

**COMMUNICATIVE FUNCTIONS USED BY LANGUAGE
INSTRUCTORS**

**A Thesis Submitted to the Department of English Education in Partial
Fulfillment of the Master's Degree in English Education**

**Submitted By
Shanti Ram Timsina**

**Faculty of Education
Trivhuvan University Kirtipur,
Kathmandu, Nepal
2009**

**COMMUNICATIVE FUNCTIONS USED BY LANGUAGE
INSTRUCTORS**

**A Thesis Submitted to the Department of English Education in Partial
Fulfillment of the Master's Degree in English Education**

**Submitted By
Shanti Ram Timsina**

**Faculty of Education
Trivhuvan University
Kirtipur, Kathmandu, Nepal
2008**

**T.U. Registration No.: 43096-95
2nd Year Exam Roll No.: 280337**

**Date of Approval of the
Thesis Proposal: 2065/08/27
Date of submission: 2066/08/28**

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no theses on the same topic were earlier submitted by any of the candidates of research degree to any university.

Date: **2066/08/28**

Shanti Ram Timsina

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Shanti Ram Timsina** has prepared the thesis entitled “Communicative Functions Used by Language Instructors” under my supervision. I recommend this thesis for acceptance.

Date: **2066/08/28**

.....
Dr. Tirth Raj Khaniya(Guide)
Professor
Department of English Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal.

RECOMMENDATION FOR EVALUATION

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

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

TU, Kirtipur, Kathmandu

.....

Chairperson

Dr. Jai Raj Awasthi

Professor

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

TU, Kirtipur

.....

Member

Dr. Tirth Raj Khaniya(Guide)

Professor

Department of English Education,

TU, Kirtipur

.....

Member

Date: **2066/09/03**

EVALUATION AND APPROVAL

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

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

TU, Kirtipur, Kathmandu

.....
Chairperson

Dr. Jai Raj Awasthi

Professor

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

TU, Kirtipur

.....
Member

Dr. Tirth Raj Khaniya(Guide)

Professor

Department of English Education,

TU, Kirtipur

.....
Member

Date: **2066/09/14**

DEDICATION

**This work is dedicated to
My Loving Parents
whose inspiration and effort brought me in this world.**

ACKNOWLEDGEMENT

It is my pleasure to acknowledge my respected Guru and thesis supervisor **Prof. Dr. Tirth Raj Khaniya**, who has provided me with guidance and suggestions for carrying out this work successfully from the beginning to the end. I am really grateful to him for his kind cooperation, guidance and feedback.

I express my deep gratitude to **Dr. Chandreshwar Mishra**, Head of the Department of English Education, for his support and valuable suggestions for this research work. I owe a lot to **Prof. Dr. Shishir Kumar Sthapit, Prof. Dr. Jai Raj Awasthi, Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Shanti Basnyat, Dr. Anjana Bhattarai, Dr. Bal Mukanda Bhandari, Mr. Vishnu Singh Rai** for giving me insights to carrying out this work.

I am grateful to the language institutes involved in this study, the institutes-owners, language instructors and all who supported me to accomplish my job.

I feel very proud of my wife **Mrs. Pawitra Mishra (Timsina)** who fully supported me from the beginning to end of my research work. And I am thankful to Nepal Career Training Foundation (CTF, Nepal), which has supported me on computing, editing and providing the required feedback for bringing this work in this form.

Date: December 2009

Santi Ram Timsina

ABSTRACT

This research is basically carried out on language functions performed by instructors in various language institutes in the Kathmandu valley. The research highlights that situational use of exponents of language were not appropriately used and set in context as per the requirements. Similarly, the finding of the research reveals the fact that out of the most or hundred of communicative activities and language functions, i.e. 19.05% were found to have been contextual in use, which shows an inadequacy of teaching methodology and linguistic communicative competence on the part of language instructors in the institutes of the Kathmandu valley. The research supports that the situational usages of language expression and exponents were poorly performed by the instructors even in the class of language teaching classroom setting.

This thesis consists of four chapters. The first chapter is introduction, which mainly presents the discussion on language teaching, language instructors, language institutes and on theoretical framework about the related topic. It also contains objectives and significance of the study. The second chapter deals with the methodology adapted for the study. As the research is based on the performance of communicative functions by English language instructors in the language institutes of the Kathmandu valley, sample data were collected from 10 different language institutions of the targeted area. All together the sampling population consists of 20 English language instructors from 10 different language institutes. The third chapter presents the data descriptively and comparatively. Analysis and interpretation of the collected data are made on the basis of the qualification, experience and specialization of the instructors; and on the basis of teaching techniques and methodology. Finally, the fourth chapter presents the findings and recommendations.

TABLE OF CONTENTS

<i>Declaration</i>	<i>iii</i>
<i>Recommendation for acceptance</i>	<i>iv</i>
<i>Recommendation for evaluation</i>	<i>v</i>
<i>Evaluation and approval</i>	<i>vi</i>
<i>Dedication</i>	<i>vii</i>
<i>Acknowledgements</i>	<i>viii</i>
<i>Abstracts</i>	<i>ix</i>
<i>Table of content</i>	<i>x-xii</i>
<i>Symbols and Abbreviations</i>	<i>xiii</i>

CHAPTER ONE: INTRODUCTION

1.1 General Background	1
1.1.1 Language and Communication	2
1.1.2 History of English Language Teaching in Nepal	3
1.1.3 Introduction to Communicative Functions	5
1.1.4 Common Forms and Functions of Language	8
1.1.5 Communicative Competence	12
1.1.6 Introduction to Language Institutes	15
1.1.7 Language Instructors	15
1.2 Review of the related literature	16
1.3 Objectives of the study	17
1.4 Significance of the study	18

CHAPTER TWO: METHODOLOGY

2.1 Source of Data	19
2.2 Sampling procedure	19
2.3 Tools for data collection	20

2.4 Process of data collection	20
2.5 Limitations of the study	21

CHAPTER THREE: ANALYSIS AND INTERPRETATION

3.1 Status of instructors in terms of experience and education	22
3.2 Language functions performed by instructors	23-29
3.2.1 Imparting and Seeking Factual Information	23
3.2.2 Expressing and Finding out Intellectual Attitude	24
3.2.3 Expressing and Finding out Emotional Attitude	25
3.2.4 Expressing and Finding out Moral Attitude	27
3.2.5 Getting things done	28
3.2.6 Socializing	29
3.3 Situational use of Language Function	30-34
3. 3.1 Social Roles	30
3. 3.2 Psychological Roles	31
3. 3.3 Indoor Setting	32
3. 3.4 Surroundings/ Outdoor Setting	32
3. 3.5 Workplace	33
3.3.6 Mood/Emotions	34
3.4 Summary of the data of Language function	35-36
3.5 Instructors' teaching activities and their language competence	36-44
3.5.1 Instructors' teaching activities and competence according to qualification.	36-39
3.5.2 Instructors' teaching activities and competence according to experience	40-41
3.5.3 Instructors' teaching activities and competence according to specialization	42-44

CHAPTER FOUR: FINDINGS AND RECOMENDATIONS

4.1 Finding	45-47
4.2 Recommendations	48
References	49-50
Appendices	51-56
Appendix-1 Check list	51-53
Appendix-2 Details of the teachers	54
Appendix-3 Questions to the instructors	55-56
Appendix-4 Sample data collected	57-58

SYMBOLS AND ABBREVIATIONS

B.Ed.	Bachelor of education
I.Ed.	Intermediate of education
M.ED.	Master's of education
Pvt.	Private
Govt.	Government
S.N.	Serial number
No.	Number
Un. Trai	Untrained teachers
Trai.	Trained teachers
i.e.	That is
e.g.	For example
&	And
etc.	Etcetera
viz.	Namely