

CHAPTER ONE

INTRODUCTION

1.1 General Background

The term "communicative" nowadays is so broadly used in linguistics and language teaching that it is collocated with several other terms that is communicative methodology, communicative language teaching, communicative approach, communicative activities, communicative model of language , communicative functions, communicative competence and so on. Communicative functions in social context refer to the role that language plays in communication. For example, language is used to communicate ideas, to express feelings, to seek information, to ask something, etc.

Communicative functions of language refer to the communicative goal for which a language is used in a community. Thus, communicative function is what specific communicative need the language is used for in a community. Language function is the purpose it serves or the purpose for which language is used. The purpose of using language is to communicate something. Human beings are the only one species in the world to use a very sophisticated form of language to communicate their feelings, intentions and desires. Richards et al. (1999, p.148) define communicative function of 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. request, apologies, complaints, offers, compliments".

Similarly, Ur (2001, p.92) says "a function is some kind of communicative act: it is the use of language to achieve a purpose usually involving interaction between at least two people. Examples would be suggesting, promising, apologizing, and greeting". Both of these definitions reflect communicative functions as the purpose of language.

A thing can be said to have at least three facets: substance, 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 or the use it is put to. (Sthapit, 2000, p.9)

From this, it becomes clear that language function is the purpose for which language is used. The purpose of using language is to communicate something.

Thus, what language does is its functions. In other words, we can say that 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 global function of language. This function of language is also reflected in the definitions of language as "a system of communication" and "a vehicle used for the sake of communication". There are several functions of language under communication. For example, we can command, ask, request, caution, direct, propose, advice, etc through the use of language.

As we already discussed communicative function of language is anything that we can do with it. Now to perform language function we need some language items

by which the language functions can be realized. Such language items are called the exponents of language functions. For example all the following utterances are the exponents of the function of requesting from least to most polite:

Close the door.

Close the door, please?

Close the door, will you?

Would you mind closing the door?

Language is a means of a communication so it has been widely accepted nowadays that the aim of language teaching is not only to develop linguistic competence but also communicative competence on the part of the learners. Language function is one of the important aspects in language teaching. A language function refers to the purpose for which an utterance or unit of language is used to satisfy a communicative need. To express any communicative function we need an utterance or unit of language which is also called exponent of language function.

1.1.1 Classification of Language Functions

In communicative approach to language teaching, a syllabus is often organized in terms of the different language functions the learner needs to express or understand. Language functions have been classified in different ways by several applied linguists in the field of language teaching. Among them, the following classifications have their special significance in language teaching.

Jakobson (1960, as cited in Phyak, 2009, p.182) classifies language functions into six types. They are: Referential function, Emotive function, Conative function, Metalingual function, Phatic function, Poetic function. Similarly, Wilkins (1983, p.42) has mentioned six functions of language in his notional syllabus under the categories of communicative function. They are: Judgement and Evaluation,

Suasion, Argument, Rational enquiry and exposition, Personal emotion, Emotional relations. In the same way, Corder (1973, p.44) classifies communicative functions on the basis of the factors of speech events. Corder's classification is very similar to that of Jakobson but the wording is different slightly. He classifies six different functions of language. They are: Personal, Directive, Referential, Metalinguistic Phatic and Imaginative.

Similarly, Halliday (as cited in Richards et al. 1999, p.160) describes seven basic functions that language performs for children learning their first language. They are: Instrumental function (I want), Regulatory function (do as I tell you), Interactional function (me and you), Personal function (here I come), Heuristic function (tell me why), Imaginative function (let's pretend) and Informative function (I have got something to tell you).

Likewise, Van Ek (1976, p.37) distinguishes six functions of communication. They are: Imparting and seeking factual information, Expressing and finding out intellectual attitudes, Expressing and finding out emotional attitude, Expressing and finding out moral attitudes, Getting things done and Socializing. In the same way, Finocchiaro (1983, p.29) classifies communicative functions into the following five categories: Personal, Interpersonal, Directive, Referential and Imaginative.

On the basis of the above mentioned classifications of language function, it can be generalized that different scholars have classified language function differently. But in most of their classifications, generally we can find terminological differences. For example, Jakobson's 'conative', Corder's 'directive', Halliday's 'regulatory', Willkins' 'suasion' and Van Ek's 'getting things done' are related to one another. All of them focus on the addressee to behave in a certain way or control the behavior of others. Though different linguists have classified language functions using various terms for the same purpose, we can say that communicative function is what specific communicative need the language is used

for in a community. So , classification of language functions depends on individual perspective of communicative needs.

1.1.2 Some Common Language Functions

From the classification of language functions given by different linguists, some common language functions used in daily activities are described here briefly:

i. Socializing

Greeting, attracting attention, introducing, proposing a toast, take leave, thanking apologizing etc. are the means used in society as survival tools. It is the most essential function in our daily life.

ii. Getting things done

Suggesting, warning, advising, requesting, offering, inviting etc. are the tools which are used to get things done by controlling somebody's behaviour.

iii. Imparting and seeking factual information

Identifying, reporting, correcting, asking etc. come under this function.

iv. Expressing and finding out emotional attitudes

Expressing pleasure, displeasure, surprise, hope, intention, fear, sympathy are a number of functions used to finding out and enquire somebody's emotional states.

v. Making queries

Under this, language functions such as seeking a favor, seeking and giving permission, checking and responding to a check, seeking and giving information etc. are some of the functions.

vi. Expressing modal attitudes

Expressing ability/ inability, degree of certainty, obligation, lack of obligation, prohibition are some of the language functions fall under this category.

1.1.3 Communicative Functions Selected for the Study

Among many functions of language I had selected eight language functions from the textbook of grade IX. They were as follows:

a. Stating suggestion and advice

It is one of the language functions used to tell somebody what they should do in a particular situation. It is your ideas or a plan that you mention for somebody else to think about. There are some examples of it.

If I were you, I'd stop writing her.

You'd better start looking for a new job.

How about taking bus instead of car?

b. Asking for permission

This function is used to get something done by somebody. It is general day to day function used in our life. If somebody wants to take approval of somebody before doing something, and then he uses this function. There are some exponents representing this function.

Can I use your bicycle?

May I come in sir?

Would you mind if I went with her?

May I have your permission to join next college?

c. Expressing degree of certainty and probability

Certainty is the language function used to express how much the speaker or something can rely on to happen or to be true or probability is used to express how likely something is to happen. There are some examples:

There is no about that I'll do it.

I'm certain that they are pots and pans again.

I'm sure they must be waking up the whole street.

It is certain that rapid forest destruction will cause more landslides.

d. Making apologies and responses

It is one of the language functions used to seek excuses. If somebody has committed a mistake or error, he makes an utterance by using this function. So, it is very polite in terms of formality. For example;

I'm really very sorry.

I'm ever so sorry.

I just want to apologize.

I'm terribly sorry.

e. Describing purpose

It is one of the functions used to serve the purpose of informing the reason why something is done. If somebody wants to tell the use of something, then he uses this function. For examples;

Ram went to market in order to buy some fruits.

I'm helping her so that she can pass the exam.

f. Giving directions

This language function is used to show the way of somewhere to someone. For example;

Turn left at the junction.

Keep on going until you reach the first turning on your left.

g. Describing people and place

It is one of the language functions used to describe people and places. For example;

Zoo is a place where wild animals are kept.

The man who wrote Muna-Madan was Devkota.

h. Making a request

It is a language function used to ask or offer somebody to do something in a polite way. For example;

Would you mind if I opened the window?

Could you possibly tell me the way to Bhaktapur?

I wonder if you can help me.

1.1.4 Techniques of Teaching Language Functions

The basic tenet of teaching language function is to take language as a means of communication. So it is essential that students learn how to use the exponents they have acquired appropriately in a given context. There are many techniques to teach language functions. Some of them are discussed below:

i. Discussion

It is the form of talking about something or somebody between people either in group or individually. Underhill(1994, p.45) says, " It is the most natural technique in the world- two or more people having a discussion on a topic of common interest and need using a language." It helps to share ideas between people. As student engage in discussion, there consist of communication and it evokes language functions.

ii. Role play

Incorporating role play into the classroom adds variety, a change of place and opportunities for a lot of language production and also a lot of fun. According to Underhill (1994, p.52), "Role play by definition implies pretending, even in a small way, to be someone other than you really are". It is a communicative activity when you either put yourself into somebody else's shoes, or you stay in your own

shoes but put yourself into an imaginary situation. It helps to increase students overall communicative abilities.

iii. Project work

In this technique, students discuss, collaborate, and meet different people in field. It develops their communicative skills. Richards et al. (1999, p.295) view, The project work is an activity which centers around the completion of a task, and usually requires an extended amount of independent work either by an individual student or by a group of students. Much of this work takes place outside class room. Project work helps to bridge the gap between language study and language use. It encourages students to move out of the classroom and into the world. It also extends the communicative skills acquired in the classroom.

iv. Communicative games

Communicative games are designed to develop communicative competence. They must be interesting and relevant to the situation. According to Lee (1985, p. 2) "Communicative games create fun and excitement in language learning as in most adventures and can be profitable and very much in place." They also induce interaction and communication. Solving puzzle, drawing a picture, putting things in right order, guessing games are some of them.

v. Discovery technique

This technique can be used to teach language functions where students are given examples and asked to find out underlying structures of a function. In Harmer's words (1986,p.29), " Discovery technique is the technique where students are given examples of language and are told to find out how they work to discover the grammar rules rather than be told them". It also provokes a kind of interaction with language used in the text and its meaning. Observing, hypothesis making, inferring is the way to discover the problem.

vi. Pair works

Pair work is one of the important learner centered techniques which is often used in communicative classroom. According to (Cross, 1992, as cited in Phyak, 2009, p.118) "Pair work is one of the important learner centered techniques which is often used in a communicative classroom. It is a management task for developing communicative ability." Pair work makes students engage in interaction to each other. There are mainly two roles of a teacher in pair work; a monitor and a resource person. He divides the students into different groups following the steps of conducting a pair work.

vii. Group work

It is also a useful technique for teaching students in an interactive way. It is a learning activity which involves a small group of learners working together. Grouping students determines the success of learning. So care should be taken while forming groups. The teacher has to pay a very close attention while giving a task. The teacher should facilitate the student, if necessary while performing task. At last, feedback should be provided to them after assessing the work.

viii. Scene-setting

It is one of the most effective emerging technique or way of teaching language functions. In this technique, most of the techniques mentioned above are included. The role of teacher is just a stage-setter, that is creating such an atmosphere that students are encouraged to use language functions which are targeted by the teacher. The teacher creates such a situation inside the classroom that is useful for students in 'real life or in social context'.

There are many techniques to teach language functions as mentioned above. In this context, Matreyek (1983, p.151) has suggested some techniques to teach language functions. They are;

a. Interpretative reading

It is reading a line, script or story in the way that a particular person in a particular situation would say it. Learner reads it with the same intonation, stress, emotional quality and speed as that person would use.

b. Talk and listen

This technique involves the following things;

- a. dividing a dialogue or script in to parts and writing the different parts on separate cards or pieces of paper,
- b. performers looking at and listening to the other person while the other person is speaking,
- c. the performer's establishing eye-contact with the person when the performer is speaking to the other person.

c. Skits / improvised role playing

In doing improvised role playing, students discuss the situation and then perform it without writing scripts.

d. Puppet shows

There are many people who feel uncomfortable about performing for any of a number of reasons we sometimes can do nothing about. With puppets, they can use the language without actually being on stage.

e. Tape recording and VTR

Hearing and seeing themselves on tape will provide students with interesting things to talk about, questions to ask, and sheepish grins and nervous laughs.

f. Plays and productions

Students will not only learn how these things are used in somewhat isolated situations but also how they fit into the overall flow of events in a story or life.

Out of these techniques, I have selected only one to teach the students. That is scene-setting.

1.1.5 Scene Setting

The term scene-setting was first used by Leo Jones in his book 'Functions of English' in 1983. But the same concept that scene-setting represents already existed in language teaching field for the same purpose, first of all a great British anthropologist Malinowski (1923, as cited in Savignon 1997,p.1) used the term 'context of situation'(as cited in Savignon,1997,p.13). Functionalism in linguistics arises from the concerns of at the Carolina University. After Malinowski, British linguists M.A.K. Halliday, J.R Firth continued this tradition. In the same way, Littlewood (1981) uses the term 'situational context' and Widdowson (1990) uses 'contextualization'.

From the analysis of the above evidences it can be said that there is only difference in wording but not in purpose or function. According to Halliday (1970, p.145)," We are able to understand the function of language served by a particular grammatical structure only by looking at language in use or in its context of situation." Here, Halliday focuses on creating a situation to use language rather than focusing on grammatical form.

According to Savignon (1997, pp.13-14);

A language function has to do with what is said as opposed to how something is said. Language is used for an infinite number of purposes: to command, to describe, to hide intend, to attract attention etc. The function of a particular utterance can be understood only when the utterance is placed in its context of situation.

Scene-setting is a compound word which is used in teaching language functions inside the classroom. In this study, it represents the meanings of both 'scene' and setting jointly. Hymes (1972, p.60) makes a terminological distinction between these two terms.

According to him;

Setting refers to the time and place of speech act and, in general, to the physical circumstances. Scene, which is distinct from setting, designates the 'psychological setting ' or as a certain type of scene... In daily life the same persons in the same setting may redefine their interaction as a changed type of scene, say, from formal to informal, serious to festive, or like.

According to Johnson and Morrow (1981, p.7), there are three main factors which go to make up a scene or situation in the classroom: *Setting* (where the speakers are-at the airport, in a shop etc); *role* (what the relationship between the speaker is-friend / friend, customer/ shop assistant, etc.) and *topic* (what the speakers are talking about - past times, business, etc.).

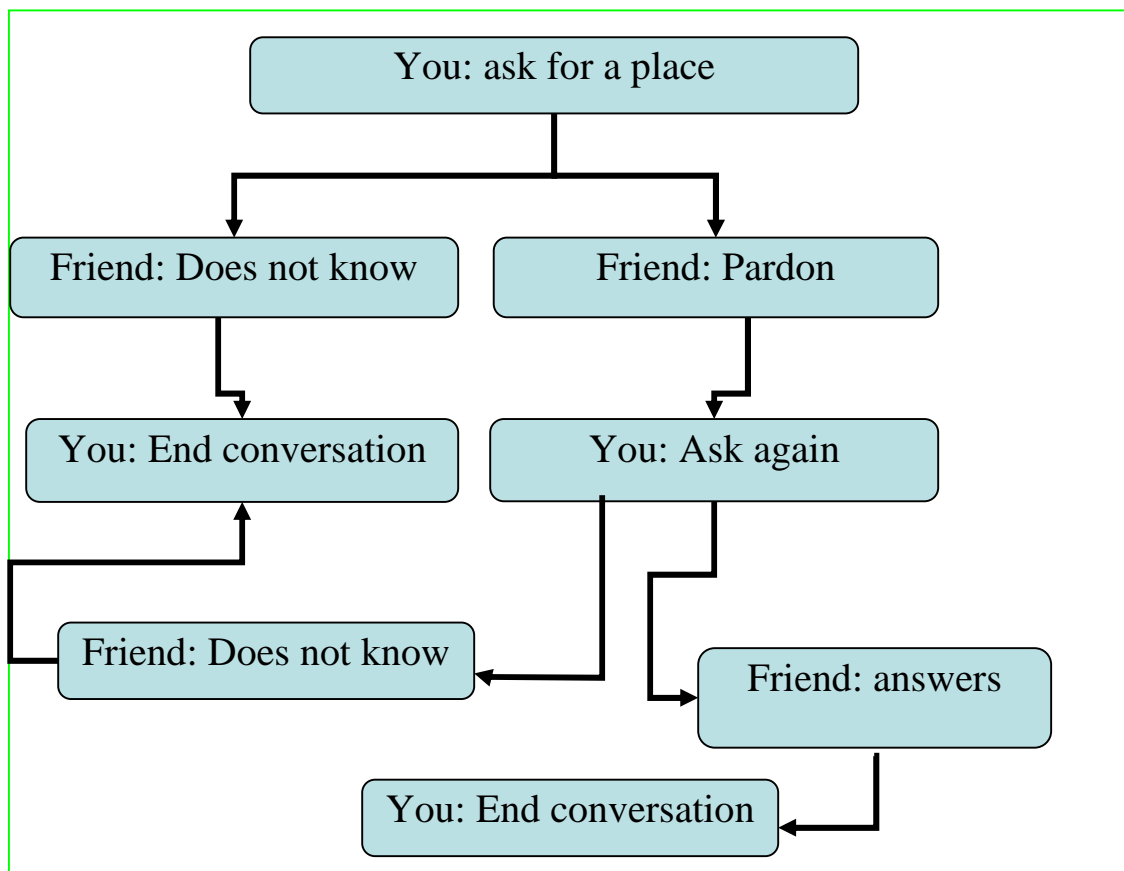
So, according to Littlewood (1981), while setting the scene in teaching language functions in the classroom, the teacher must consider these factors.

Language is not used in isolation; if we used it in isolation it does not serve any function. Therefore a piece of language to serve any function, it should be used in context. So we have to create a context or situation or scene in which the language is to be used while teaching language function.

Communicative function is closely bound up with situational context. The teacher has to contextualize the language providing links between structure and function and ask learners to practice responses which would be: (a) realistic ways of performing useful communicative acts in (b) situation they might expect to encounter at some time. (p.10)

Scene-setting is an inclusive technique. It uses more than one communicative activities or techniques simultaneously. For example, a stranger is on the street and asks a person who is selling clothes for a particular direction. In this context, the teacher can use any techniques to practice language such as simulation, role play, pair work, group work and so on. Savignon (1997,p.57) says," a language teacher, while teaching language functions through setting the scene or context of situation has to pay more attention about most of the aspects of language teaching ,who, where, how, when, what and why. Like Savignon, Jonson and Morrow (1981, p.74) focus on some aspects of language teaching in teaching language functions through contextualization. In their views, context can be created by combination of these factors viz. who, whom, what and why.

They propose the following model of contextualization.



(Source: Johnson and Morrow, 1981, p.76)

Teaching language functions means to teach rules of use rather than rules of usage. In Hymes' (1970, as cited in Johnson and Morrow, 1981, p.2) words:

There are rules of use without which the rules of grammar would be useless. So to teach rules of use, communicative activities should be used. Activities such as role play are how much used in teaching language functions, what are they if not communicative? The answer of course is that role play may or may not be communicative, but it is itself merely an isolated activity. So using any activity or technique cannot be communicative until and unless they are used without setting the scene in the classroom.

In this context, Littlewood (1981, p.17) outlines the following purposes of setting the scenes inside the classroom.

i. Provide Whole Task Practice

In consideration with how people learn to carry out various kinds of skilled performance, it is often useful to distinguish between (a) teaching in the parts-skills of which the performance is composed and (b) practice in the total-skills, sometimes called 'whole-task practice'. Learning to swim, for example, usually involves not only separate practice of individual movements (part-task practice).

ii. Improve Motivation

The learner's ultimate objective is to take part in communication with other appropriately. Their motivation to learn is more likely to be sustained if they can see how their teacher creates the situation or sets the scene in the classroom that is related to this objective and helps them to achieve it with increasing success.

iii. Natural Learning

Many aspects of language learning are beyond the pedagogical control. So many aspects of language learning can take only through natural process, which operate when a person is involved in using the language for communication. If this is so setting the scene inside the classroom is an important part of the total learning process.

iv. Create a Context

The context supports learning. Setting the scenes provide opportunities for positive personal relationship to develop among learners and between learners and teacher. These relationships can help to 'humanize' the classroom and to create an environment that supports the individual in his efforts to learn.

The aim of teaching language functions to the students is to develop their communicative competence. It is a dynamic rather than a static concept. In this context, it is better to mention Savignon's (1997, p.4) words. "The expression we hear on the play ground or through the bedroom door may or may not be acceptable at the supper table" on the basis of Savignon's words we can say that teaching language functions means not only providing exponents that are used to express certain functions but also setting scenes inside the classroom that help the students to know how and where to use these language function out side the classroom or in social context.

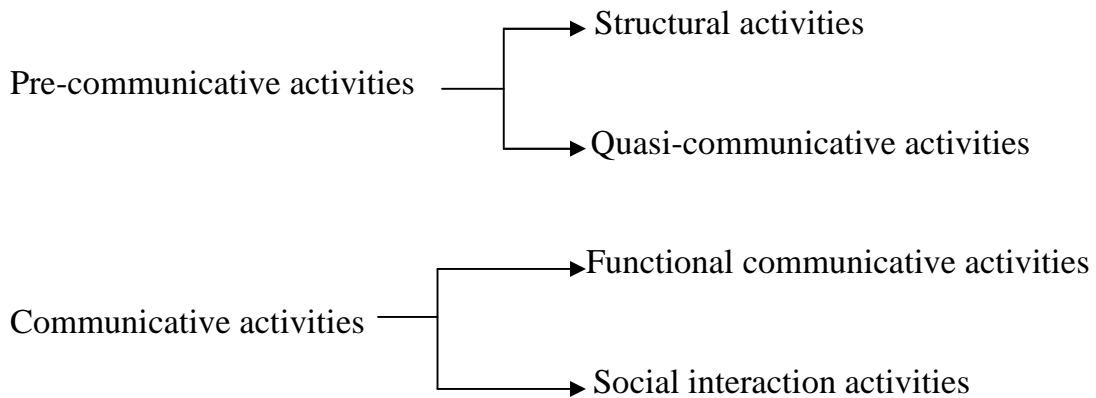
Jonson and Morrow (1981, p.18), provide three -stage activity for teaching language functions:

Practice → language in context → improvization.

Under 'practice' label, the emphasis is on language form often out of context to develop fluency in the learner. Then in 'language in context' label, these forms are

put into a controlled setting which provides a rudimentary example of how, when and where, etc. The language which has already prepared the learners for more open-ended communicative activity comes under the 'improvization' label.

Communicative skills are those activities with which learners develop an activity to use language for communicative purpose. Following Littlewood (1981, p.86), there are two types of communicative activities in the classroom:



Pre communicative activities tend to focus on isolate specific elements of language. Learners get opportunities to practice them separately. Through these activities learners develop fluent command of linguistic system, without actually requiring them to use this system for communicative purpose. Communicative activities, on the other hand, give students a chance to use whole language. They are engaged in practicing the total skill of communication. Communicative activities should provide information, focus on content rather than form and allow for improvizations with as little teacher intervention as possible.

In conclusion, it would be better to mention here Richterich's (1973, as cited in Johnson, 1996, p.6) words, "The language needs are the requirements which arise from the use of the language in the multitude of situations which may arise in the social lives of individuals and groups". A key word in this quotation is 'situation'. It is by looking at the situations/ scenes in which our students will want to use language functions appropriate to the scene / situation.

1.1.6 Action Research

The term action research was for the first time used by Kurt Lewin in 1946 assuming to bridge the gap between the theoretical and the applied research. Later some of the scholars have preferred to use slightly different names as well; for Johnson (1992), it is a teacher research because the real teacher is the researcher. For Wallace (1998) it is a professional reflection because the practitioner reflects upon his or her current practice and strives to improve the practice through research. Lewin (1946, p.202) defines it to be "a comparative research on the condition and effects of various forms of the social action that uses a spiral of steps, each of which composed of a circle of planning, acting and fact finding about the result of action."

Likewise, in Cohen and Manion's (1985, as cited in Nunan, 1992, p.18) view "action research is conducted aiming at the improvement of current affairs through the process of identifying and solving problem in a specific context". Similarly, Kemmis and McTaggart argue (1988, as cited in Nunan 1992, p.17). the three defining characteristics of action research are that it is carried out by practitioners (for our purpose, classroom teacher) rather than outside researcher; secondly, that it is collaborative, and thirdly, that is aimed at changing things.

According to Best and Kahn (1993), "action research is the involvement of both specialist and classroom teacher in the study and application of research to educational problems in a particular classroom setting". To quote Burns (1999, p.13), "the approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group member". So, many points can be extracted from the above quotations. Action research is initiated by practitioner in a real classroom situation. It is collaborative, data is analyzed and disseminated and it is spiral in its form.

Now, it is clear that action research is increasingly significant in language education because it addresses the immediate practical problems in a specific context. It is also emphasized that classroom teacher and the researcher has to be the same person. In that case the practitioner becomes able to select the most pressing problem and conduct the research to solve the problem instantly.

Thus, action research is a process in which the participants critically examine their own activities, find facts in relation to successfulness and unsuccessfulness, reflect on the identified problems, plan to resolve them, take action again, evaluate the action and deduce the conclusion on the whole process.

1.1.6.1 Characteristics of Action Research

Action research is mainly concerned with solving the existing problems. But there are many other features of it. Different scholars have proposed various characteristics of action research. Some of them are presented here.

Cohen et al. (2007, p. 307) mention the following features:

- a. It works on, and tries to solve real, practitioner-identified problems of everyday practice.
- b. It is collaborative and builds in teacher involvement
- c. It seeks causes and tries to work on those causes.
- d. The solutions are suggested by the practitioners involved.
- e. It involves a divergent phase and convergent phase.
- f. It plans an intervention by the practitioners themselves.
- g. It implements the intervention.
- h. It evaluates the success of the intervention in solving the identified problem.

Similarly, Winter (1989) has given the following characteristics of action research.

- a. Reflexive critique
- b. Dialectical critique

- c. Collaborative resource
- d. Risk
- e. Plural structure
- f. Theory, practice, Transformation.

Besides the above mentioned characteristics of action research, there are many other characteristics of it. On the basis of them, some of the common important characteristics of action research have been listed below:

- a. Action Research is carried out by practitioners.
- b. It is collaborative.
- c. It aims at bringing change.
- d. It is practical in nature.
- e. It is led by inductive approach.
- f. It has a participatory nature.
- g. It is a cyclical process.

1.1.6.2 Process of Action Research

Process of Action Research refers to the different steps used in this research. The process of Action Research has been recommended in a number of ways. Different scholars discuss almost similar steps of action research but they slightly differ in ordering of the steps.

Nunan (1992, p.19) presents seven steps of action research.

Step-1: Initiation

The classroom practitioner notices students weakness in teaching and learning certain items, then decides to improve that weakness.

Step-2: Preliminary investigation

The researcher decides to systematically find out which problem is the most serious and faced by majority of the students. For this the teacher prepares base-line data, that is collects concrete data.

Step-3: Hypothesis

The researcher forms assumptions based on the data collected from observation in previous step.

Step-4: Intervention

In this stage the teacher- researcher's regular practice is intervened by introducing some new element in it. The teacher-researcher cannot afford to spend the whole period for newly introduced element so he/she has to manage the classroom time in such a way that regular practice and new element go side by side.

Step-5: Evaluation

After that, assessment about the intervention is done after some time.

Step-6: Dissemination

It is the state of sharing the idea about the findings of the study. Findings of the research are presented in a workshop or at conference.

Step-7: Follow up

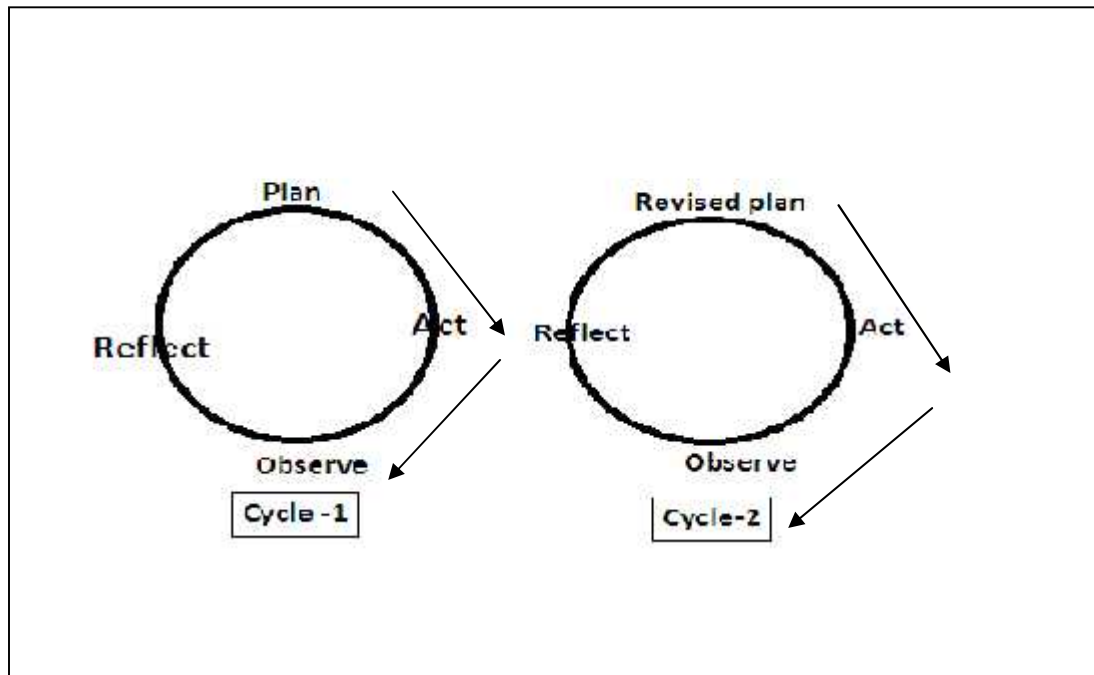
The findings of the study are followed up by the practitioners. By this, the regular way of teaching and learning is changed and the new one which is found as a solution of the problems is adopted to introduce certain changes in the study.

Similarly, Cohen and Manion (1985, as cited in Nunan 1989, p.13) outline eight steps in the action research process.

- a. Identify the problem

- b. Develop a draft proposal based on discussion and negotiation between interested parties, that is teachers, advisors, researchers and sponsors.
- c. Review what has already been written about the issue in question.
- d. Restate the problem of formulate hypothesis; discuss the assumptions underlying the project.
- e. Select research procedure, resources, materials, methods, etc.
- f. Choose evaluation procedure
- g. Collect the data, analyze it as it can provide feedback.
- h. Interpret data, draw out inferences and evaluate the project.

Likewise, Riding, Fowell and Phil (1995, p.10) mention the following process of action research:

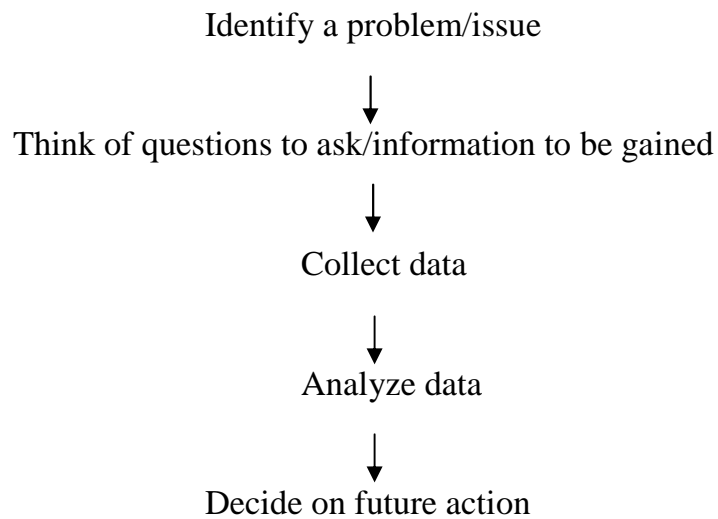


In the same way, Wallace (1998, p.22) exhibits the process of action research in the following five steps;

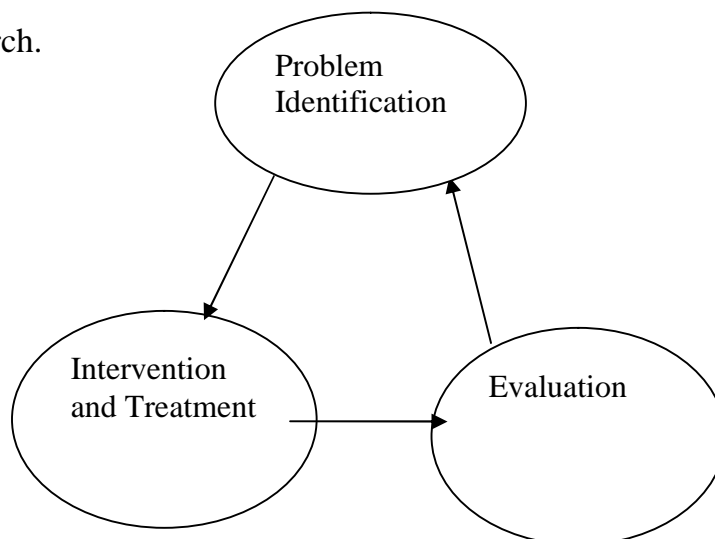
- Step-1: Consider problems / issues
- Step-2: Ask questions
- Step-3: Action Research
- Step-4: Data collection and analysis

Step-5: Application to professional practice

Similarly, Harmer (2001, p.345) outlines the following steps of action research:



Researchers have talked about the process of action research differently as they have different view points towards it. Most of the researchers have discussed somehow similar steps the only difference is in organizing and ordering of these steps. The action research aims to address the immediate practical problems in a specific context whatever steps the researchers follow. In conclusion, it is better to mention Kemmis and McTaggart (1988, as cited in Nunan 1992, p.22) as the steps of action research.



Among many different steps of action research provided by various scholars, in this study I followed the steps given by Wallace (1998, p. 22).

1.2 Review of the Related Literature

Many research studies have been carried out in the field of English language. A number of research studies directly or indirectly related to teaching communicative functions have been carried out in the department of English Education. Some of them related to this study are reviewed here:

Pokhrel (2000) carried out a comparative study on 'Teaching communicative functions inductively and deductively'. His study was experimental. Finding of this research was that inductive method was relatively more effective than deductive one in teaching communicative functions.

Sharma (2002) carried out a practical study entitled 'Effectiveness of role play technique in teaching communicative functions'. In the same way Bhandari (2005) has also carried out an experimental research to measure the degree of 'Effectiveness of pair work and group work techniques in teaching language functions'. Similarly, Kafle (2010) made an action research entitled 'Developing functional competence appropriately'. All of them found that these techniques were more effective than other techniques in teaching communicative functions. Sharma in his study said that role play technique was relatively more effective than the usual techniques. But, he did not mention what the usual techniques were. Likewise, Bhandari used only conversations and dialogue as the main tools in pair work technique but he did not use other tools in the study which could have made his study more reliable. In the same way, Kafle aimed to teach language function with the help of group work and pair work but in his whole study he did not talk about group work. That's why all of their studies somehow misled from their aims.

Dahal (2004) and Timsina (2005) carried out survey research studies entitled 'Students' proficiency in expressing communicative functions' and 'A study on students' ability to communicate skills in English' respectively. Dahal used test

items from the textbook of class twelve that is meaning into words as the main tools for data collection. His study was limited to 96 students of only one public campus. But on the other hand, Timsina used 92 students from different schools of Kathmandu, Bhaktapur and Lalitpur. The main tool of data collection was the test items based on SLC curriculum. Timsina compared and analysed the achievement of the students in terms of different variables but Dahal did not use such variables in his study. Findings of their studies were that although the syllabuses of compulsory English of studied level were communicative students' performance was not satisfactory. The students from urban area could produce more appropriate sentences than the students of semi-urban and rural area.

Atreya (2006) conducted a survey research to analyze the functions covered in the English textbook of great nine and ten. The study was wholly based on secondary sources. The researcher found some of the functions was missing in the textbook and some functions were in the textbook but were not mentioned in the curriculum. The result also showed that there were many exercises requiring the students to work in pair to ask and answer questions based on the clues given to practise the language functions in questions. But his study did not recommend which functions were in appropriate to students' level and which were appropriate.

Oli (2007) carried out an experimental research on 'The Impact of Information Gaps in Developing Speaking Skill'. The objective of the study was to find out the effectiveness of information gaps in developing speaking skill. He found out that information gaps activities had better impact in developing speaking skill. .

Paudel (2007) carried out a research about testing quality of speaking test. It was found the SLC speaking test was not of high quality in terms of contents, contexts, material and process. It was also found that the students of government school faced problems in understanding the content, but the students of private schools felt easy to answer the question.

There are many other research studies carried out about language functions in the world and in the department of English education. But no research study is carried out in developing functional competence through scene setting. So, this study was different from the previous ones in the sense that it tried to develop students' ability in using language function by using the technique scene-setting.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To find out the effectiveness of scene setting in developing students' ability to use English language functions.
- b. To suggest some pedagogical implications.

1.4 Significance of the Study

This study will be significant to those who are interested in language teaching and learning (particularly to English language functions). Language teachers can teach language functions creating the scenes in accordance with the classroom atmosphere and the psychological states of their students. It will also be significant for the students that they can learn language functions in an interesting way and they indirectly involve in learning language functions. Similarly, the study will be equally significant for the textbook writers, syllabus designers, publishers, methodologists, researchers, linguists and those who are directly and indirectly involved in the field of ELT.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology to fulfill the objectives of the study.

2.1. Sources of Data

The researcher used of both the primary and secondary sources of data as follows:

2.1.1 Primary Sources

The total primary source of this study was the students of grade IX from Mahendra Higher Secondary School, Thansing, Nuwakot.

2.1.2 Secondary Sources

The secondary sources of the data was collected from relevant books, journals, articles, websites, magazines and different research studies done in this field. Van Ek (1976), Halliday (1977), Jones (1983), Littlewood (1983), Matreyek (1983) Nunan (1992), Savignon (1997) were some of them.

2.2 Sapling Procedure

The researcher selected Shree Mahendra Higher Secondary School, Nuwakot by using non-random judgemental sampling. Similarly, the researcher applied the same technique to select IX. All the students from grade IX of the school were included in the study.

2.3 Tools for Data Collection

Pre-test and post-test containing the same test items were used as the main tools for the data collection. Two progressive tests were also conducted to test students' gradual improvement. The pre-test showed the students' current level of

proficiency and post test reflected the students' competence after the introduction of intervention. Two types of test item were conducted in terms of medium; written and spoken form. Under written test item, different kinds of exercises such as fill in the blanks, creating dialogues, making sentences, asking questions and responding were included. One test item was made from one unit. Altogether there were eight test items. Each item carried ten marks and the progressive test items also carried ten marks.

Under spoken form of test items, there was one test items for one language functions, from each unit. All these items required the students to converse according to the scene setting inside the classroom. Each item carried ten marks (See Appendix-I).

2.4 Process of Data Collection

The researcher collected the require data in the following ways:

- a. At first, the researcher selected a school through judgemental sampling to carry out the research.
- b. He visited the school and asked the authority for the permission to carry out the investigation.
- c. He sampled the population and established a good relation with the informants.
- d. He conducted a pre-test using test items before teaching the students to identify their current level of competence in the English language functions.
- e. He mainly focused on the students into the use of eight language functions selected for the study by setting the scenes inside the classroom.
- f. He taught the students by creating scenes on the basis of language functions and involved them into interaction.
- g. He also conducted progressive test once a week.
- h. He taught for 30 days.
- i. Finally, he took post- test to gather new data.

2.5. Limitations of the Study

The study had the following limitations:

- a. The study was limited to only one high school, Shree Mahendra Higher secondary school, Nuwakot.
- b. The population of the study was limited to the students of grade ix.
- c. The study was limited to teaching and testing of English language functions viz. asking for permission, stating suggestions and advices, expressing certainty and probability, making apologies, describing purposes, describing people and places, giving instructions and making requests.
- d. The duration of the study was of one month.
- e. The primary data was collected from written and oral tests.

CHAPTER -THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data collected from the primary sources. This study was carried out to find out effectiveness of scene-setting in developing students' ability to use the English language functions. For this purpose, the researcher selected thirty-two students of grade nine of Shree Mahendra Higher Secondary School, Nuwakot where he taught twenty-four lessons through scene setting technique. In the analysis of the data, the scores of written and spoken modes of exam have been tabulated and analyzed individually. In his chapter, the researcher has tabulated, analysed, interpreted and compared the data in the following ways:

- a. Holistic analysis and comparison of the study.
- b. Analysis and interpretation of data obtained through test results.
- c. Comparative analysis of the data obtained through test results.

3.1 Holistic Analysis and Comparison of the Study

A pre-test was conducted before starting any experimental teaching. After teaching all the language functions through scene-setting, the post-test was administered. The test items of the both the tests were same having equal full-mark, that is eighty. The comparison between these two tests have been presented in the following table.

Table No. 1
Comparison of the Pre-Test and Post-Test Score

Mode	Tests						D	D %
	Pre-Test			Post-test				
	Students' no.	Obtained marks	Percent	Students' no.	Obtained marks	Percent		
Written	32	849	33.16	32	1708	66.71	859	33.55
Spoken	32	1008	39.38	32	1794	70.07	786	30.69

(Note: In the above table 'D' refers to the difference between the result of pre-test and post-test. And , D% refers to difference in percentage of two tests.)

We can see in the above table that the total score of the pre-test of written mode was 849 that is 33.16 percent while the total score of the post-test of written mode was 1708 that is 66.71 percent. Similarly, under spoken mode, the total score of pre-test was 1008 that is 39.38 percent and the total score of the post is 1794 that is 70.07 percent.

There had also been increment of marks from pre-test to post-test under both written and spoken mode. Under written mode, the marks from pre-test to post-test had increased by 33.55 percent and 30.69 percent under spoken mode. It shows that scene setting helped to develop students' ability to use English language functions.

3.2 Analysis and Interpretation of Data Obtained Through Test Results

This section consists of the analysis of the scores of the students on the pre-test, two progressive tests and post-test.

3.2.1 Analysis and Interpretation of the Pre-Test

Before I started teaching, I administered a set of oral and written test items to determine the students' proficiency in the English language functions. The full-mark of pre-test was 80 of both modes and equal test items were asked from different language functions desired to be used in the study. The scores of the students on the pre-test are presented in the following tables:

Table No. 2
Students' Score in Pre-test (Written mode)

S.N.	Full marks	Marks obtained	No. of the students (in frequency)	Percentage
1.	80	58	1	72.5
2.	80	57	1	71.25
3.	80	52	1	65
4.	80	35	3	47.5
5.	80	35	1	43.75
6.	80	32	1	40
7.	80	31	1	38.75
8.	80	30	2	37.5
9.	80	29	2	36.25
10.	80	27	2	33.75
11.	80	26	1	32.5
12.	80	25	1	31.25
13.	80	24	1	30
14.	80	22	3	27.5
15.	80	21	2	26.25
16.	80	20	1	25
17.	80	18	1	22.5
18.	80	17	1	21.25
19.	80	15	1	18.75
20.	80	14	1	17.5
21.	80	13	1	16.25
22.	80	9	1	11.25
23.	80	5	1	6.25
24.	80	4	1	5
Total	2560	849	32	33.16
Average score:				26.53

The above table indicates that the total full marks of the pre-test (written mode) was 2560. Out of 2560, the total obtained mark was 849 that is 33.16 percent. The highest score secured was 58 that is 72.5 percent which was got by one student and the lowest secured score is 4 that is 5 percent which was also obtained by one student. The average score of this test was 26.53. In the same way, sixteen students got lower while sixteen students also got higher than the average score.

The range of the score in this test was 54 that was not good. And according to our education system students must obtain at least 32 per cent score to pass the level. In this pre-test we can see that students just secured 33 per cent score as an average. So, the result of the pre-test (written mode) does not seem to be satisfactory.

Table No. 3
Students' Score in the Pre-Test (Spoken Mode)

S.N.	Full marks	Marks obtained in frequency	No. of the students	Percentage
1.	80	62	1	77.5
2.	80	61	1	76.25
3.	80	58	1	72.5
4.	80	44	1	55
5.	80	41	2	51.25
6.	80	40	1	50
7.	80	37	1	46.25
8.	80	35	2	43.75
9.	80	34	1	42.5
10.	80	33	2	41.25
11.	80	31	3	38.75
12.	80	30	1	37.5
13.	80	29	2	36.25
14.	80	28	2	35
15.	80	27	1	33.75
16.	80	26	1	32.5
17.	80	25	2	31.25
18.	80	23	2	28.75
19.	80	20	1	25
20.	80	18	1	22.5
21.	80	10	3	12.5
Total	2560	1008	32	39.38
Average Score:				31.5

As the table shows, 62 that is 77.5 percent was the highest mark scored by a student. Similarly, 10 that is 12.5 percent was the lowest mark scored by three students. The average score of this test was 31.5. Twenty five students got higher and only seven students have got lower mark than the average score. The average

score in this test was higher than that of written mode. Thus, the result of the pre-test in spoken mode of exam seems satisfactory.

3.2.2 Analysis and Interpretation of the First Progressive Test

First progressive test was conducted after teaching nine lessons on the English language functions through scene setting. Those lessons consisted of stating suggestions and advices, asking for permission and expressing degree of certainty and probably. The following tables show the score of the students on the first progressive test in two modes separately.

Table No. 4

Students' Score in the First Progressive Test (Written Mode)

S.N.	Full marks	Marks obtained	No. of the students (in frequency)	Percentage
1.	80	65	1	81.25
2.	80	60	1	75
3.	80	59	1	73.75
4.	80	48	2	60
5.	80	46	3	57.5
6.	80	45	2	56.25
7.	80	44	1	55
8.	80	43	1	53.75
9.	80	42	1	52.5
10.	80	40	3	50
11.	80	37	1	46.25
12.	80	36	1	45
13.	80	35	2	43.75
14.	80	32	2	40
15.	80	31	1	38.75
16.	80	30	2	37.5
17.	80	29	2	36.25
18.	80	28	1	35
19.	80	25	1	31.25
20.	80	24	1	30
21.	80	21	1	26.25
22.	80	20	1	25
Total	2560	1231	32	48.08
Average score:				38.46

The above table reveals that students obtained 1231 that is 48.08 percent out of total marks 2560. Similarly, the average score was 38.46. The highest score was 65 that is 81.25 percent that was obtained by only one student. The lowest score of the first progressive test in written mode was 20 that is 25 percent obtained also by one student. Twenty-three students got higher score and nine students got lower score than the average score. The difference between the highest and the lowest scores was 45 that was decreased in comparison to the pre-test. Thus, the result of the first progressive test in written mode seems progressive and satisfactory.

Table No. 4
Students' Score in First Progressive Test (Spoken Mode)

S.N.	Full marks	Marks obtained in frequency	No. of the students	Percentage
1.	80	66	1	82.5
2.	80	64	1	80
3.	80	62	1	77.5
4.	80	52	1	65
5.	80	50	2	62.5
6.	80	49	1	61.25
7.	80	46	4	57.5
8.	80	45	3	56.25
9.	80	43	1	53.75
10.	80	42	1	52.5
11.	80	41	1	51.25
12.	80	40	2	50
13.	80	39	2	48.75
14.	80	38	1	47.5
15.	80	35	2	43.75
16.	80	34	2	42.5
17.	80	33	2	41.25
18.	80	28	1	35
19.	80	25	3	31.25
Total	2560	1314	32	52.38
Average score				41.90

It was clear in the above table that the total full-mark was 2560 and out of it, the total obtained score was 1341 that is 52.38 percent. The average score of this test

was 41.90. One student secured 66 that is 82.5 percent which was the highest score and the lowest score was 25 that is 31.25 percent which was obtained by three students. Half of the students have got higher and the same number of students secured lower than the average score. The range between the highest and the lowest marks was 41 which was lessened by 11 in comparison to pre-test spoken mode. Thus, the first-progressive tests seem to be improved since the average score is higher here than pre-test.

3.2.3 Analysis and Interpretation of the Second Progressive Test

After administering the first progressive test, the researcher taught other nine lessons to develop students' ability to use the English language functions. Those lessons included making apology, describing purpose and describing people and place. Then the second progressive tests were conducted. The following tables show the result of second progressive tests (written and spoken)

Table No. 6
Students' Score in the Second Progressive Test (Written Mode)

S.N.		Full marks	Marks obtained	No. of the students (in frequency)	Percentage
1.		80	68	2	85
2.		80	65	1	81.25
3.		80	54	2	67.5
4.		80	52	2	65
5.		80	50	2	62.5
6.		80	48	2	60
7.		80	47	2	58.75
8.		80	46	1	57.5
9.		80	45	1	56.25
10.		80	42	2	52.5
11.		80	40	2	50
12.		80	39	1	48.75
13.		80	38	2	47.5
14.		80	36	4	45
15.		80	34	1	42.5
16.		80	32	2	40
17.		80	29	2	36.25
18.		80	25	1	31.25
Total		2560	1393	32	54.25
Average score:					43.53

It can be seen that students secured 54.25 percent marks as total. The average score of the second, progressive test of written mode was 43.53. The highest score was 68 that is 85 percent which was got by two students and the lowest score was 25 that is 31.25 percent which was obtained by only one student. Twenty six students out of thirty two students secured above average mark and only six students secured below average mark. The range was lower in the second progressive test of written mode that of first progressive test. So, the result of this test is seemed good.

Table No. 7
Students' Score in the Second Progressive Test (Spoken Mode)

S.N.	Full marks	Marks obtained in frequency	No. of the students	Percentage
1.	80	70	2	87.5
2.	80	68	1	85
3.	80	55	2	68.75
4.	80	53	1	66.25
5.	80	51	3	63.75
6.	80	580	2	62.5
7.	80	49	2	61.25
8.	80	46	2	57.5
9.	80	45	2	56.25
10.	80	43	2	53.75
11.	80	42	3	52.5
12.	80	41	1	51.25
13.	80	40	2	50
14.	80	39	1	48.75
15.	80	38	1	47.5
16.	80	34	2	42.5
17.	80	30	3	37.5
Total	2560	1472	32	57.5
Average scores:				46

The above table clearly shows that out of total full marks of the second progressive test of spoken mode, students obtained 1472 in total that is 57.5 percents. Similarly, the average score of the test was 46.

The highest score of this test was 70 that is 87.5 percent obtained by two students and the lowest score was 30 that is 37.5 percent obtained by three students.

Thirteen students obtained higher and seventeen students obtained lower than the average score where two students obtained average score. In total, the obtained marks were increased in this test. The range of this test was 40 and average score was increased by 5. So, the result of this test was satisfactory.

3.2.4 Analysis and Interpretation of the Post-Test

After completion of the first progressive and the second tests and record was kept, I taught other six lessons to develop students' ability to use language functions through scene-setting. Those lessons incorporated giving directions and making requests. After teaching those lessons, the researcher administered the post-test. The test items of the post-test were similar to the pre-test which were constructed including all the language functions taught during the experimentation. The scores of the students on the post-test have been displayed in the following tables:

Table No. 8
Studnets' Score in the Post-Test (Written Mode)

S.N.	Full marks	Marks obtained	No. of the students (in frequency)	Percentage
1.	80	75	1	93.75
2.	80	73	1	91.25
3.	80	71	1	88.75
4.	80	64	1	80
5.	80	63	3	78.75
6.	80	60	1	75
7.	80	58	2	72.5
8.	80	57	1	71.2
9.	80	56	2	70
10.	80	55	2	68.75
11.	80	53	2	66.25
12.	80	52	1	65
13.	80	50	1	62.5
14.	80	49	2	61.25
15.	80	48	2	60
16.	80	47	1	58.75
17.	80	45	2	56.25
18.	80	43	2	53.75
19.	80	40	2	50
20.	80	38	2	47.5
Total	2560	1708	32	66.71
Average score:				35.37

As the table shows that 75 out of 80 was the highest score obtained by one student and 73 was the second highest score and 38 that is 47.5 percent was the lowest score obtained by two students. The average score of the post-test of written mode was 53.37 that is 66.71 percent. And around fifty-four percent of the students were above the average and forty six percent of them were below it. Twenty three students have got above 60 percent marks and only nine students have got less than 60 percent marks. The range between the highest mark and the lowest mark had lessened into 37. This result clearly showed that the students progressed in using communicative language functions.

Table No. 9
Students' Score in the Post-Test (Spoken Mode)

S.N.	Full marks	Marks obtained	No. of the students (in frequency)	Percentage
1.	80	75	2	93.75
2.	80	74	1	92.5
3.	80	65	3	81.25
4.	80	64	1	80
5.	80	63	1	78.75
6.	80	60	1	75
7.	80	58	3	72.5
8.	80	57	1	71.25
9.	80	56	1	70
10.	80	55	3	68.75
11.	80	53	2	66.25
12.	80	52	2	65
13.	80	51	3	63.75
14.	80	50	1	62.5
15.	80	49	1	61.25
16.	80	48	2	60
17.	80	45	2	56.25
18.	80	44	1	55
19.	80	43	1	53.75
Total	2560	1794	32	70.07
Average score:				56.06

As the table shows, the students' average score in the post-test of spoken mode of exam was 56.06. Two students scored 75 marks which was the highest score in

this test. One student has scored 43 marks which was the lowest score obtained by only one student. Similarly, 28 that is 87.5 percent students scored more than 60 percent marks and only 4 that is 12.5 percent students scored less than 60 percent marks. The range was decreased by 20 in post-test to compare with pre-test.

From the analysis and interpretation of the tests' results, it had been proved that the post-test had better result than other tests. The post-test's total score and the average score of both written and spoken mode were higher than the other tests. The implementation of proposed action helped build up students' confidence and lessen their shyness. So, it can be claimed that the post-tests' result is better than the other tests.

3.3 Comparative Analysis of the Data Obtained Thought Test Results

Here, the result of all the tests viz. pre-test, the first progressive test, second progressive test and post-test are compared and analyzed with each other.

3.3.1 Comparative Analysis of the Pre-test and First progressive Test

The score of the pre-test is also analyzed and compared with the score of the first progressive test which is presented in the following table.

Table No. 10
Comparison of the Pre-Test and First Progressive Test

Mode	Tests						D	D %
	Pre-Test			First Progressive Test				
	Students' no.	Obtained marks	Percent	Students' no.	Obtained marks	Percent		
Written	32	849	33.16	32	1231	48.08	382	14.92
Spoken	32	1008	39.38	32	1341	52.38	333	13

The above table indicates the fact that the total score of the pre-test of written mode of exam was 849 that is 33.16 percent and it had increased by 382 that is 14.92 percent on the first progressive test. On the other hand, the total score of

pre-test of spoken mode was 1008 that is 39.38 percent and increased by 333 that is 13 percent reaching 1341 that is 52.38 percent. From the above comparison, it seems that students had done well in the first progressive test in comparison to pre-test.

3.3.2 Comparative Analysis of the First and Second Progressive Test

In this title, the scores of first progressive test and the second progressive test were analyzed and compared with each other. The following table shows the comparison of these two tests:

Table No. 11
Comparative Analysis of the First the and Second Progressive Test

Mode	Tests						D	D %
	Pre-Test			Second Progressive Test				
	Students' no.	Obtained marks	Percent	Students' no.	Obtained marks	Percent		
Written	32	1231	48.08	32	1393	54.25	162	6.17
Spoken	32	1341	52.38	32	1472	57.5	131	5.12

It was obvious from the above table that the total marks of the first progressive test under written mode of exam was 1231 which reached 1393 in the second progressive test increasing by 6.17 percent. And, under spoken mode, the total score of the first progressive test was 1314 which was increased by 5.12 percent and reached in 1472 in the second progressive test. Thus, it can be seen that students progress better in the second progressive test in comparison to the first progressive test.

3.3.3 Comparative Analysis of the Test and the Post-Test

Here, the score of the second progressive test is analyzed and compared with the score of the post-test. The comparison of the both tests has been shown in the following table.

Table No. 12

Comparison of the Second Progressive Test and the Post-Test

Mode	Tests						D	D %
	Second Progressive Test			Post-test				
	Students' no.	Obtained marks	Percent	Students' no.	Obtained marks	Percent		
Written	32	1393	54.25	32	1708	66.71	315	12.46
Spoken	32	1472	57.5	32	1794	70.07	322	12.57

In the above table, the total mark of the second progressive test under written mode of exam was 1393 that is 54.25 percent and the total mark of the post-test under the same mode was 1708 that is 66.71 percent. Similarly, the total mark of the second progressive test of spoken mode is 1472 that is 57.5 percent and 1794 that is 70.07 percent of the post-test. The post-test's score was increased by 315 that is 12.46 percent in written mode of exam and 322 that is 12.57 percent in the spoken mode. This increment of the post-test revealed the fact that the use of scene-setting in teaching language functions was effective.

CHAPTER -FOUR

FINDINGS AND RECOMMENDATIONS

This study has aimed at finding out the effectiveness of scene setting in developing students' ability to use the English language functions. At each and every point the researcher found the students having better performance on the given task after they were involved in activities by creating scenes inside the classroom. The findings of the study have been listed below:

4.1 Findings

On the basis of the analysis and interpretation of the data, the following findings have been drawn:

- a. While analyzing the pre-test, it was found that the students obtained just pass marks in both written and spoken modes that is 33 per cent and 39 per cent respectively. The range of scores were also higher in both modes. Thus, the result of pre-test was tolerable.
- b. After analysis and comparison of the pre-test and the post-test, it was found that the average scores of the post-test were higher than those of the pre-test. And the range of post-test was decreased than that of pre-test. Therefore, it can be claimed that the use of scene-setting in teaching language is effective.
- c. When the scores of the first progressive test were analyzed and interpreted, it was found that the average score was increased was and the range was decreased in the first progressive test than in the pre-test.
- d. The ranges of first progressive test under written and spoken modes of exam were 45 and 41 and the second progressive test ranges were 43 and 40 under both modes. The ranges on the second progressive tests were

decreased in comparison to the first progressive tests. Thus, there was progress at the second progressive test than that of the first progressive test.

- e. When the post-test was analyzed and interpreted, it was found that about 72 per cent student scored more than 60 per cent marks and only 28 percent students scored less than 60 per cent marks. This also shows the students' progression after the intervention of proposed strategy.
- f. On the basis of above finding, it was also found that students participated more actively in classroom activities after the intervention.

From the above findings, it can be concluded that teaching language functions through scene setting technique can be more effective if the teachers pay attention in creating scenes inside the classroom.

4.2 Recommendations

On the basis of the above findings of the study, the following recommendations have been suggested for pedagogical purposes:

- a. Based on the analysis, interpretation and comparison of the data, progress was found in students performance in all the four tests. Thus, it can be inferred that the scene-setting was an effective technique in developing students' ability to use language functions. So, the teachers are advised to use scene setting in teaching communicative language functions.
- b. Scene setting is an effective technique for developing the confidence and decreasing shyness in the students. Therefore, teachers are suggested to use this technique.
- c. Scene setting provides opportunities for positive personal relationships to develop among learners and between learners and teacher. These

relationships can help to humanize the classroom and to create an environment that supports the individual in his efforts to learn. Therefore, this technique is suggested to be implemented in the class.

- d. It creates fun environment or situation that is useful for students' real life or social context and if minimizes the boring situations. So, all the teacher are advised to apply this technique to teach language functions.
- e. Syllabus designers, methodologist, experts and textbook writers should encourage the use scene setting at school level in teaching communicative language functions.
- f. This study was limited to thirty-two students of grade nine from a public school of Nuwakot District. Only eight language functions were taught through scene setting. Thus, it cannot be claimed that the findings of this study are applicable to all the schools of Nepal. Therefore, it is necessary to carry out the further studies involving more number of the students and schools to verify the findings of the study.

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APPENDIX-I

Test Item

Name: -

School: -

F.M:-80

Class: -

Time:-45 m.

1. Advise and suggest your partner in these situations. Your partner wants to:

10

a. go to the airport, but hasn't got enough money for a taxi.

Ans. _____

b. buy a birthday presents, but has very little money.

Ans. _____

c. take an exam, but is not well prepared.

Ans _____

d. leave, but it's raining.

Ans. _____

e. do homework, but no idea.

Ans. _____

2. Ask for permission and reply using the clues given below. 10

a. headache / home

Ans _____

b. hot / window

Ans _____

c. toothache / dentist

Ans _____

d. news / radio

Ans _____

e. no balance in mobile / phone

Ans _____

3. Make sentences which express degree of certainty and probability. Use the clues given below for the second part of the sentences. 10

a. Tek not attentive in his studies / fail exam.

Ans _____

b. Two children born per second / increase in population.

Ans _____

c. Rapid forest destruction / more landslides.

Ans _____

d. Radha eats a lot / be very fat.

Ans _____

e. Narendra very good football players / be selected for national team.

Ans _____

4. Discuss the following conversation with your partner and fill in the blank spaces using apologies and responses.

(A lady is often used to being late for office. She is late today as well. She is talking to her manager Mrs. Dahal) 10

A: Good morning, Mrs. Dahal.

B:Ramesh, late again?

A: Oh, yes, I could not catch the first bus.

B: You should have.....

A:it won't happen again.

B:

5. Work in pairs. You and your partner take it in turns to ask questions and answer them. Use the clues given bellow to describe purpose. 10

a. A calculator/ make calculations.

A: _____

B: _____

b. A camera / take photos.

A: _____

B: _____

c. Radio/listen to news, songs.

A: _____

B: _____

d. A tractor / plough the fields.

A: _____

B: _____

e. Cell phone/ talk to friends.

A: _____

B: _____

6. Look at the examples of defining people and place. And make similar sentences using the clues given bellow. Examples; 10

Devkota wrote books which described Nepalese life.

I would like to see the house where he was born.

- a. The old man lived next door. The man died yesterday.

Ans. _____

- b. The dress is very lovely. You bought it last week.

Ans. _____

- c. The artist is coming to our school. She is very famous.

Ans. _____

- d. The pencil is lying on the table. The pencil is mine.

Ans. _____

- e. The hotel has a swimming pool. I'm staying in the hotel.

Ans. _____

7. A stranger asks you how to get to the following places and you give directions to him / her. Give directions form: 10

- a. the bus park to the post office.
- b. the bus park to the Shiraz hotel.
- c. the museum to post office.
- d. the taxi stand to shopping center.
- e. the shiraz hotel to bus park.

8. Fill in the blank spaces with the suitable requests and responses. 10

(A bus is riding. A passenger feels cold and asks to another passenger sitting behind him to close the window.)

A: excuse me. It's a bit cold in here.?

B: I wouldn't mind at all. I can feel the cold wind too.

(A man in the bus park requests someone to help for uplifting his luggage.)

C: Good morning.

D: Good morning. if you can help me.

C: , there you are.

(A woman is walking carrying some potatoes in a bay. Suddenly, it. slips from her hand and potatoes are scattered on the field. A boy offers a request to help her).

E: Can I help you?

F: Yes,put these things in a bag?

E:

Test Items for Post-test (Spoken Mode)

Name:

FM: 80

School: Shree Mahendra Higher Secondary School

Class: Nine

1. One of your friend is used to taking drug severely. His parents want him to leave this habit. What do you suggest them?
2. Your elder sister does not want to get married before completing her study but your parents are giving pressure to her to get married, she is in dilemma. What do you suggest her in this situation?
3. You are in a library. Ask permission with an librarian to borrow a book.
4. You are going to face an interview. How do you ask for permission to have your seat ?
5. Bimala has gone for a job interview but 10 others are also going too. She is smart and experienced. How do you express your opinion about her certainty or probability to get job?
6. Rehman was able to escape the police again. He is playing hide-and-seek with the police. What do you think he can always escape from the police?
7. Express apologies in the following situations:
 - a. You get off a bus and bump into someone.
 - b. You tap someone's shoulder who looks like your friend, than realize he/she is not your friends.
8. Answer the following questions.
 - a. What's a spade for?

- b. What's a camera for?
 - c. Why is a tractor used for?
 - d. What's a radio used for?
 - e. What's a dictionary used for?
9. Answer the following questions which describe people or places.
- a. What's a zoo?
 - b. Who is a doctor?
 - c. What's a library?
 - d. Who is a pilot?
 - e. Which house were you born in?
10. One of your friends is coming to visit your school. Give clear-cut directions for how to reach your school from the bus-stop.
11. Make polite requests in the following situation.
- a. You are at a friend's house talking with him. You are becoming thirty.
 - b. You are poor in mathematics but your friend is very good in it.

Test Items for Pre-test and Post-test (Written Mode)

Name:

FM: 80

School: Shree Mahendra Higher Secondary School

Class: Nine

Attempt all the questions

1. a. Advice and suggest when someone is in the following situations.

i. Can't do well in science in spite of her hard work.

ii. It's raining but 'A' has not an umbrella.

b. Your brother is ill. You are advising him. Fill in the blanks appropriately.

i. seeing a doctor.

ii. see a doctor.

iii., I'd see a doctor.

c. One of your friend is going to a 10 days holiday visit. Give at least three suggestions and advices for him/her.

2. a. Make at least five sentences from the following table to mean permissions.

Can	I	-borrow your book	to the party?
may		-use your protector	
is it ok if		-have a look at your notes	on science?
is it all right if		-have a few minutes	with you?
		- bring my	for a few days?

b. Ask for permission and reply using the clues given below;

i. Post office: buy some stamps

A:

B:

ii. canteen: have a cup of tea

A:

B:

c. How do you handle the following situations.

i. you are in a friend's house. The window beside you is open and you feel cold.

ii. You have no balance in your mobile. You have to call urgently. Your friend has also mobile.

3. a. Work in pairs. Ask questions and answers using the clues given below:

i. Pollution /increase

A:

B:

ii. Child Labour/prohibit

A:

B:

b. Write at least two sentences you feel that will/won't probably or certainly happen in our country soon.

c. Match the following

A

It's certain that

Is it ok if

Can I

I'm sure that

How about

B

I use yur computer?

going to cinema?

the price of rice will be high this year.

close the window?

Hari will easily pass the exam.

First Progressive Test (Spoken Mode)

Name:

FM: 80

School: Shree Mahendra Higher Secondary School

Class: Nine

1. Imagine that your friend has 5,000 rupees as expenditure for one month. How do you suggest him to distribute it for different purposes?
2. Your neighbor's child has been lost for 5 hours. What do you suggest him/her in this situation.
3. How do you advice when one of your friends asks you for further study after SLC?
4. Imagine that you are a tourist and you ant to take photos of someone, how do you ask for permission?
5. Your class wants to organize a picnic, you want to get permission from your head teacher.
6. Your friends are going to cinema on holiday. You also want to go with them, but you need permission from your arents. How do you ask for permission with them?
7. Work in pairs. Give your opinion realizing to probability/certainty of following questions.
 - a. Do you think that the discrimination against women will decrease in Nepal?
 - b. Do you think that the new constitution will be made by Jestha 14th?
 - c. Do you think that it will rain today?
 - d. Do you think the position of Nepalese women will improve?
 - e. What do you think they did not come to school?

Second Progressive Test (Written Mode)

Name:

FM: 80

School: Shree Mahendra Higher Secondary School

Class: Nine

1. Make apologies and respond using the clues given below.

a. Step on someone's toe.

A:

B:

b. Hit someone with your umbrella.

A:

B:

2. Some apologies and responses are given below. Make them two lists:

i. Making apologies

ii. Accepting apologies

I'm ever so sorry

I'm terribly sorry

please forgive me

Don't worry about it.

It's nothing

I beg your pardon

Forgive it

It's all right

I apologize for that

It really doesn't matter

3. Fill in the blanks.

(Someone is visiting a zoo. S/he is trying to feed an animal there. A zoo person sees him/her.)

A: Excuse me?

B:

A: You mustn't feed the animal here.

B: Really? a sign

A: over there.

B: Oh! yes,

4. Fill in the blank spaces to complete the conversation

(daughter is doing her homework about functions of using things. Mean while her father arrives and ask some questions related to it.)

Father : What's a spade for?

Daughter: It's for

Father : What's a TV for ?

Daughter:

Father : watch for?

Daughter:

Father : Why are you carrying a comera?

Daughter:

5. Make at least five sentences from the following table

A rice cooker	In order to	- drive a bus - be a lecturer - be an engineer	Ramesh took maths
A washing machine	to	- drive a car - washing clothes	Mina went to university
She got a license	is meant	- cooking rice	

6. Your father brought a computer for you. Write three purposes of functions of buying computer for you.

7. Make at least five sentences from the following table to mean requests.

Would you	Please	-see the head teacher	when the principal will
Could you		- mind telling me	come?
	Possibly	- pass the book	to me?
I wonder if		- have a cup of tea?	for an hour?
		-I could borrow your	the way to Bhaktapur.
Can I		bicycle	your dictionary
		- tell me	
		- you can lend me	

8. Match the polite requests in column A with their response in Column B

A	B
I wonder if I could ask you something?	oh, thank you.
Do you mind if I open the window	sure, ok
could you possibly hold this for me?	Not at all.
would you mind giving me some change?	Yes, certainly.
Can I help you	I don't mind at all.

Second Progressive Test(Spoken Mode)

Name:

FM: 80

School: Shree Mahendra Higher Secondary School

Class: Nine

1. You see someone who looks like a friend. You go up and begin to talk, when she turns around, you see she isn't your friend.
2. You are having a meal with your friend. You eat his cake by mistake. How do you apologize to him?
3. You scolded a boy thinking that he stole your purse but later you realized he has not done it. Make a conversation with your friend.
4. Imagine that you are advertising a product on radio. Explain the purpose of using it.
5. Say why the following things are used for? Give any three purposes and functions of each.
 - i. tractor
 - ii. knife
6. Imagine that you invent a car which can be ridden by water. Explain the purpose, functions and reasons of making water cars.
7. You are at a bus station. You want to go to the loo. Request a shopkeeper to keep an eye on your baggage for a while.
8. Suppose you are a blind person. You are unable to cross the road yourself, request a pedestrian to help you cross the road.
9. You and your father are watching TV. Meanwhile, your mobile rings up, request your father to turn down the volume on TV. Work in pairs.

Lesson plan no. 4

Subject: English

Date:

Class: Nine

Time:

Teaching item: Asking for permission

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

- ask for permission in different occasions with a various ways.

2. Teaching materials:

Flash cards and daily uses materials

3. Teaching learning activities:

Step-1

The teacher asks the students what they are used to saying standing at the door before enter into the class.

Ss: May I come in, sir?

Step-2

The teacher shows the sentence card containing permissions used in daily classroom with different exponents and asks students to read them.

Is it ok if I come in, sir?

Can I go out, sir?

Is it all right if I go to toilet, sir?

Step-3

The teacher creates different situations inside the classroom and asks the students to handle the situations in groups or individually. For example:

Suppose you are coming from abroad; when you got out of airport. Yes knew that you left one of your luggage. Now ask, permission to a police officer to go aging inside the airport to get your luggage.

You:

Po:

4. Evaluation:

Ask permission to use the following things

bicycle

camera

cell phone

computer

shoes.

APPENDIX - II

Lesson plan No: - 1

Subject: English

Date:

Class : IX

Time: 45

Unit : 14

min

Teaching item: Stating suggestion and advice

1. Objectives

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

- offer suggestions and advice in different situations in a various ways.

2. Teaching materials

Flash cards and daily use materials.

3. Teaching learning activities

Step -1

The teacher tells the students about his problem and asks them what he should do to escape form the problem.

T: I have not had meal being late today.

Step-2

The teacher writers those sentences on the board and asks the purpose of using those sentences to the students. For example,

S₁: How about having snacks?

S₂: If I were you, I would not come to school.

S₃: You'd better leave the first period.

Step-3

The teacher displays the flash cards containing suggestions and advice and asks students to read them, For example,

Hari and his friends are talking. Hari's sister's birthday is near to him but he has not enough money to buy a birthday present.

Hari: I have a very little money to buy a birthday present. What do you think I should do?

F₁: How about giving a cheap and best present?

F₂: If I were you, I would borrow some money from friends.

F₃: You'd better ask for to your mother.

Step-4

He makes pairs of the students and asks them to talk about their problems and offer suggestions and advice to each other. He writes some of their conversations on the board as model. For example;

A: I'm very poor in English but I don't want to go to take tuition classes.

B: If I were you, I would take a home tuition.

Step-5

The teacher provides situations and asks them what they would do in the given situations. For example, your friend's exam is coming near but he has not prepared well as well. What would you suggest him?

4. Evaluation

Provide suggestions and advices in the following situations.

- a. Sarita cannot do well in science in spite of her hard work.
- b. Your father is in tension due to bank loan.
- c. Your friend has toothache and the class is not over.
- d. A woman lost her valuable ornaments in traffic.

Appendix-III
Students' individual marks in all four tests.

S.N	Name of students	Pre-test		First progressive test		Second progressive test		Post test	
		Written	Spoken	Written	Spoken	Written	Spoken	Written	Spoken
1.	Anamika Shrestha	14	20	24	28	32	34	38	45
2.	Anita Poudel	9	10	28	25	29	30	40	44
3.	Anita Shrestha	30	35	45	46	50	49	63	65
4.	Ashok Tamang	18	25	29	39	36	42	48	49
5.	Asjan Shrestha	38	44	46	50	48	50	58	55
6.	Asmin Rokka	52	58	60	64	65	68	71	75
7.	Babin Shrestha	15	23	25	35	36	40	43	48
8.	Babita Shrestha	25	27	31	40	39	43	49	50
9.	Balchandra Pandey	57	61	59	62	68	70	73	75
10.	Bindo Shrestha	38	41	48	52	54	55	64	65
11.	Bishal Shrestha	29	33	40	42	47	43	54	55
12.	Goma Dahal	27	33	40	46	45	50	55	58
13.	Govinda Karki	21	28	30	33	36	40	45	51
14.	Kabita Rokka	24	29	32	34	38	41	52	55
15.	Krishna Bd. Khadka	30	37	42	46	47	51	56	54
16.	Krishna Lamichhane	17	23	30	34	40	45	50	52
17.	Laxmi Lamichhane	31	31	43	35	46	46	55	57
18.	Malati Pandey	22	31	35	39	38	42	47	51
19.	Manika Lama	26	30	46	45	38	51	57	60
20.	Manisha Pathak	58	62	65	66	68	70	75	74
21.	Punam Lama	22	28	36	38	42	39	49	53
22.	Ramesh lamichhane (A)	13	18	32	35	32	34	40	48
23.	Ramesh Lamichhana (B)	29	34	48	50	52	55	63	65
24.	Ramesh Sing Shrestha	5	10	20	25	25	30	43	45
25.	Ranju Bhandari	22	26	29	33	36	42	48	51
26.	Rojina Nepali	35	41	46	46	52	53	58	58
27.	Sadip Lamichhane	4	10	21	25	27	30	38	43
28.	Sangit Bhandari	20	25	35	41	42	46	53	56
29.	Santosh Lamichhane	21	31	40	43	34	38	45	53
30.	Sarmila Bhetuwal	27	29	37	40	40	45	53	52
31.	Sujata Neupane	32	35	44	45	50	49	60	63
32.	Sushila Bhetuwal	38	40	45	49	54	51	63	64