
- b. Promising
- c. Introducing
- d. Offering promises

ii. Would you mind holding your tongue. Is an example of ,

- a. Promising
- b. Asking to be quiet
- b. Introducing
- c. Asking for promises

iii. Can you promise that you will come back on time. Is an example of,

- a. Asking for promise
- b. Offering promises
- c. Introducing himself
- c. Introducing others

- iv. How do you do Rajesh? Meet my driver Sobit. Is an example of,
- a. Asking to be quiet
 - b. Responses of asking to be quiet
 - c. Introducing himself
 - d. Introducing others
- v. I swear, believe on my words. Is an example of,
- a. Asking promises
 - b. Offering promises
 - c. Requesting
 - d. Refusing promises

Q. N. 2 Write 'T' for true and 'F' for false statements. $1 \times 5 = 5$

- i. 'Glad to meet you', is an example of responding promises. (.....)
- ii. 'Would you mind stopping that noise', is an example of asking to be quiet. (.....)
- iii. 'Hello, May I introduce with you. I am Kopila Bhatta.' Is an example of introducing others . (.....)
- iv. 'I swear I'll do it.' Is an example of asking for promises. (.....)
- v. 'Thulogaun is a visiting place of Rasuwa district.' Is an example of describing place. (.....)

Q. N. 3 What is your response in the following situation. $2 \times 5 = 10$

- i. You are walking in the street with your father and you meet your school friend introduce your father to your friend.

Ans:

- ii. Children are making noise when you are listening news on TV. Ask them to be quiet.

Ans:

- iii. You are late for the school time, Your head teacher has scolded you, why you are late. Express your apology and promise that you will come on time from next day.

Ans:

iv. This is your first day of school. You meet your new friends. Introduce yourself.

Ans:

v. You want to go picnic with your friends, ask for permission to your father.

Ans:

THE END

Third Progressive Test

Shree Bhumedevi Secondary School Thulogaun, Rasuwa

F. M. : 20

Name:

Class:

Roll No. :

P. M. : 7

Q. N. 1 Tick the best answer. $1 \times 4 = 4$

i. 'Please, could close the window.' Is an example of,

- a. Asking to be quiet b. Offering request
c. Asking for permission d. Accepting request

ii. 'Err... excuse me ...' Is an example of,

- a. Accepting request b. Attracting attention
c. Asking for permission d. Scolding

iii. 'Don't you ashamed of yourself.' Is an example of ,

- a. Asking to be quiet b. Attracting attention
c. Requesting d. Scolding

iv. 'There is a beautiful temple in the center of the village.' Is an example of,

- a. Requesting
- b. Scolding
- c. Describing places
- d. Describing person

Q. N. 2 Match the following exponents with their functions. 1×4 = 4

- (a). Could you provide me 1000 rupees loan. (). Scolding
- (b). May I have your attention, please. (). Introducing
- (c). Shame on you. (). Promise
- (d). I swear, I will come on time. (). Request

Q. N. 3 Write any one exponent/example of each function. 1×4 = 4

i. Offering request

Ans:

ii. Accepting request

Ans:

iii. Attracting attention

Ans:

iv. Scolding

Ans:

Q. N. 4 What do you say in the following situation? 2×5 = 10

i. You at the bus station, you want to ask someone the bus that goes to Hetaunda, attract his attention.

Ans:

ii. Your small brother do not obey you to do his homework, scold him to do homework.

Ans:

iii. You have not pen to write, request your teacher for a pen in the class.

Ans:

iv. Your new colleague said, “How do you do, sir? I am Mohan, Mohan Thapa. What do you say?”

Ans:

Appendix II

Model Lesson plan for Teaching Communicative Functions Lesson Plan no. 1

Class: Eight

Date.....

Subject: English(Communicative Function)

Time:40 mins

Topic: Apologizing

Objectives

- Greet in formal and informal situations.
- Play the role of different personalities in different situations.

Teaching Materials: Three sets of pictures of saying sorry.

Teaching Learning Activities:

- The teacher motivates the students first then, the teacher shows first picture without caption and he asked the students who are the persons in the picture and guess what they are saying, and the teacher Also tell them the context. Then the teacher asks them what you say if you are in such situation.
- After eliciting the students' ideas, the teacher shows the next picture with caption, and asks them to read and what do you say if you are in such situation. Here, the teacher also creates a new situation and asks them to perform the dialogue, at the same time the teacher facilitates them.
- Then, the teacher shows the one more hand drawn picture with caption and repeats the activities as in no. ii.
- After that, the teacher provides them some other related situations and asks them to perform the dialogue in the class.
- Then, the teacher asks them to list any four exponents of apology.

- Finally, the teacher supplies the sheets of any five situations and asks them to write the reply in each space within five minutes containing 10 full marks.

Lesson Plan No. 3

Class: Eight

Date.....

Subject: English (Communicative Function)

Time:40 mins

Topic: Asking for Permission

Objectives:

- i. Ask for permission in different situation.
- ii. Accept and refuse permission.

Materials: Any three sets of pictures.

Activities

- First of all, the teacher asks permission of students to start the lesson for motivation and introduce the lesson.
- Then, the teacher shows the first picture with dialogue and asks the students what language function this dialogue serves.
- Then, the teacher should post the second picture with caption on the wall and asks the students to read what they are saying and what you say if you are in such situation.
- Then, the teacher shows third picture of giving permission and asks the students how do you give permission to other people.
- After that, the teacher elicits the exponents of the asking, accepting and refusing permission and tells other various exponents.
- Then, the teacher creates some situations and asks them to perform the dialogue.
- Finally, the teacher provides them the task sheets and asks them to complete within five minutes.

Lesson plan No. 6

Class: Eight

Date.....

Subject: English (Communicative Function)

Time:40 mins

Topic: Promising

Objectives:

- i. Ask someone to promise something.
- ii. Offer promises to others.

Materials: Three sets of hand drawn pictures with captions.

Activities:

- The teacher introduces the topic first and shows the first picture with asking and offering promise.
- Then, the teacher shows the second picture and asks the students to read and find out the situation and what do you say if you are in such situation.
- Then, the teacher shows the third picture and does the same activities as in the previous one.
- After that, the teacher elicits the other possible exponents and tells them more exponents for asking and offering promises.
- Finally, the teacher creates some situations and asks them to perform the dialogue and at last provides them the task sheets to complete within 5 minutes.

Lesson plan No. 9

Class: Eight

Date.....

Subject: English (Communicative Function)

Time:40 mins

Topic: Requesting

Objectives:

- i. Request for something.
- ii. Accept someone's request.
- iii. Refuse someone's request.

Materials: Two sets of pictures for requesting, accepting and refusing.

Activities

1. The teacher requests the students for something in the classroom and tells the meaning of request.
2. Then, the teacher asks the students, how do you request in certain i.e. the teacher elicits the ideas.
3. Then, the teacher shows the first picture of requesting and accepting request then the teacher tells the context and asks the students to read what they are saying and what do you say if you are in such situation.
4. Then, the teacher shows second picture i.e. refusing request and repeat the same activities as in the previous one.
5. After that, the teacher elicits the exponents of requesting, accepting and refusing requesting from the students and the teacher tells more.
6. Finally, the teacher provides them the task sheets and asks them to complete with In 5 minutes.