

CHAPTER ONE

INTRODUCTION

This study is about the use of English language functions by grade nine students. Introduction consists of general background, language functions, literature review, objective of the study and significance of the study.

1.1 General Background

Language function is one of the important language aspects in teaching language. It includes both grammatical functions and communicative functions of language. But, for our purpose, language functions mean communicative functions of language. 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 language is used and any possible utterance or piece of language that can be used for the function is its exponent.

Language functions can be broadly classified as grammatical and communicative functions. Grammatical function deals with the relationship that a constituent in a sentence has with another constituent. For example, in the sentence *peter threw the ball*, *Peter* is the subject of the verb *threw* and *the ball* has the function of being the object of the verb. The scope of the present study does not cover grammatical function. It mainly concerns with communicative functions. Communicative function of language refers 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.

1.1.1 Communicative Functions

Communicative function, in a social context, refers to the role that language plays in communication. For example, language is used to communicate ideas, to express attitude, to seek information, to ask something, to warn or threaten.

Richards et al. (1999) 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. requests, apologies, complaints, offers, compliments (p.148)." According to Ur (2001) "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 (p.92)."

According to Littlewood (1981) language can be taught from different views : Structural view of language concentrates on the grammatical system, describing ways in which linguistic items can be combined (1981 p.1). Let's take an example, 'why don't you close the door?' is an interrogative sentence from structural point of view. Everybody accepts that the fact that this sentence is in form of question and that is why it is interrogative. But, from a functional view point, it is ambiguous as it can carry different meanings depending on the situation. It might be a genuine question or command or a suggestion.

Littlewood (1981 p.2) says that a single linguistic form can express a number of functions, so also can single communicative function be expressed by a number of linguistic forms. For example the speaker who wants somebody to close the door has many linguistic options, including 'close the door, please', 'could you please close the door?', 'would you mind closing the door?', or 'Excuse me, could I trouble you to close the door?' some forms might only perform this directive function in the context of certain social relationship-for example, 'you've left the door open' could serve as a directive from teacher to pupil, but not from teacher to principle. Other forms would depend strongly on

shared situational knowledge for their correct interpretation, and could easily be misunderstood.

So, what is a function? The function of an object is the purpose it serves or the use it is put to. From this analogy, it becomes clear that language function is the purpose for which language is used. The purpose of using language is to communicate something. Human beings are the only species in the world to use a very sophisticated form of language to communicate their feelings, intentions and desires. They use language to greet others, to bid farewell, to express gratitude, to ask for permission, to request for something to get things done and so on.

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 global function of language. This function of language is also reflected in the definitions of language as 'a system of communication' and 'a vehicle for the sake of communication'. There are several functions of language those are used for communication. For example, we can ask or make a query, we can command, request, order, caution, direct, instruct, propose, advise, report, threaten or persuade through the use of language and hence asking (i.e. What is your name?), commanding (i.e. Get out.), requesting (i.e. Come in, please), ordering (i.e. Could I have a beer and chips?), Cautioning (i.e. Mind your head), directing (i.e. Go straight) are the functions of language.

In language teaching, language functions are often described as categories of behavior, e.g. requests, apologies, complaints, offers, compliments. The functional uses of language can not be determined simply by studying the grammatical structures of sentences.

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.

According to Wilkins (1983), "Language learning has concentrated much more on the use of language to report and describe than on doing things through language." (p.42). He has mentioned eight functions of language under the categories of communicative functions.

a) Judgment and evaluation.

It is used for valuation, verdiction, release, approval and disapproval of something.

b) Suasion

This category of function is used to affect other's behavior. Persuading, commanding, predicting, and allowing are a number of functions which fall in our daily life.

c) Argument

It is related to the exchange of information and views. Asking for information, agreeing, disagreeing, seeking concession are some of the functions under this category.

d) Rational enquiry and exposition

It is concerned with the rational organization of the thought and speech.

"Drawing conclusion, making conditions, comparing and contrasting, defining, explaining reasons and purposes, conjecturing and verifying, inferring and implying are the very matter of communication..." (1983, p. 52).

e) Personal emotions

Expressing speaker's emotional reaction to event and people comes under this category of function. Positive or Negative reaction of the speaker's emotion is expressed here.

f) Motional relations

It expresses socializing functions as greeting, sympathy, gratitude, flattery and hostility.

In the same way, Van EK (1976, p. 37) distinguishes six functions of communication. They are:

a) Imparting and seeking factual information :

Here comes identifying, reporting, correcting, asking as functions of communication. Corder's 'Referential' and Halliday's 'Informative function' are related to this.

b) Expressing and finding out intellectual attitudes:

Expressing and inquiring about agreement and disagreement, accepting or offering invitation, expressing capability, expressing certainty of something, seeking permission are some of the function. Wilkin's 'Argument function' is related to this as both of them play similar role.

c) Expressing and finding out emotional attitudes :

Expressing pleasure, displeasure, surprise, hope, intention, fear, sympathy are a number of functions used to find out and enquire somebody's emotional states. 'Emotional relation' of wilkin's function matches much here.

d) Expressing finding out moral attitudes

Apologizing, granting forgiving, inquiring about approval, expressing regret are some of the functions used to ask and tell about morality matters.

e) Getting things done

Suggesting, advising, warning, requesting, offering are the tools used to get things done by controlling somebody's behavior. Corder's 'Directive', Halliday's, 'Regulatory', Wilkin's, 'Suasion' are related to this one.

f) Socializing

Greeting, attracting, attention, introducing, proposing a toast, taking leave are the means used in society as survival tool. It is the most essential function in our life. Corder's 'Phatic', Halliday's 'Interactional Function' are related to this function.

Similarly, Finocchairo (1986, p. 1) classifies communicative functions into the following five categories:

a) Personal

Clarifying or arranging one's ideas, expressing one's thoughts of feelings such as love, joy, pleasure, happiness, pain, sorrow are the things for the personal function. Corder's 'Personal', 'wilkin 'Personal emotion', Halliday's 'personal function' resemble somehow here.

b) Interpersonal

Establishing and maintaining desirable social working relationships greeting, introducing people, apologizing, making excuses are the functions used among people to maintain social relationship. Corder's 'phatic', van Ek's 'socializing', Halliday's 'Interactional function', Wilkin's 'Emotional relation' match more or less to this one.

c) Directive

Attempting to influence the action of others, accepting or refusing direction, making suggestion, warning people, forbidding are the means to regulate others behavior. Van Ek's 'Getting things done' is similar to this function.

d) Referential

Evaluating the results of an event, comparing and contrasting are the uses applied to talk about things, actions, events or people in environment in the past or in the future. Van Ek's 'Imparting and seeking factual information' can be compared to this.

e) Imaginative

Creating poetry, stories, discussing, expressing ideas, suggestion, solving problems are some of the functions to be used in mental level for pleasure and information.

Similarly, Corder (1973, p. 44) classifies communicative function on the basis of the factors of a speech event which are as follows:

a) Personal

If the orientation is toward the speaker we have the personal function of language. It is through these functions that the speaker reveals his attitudes towards what he is speaking about.

b) Directive

If the orientation is toward the hearer we have the directive function of language. It is the function of controlling the behavior of participant.

c) Phatic

If the focus is on the contact between the participants we have the Phatic function of language which established relations, maintained them and promote feelings of goodwill and fellowship or social solidarity.

d) Referential

If the focus is own topic we have referential function of language.

e) Metalinguistic

This function is associated with the code. When language is used to talk about language itself, it is the metalinguistic function of language.

f) Imaginative

When the focus is on the message, we have the imaginative function of language.

Likewise, Halliday (1973, as cited in Richard et.al. 2002, p. 160) describes seven basic functions that language performs for children learning their first language:

a) Instrumental function (I want): Satisfying material needs.

It is the basic function used by children in course of their development.

b) Regulatory function (do as I tell you): Controlling the behavior of others.

Speakers get somebody do something through this function. 'Directive function' of corder matches here.

c) Interactional function (me and you): getting along with other people.

It refers to the social interaction among people resembling with corders 'phatic function'.

d) Personal function (here come I): Identifying and expressing the self.

It is used for own self. It is related to corder's 'personal function'.

e) Heuristic function (tell me why): exploring the world around and inside one.

Here, Enquiry about world is seeked with other and own self.

f) Imaginative function (let's pretend): Creating a world of one's own.

When the language goes beyond physical existence, there comes imaginative function of language.

g) Informative function (I have got something to tell you):
communicating new information.

Informing somebody about something falls under this function.

I have selected only three language functions to be taught. They are as follows:

a) Making Apologies

It is one of the language functions used to seek excuses. If somebody has committed a mistake or errors, he makes an utterance by using this function. So it is very polite in terms of formality. It can be expressed by the following exponents.

I am really very sorry.

I am ever so sorry.

I just want to apologise.

I'm terribly sorry.

This function has been put in unit nine in compulsory English class nine.

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, then he uses these functions. There are some exponents representing this function.

Can I borrow your books?

May I bring my dog to the party?

It is ok if I use your protractor?

Is it all right if I have a few minutes to decide?

This function has been included in unit ten in compulsory English.

c) **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. There are some examples of it.

Tek went to market in order to buy some fruit.

I am helping her so that she can pass the exam.

To be a doctor, priya took a medicine course.

A frying pan is meant for cooking food.

This function has been put in unit eleven in compulsory English class nine.

1.1.2 Stages of Teaching Language Function

There are different stages of teaching language function 'methodological definition' (in littlewood's word). Littlewood (1998 p. 85) divides them as follows:

i) **Pre-communicative Activities**

At this stage, the elements to be practiced are isolated and the learners are provided with opportunities to practice them separately part of skills rather than totally.

There activities included here are of linguistic types such as different types drill or question and answer practice. The aim, here, is to provide learners with a fluent command of the linguistic system, without actually requiring them to use this system for communicative purpose.

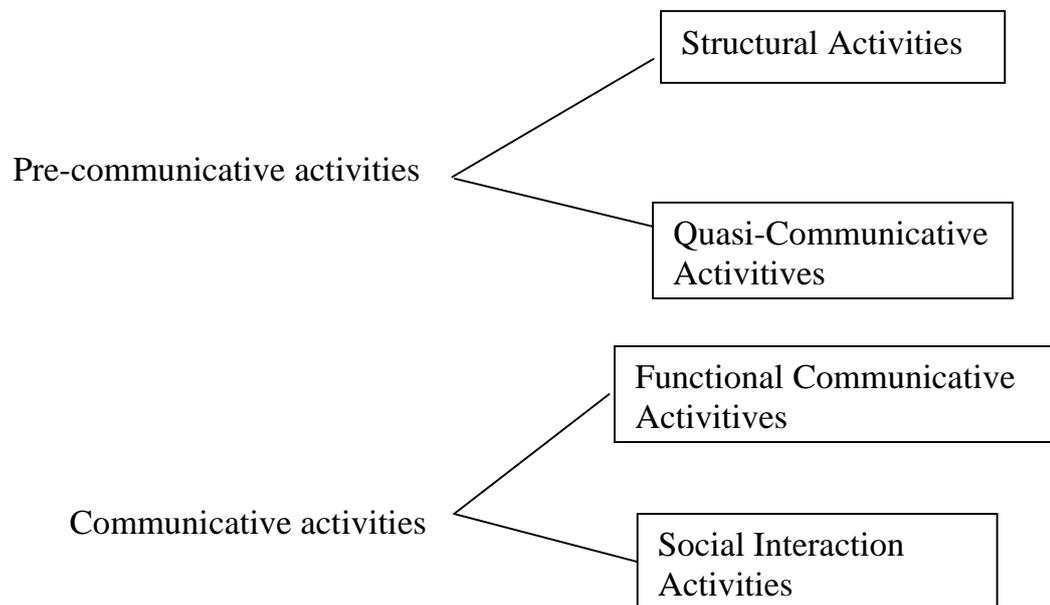
This stage has been subcategories as 'structural and Quasi-communicative activities', since they take account of communicative as well as structural facts about language.

II) Communicative Activities

Now, the learner moves towards more independent types of interaction. He is therefore engaged in practicing the total skill of communication.

Again, this stage has been sub-categorized into two sub categories 'functional communication and social interaction activities' are two sub-categories differing on the degree of importance attached to social as well as functional meaning. If a task is performed effectively by the use of resources available, it is called functional communicative activities. On the other hand, In 'social interaction activities', the learner is encouraged to take account of social context to accomplish the task.

This methodological framework can be represented diagrammatically as follows:



(1998 p. 86)

1.1.3 Techniques of Teaching Languages Functions

There are many techniques to teach language function. Some of them are discussed below:

i) Discussion

It is one form of talking between people either in group or individually. Students can discuss a topic in pairs or groups. Discussion can be done either before the lesson or in course of the lesson or after the lesson. A debatable issue can also be thrown in front of the students and expected to provide convincing argument. It helps to share ideas between people. As students engage in discussion, there arises communication and it evokes language functions.

ii) Role play

It is a classroom activity which gives the students an opportunity to practice the language. Students pretend to be somebody else and improvise. It integrates all four skills. It helps students to bring outside classroom environment into classroom. It encourages students to talk and communicate ideas with friends because in role-play students act out small scenes using their own ideas and information given in the role cards. A variety of language functions can be practiced through it in the classroom. It helps to increase their overall communicative abilities.

iii) Project work

It is also a form of student centered techniques where a task should be completed individually or in group usually outside the classroom. The project work is an activity which centers around the collection of task, and usually requires an extended amount of independent work either by an individual student or by a group of students, (Richards et.al, 1985p. 295). Project work is carried out in various stages; classroom planning, carrying out the project and

Reviewing and monitoring. It also increases speaking skill with others. As the students discuss, collaborate and meet different people in field, it develops their communicative skills.

iv) Communicative games

Games which are of information gap type induce communication and also give enjoyment. Games also induce interaction and communication. Solving puzzle, drawing a picture, putting things in right order are some of them.

v) Discovery techniques

This technique can also be used where students are given examples and asked to find underlying structures of a function. Giving students a listening or a reading text and then ask them to discover how the language works. These activities make students active and thoughtful which requires to use reasoning power. By involving the students reasoning process, we can make sure that they are concentrating fully, using their cognitive power. Observing, hypothesis making, inferring is the way to discover the problem. It also provokes a kind of interaction.

vi) Pair works

Pair work is one of the important learner- centered techniques. Students engage in communication co-operatively. It gives an opportunity to interact among the students. Teachers, as a monitor or a resource person, can help if needed. The teacher explains the reasons for making pair works. Pair work can be used for different activities such as drills, Grammar practice, and information gap. Dialogues, informal test, describing to pictures, providing titles, questions and answer work illustrative sentences. Students an also interact without guidance of teacher. It also fosters the sense of co-operation. It develops the students speaking abilities.

vii) Group work

It is also important techniques where learners as a whole participate in negotiation. But, care should be taken while forming group. It is best to form group in terms of friendship. It promotes the students' independency to solve problem. The teacher has to pay very close attention while giving tasks to the students. The students should be instructed clearly about time and task. The teacher should facilitate them if necessary. Harmer (2001 p. 124) talks different stages for conducting pair work and group and group work. These procedures can be divided into three different stages. The first one is Before. At this stage, instruction above time and task should be provided. The second one is During. Here, the teacher should observe, move around the class and help the students if necessary. The third one is After where the teacher should organize feedback session, add own assessment and make correction .

Out of these techniques, I have selected only one to teach the students. That is pair work.

1.1.4 The English Language Teaching

Language is most widely used means of communication. Being exposed to language environment, a child learns first language. Children acquire both the formal and functional aspects of language and he becomes both linguistically and communicatively competent in his first language.

Contrary to first language acquisition, second language is acquired quite differently. One has to pay extra effort to learn second language. To facilitate the second language learning, many theories and methods have been proposed. We have seen the rise and fall from GT (Grammar Translation) methods to communicative methods.

Approach, method and technique are most frequently used terms in the field of language teaching. Edward Anthony (1963 pp. 63-67) cited in Richards and Rodgers, 2001) defines these three terms in the following way:

... An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught ...

... Method is an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.

Within one approach, there can be many methods...

... A technique is implementation - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

The above definition says that an approach is theoretical position and belief about the nature of language, the nature of language learning and the applicability of both to pedagogical settings. Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviour. A technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives.

But Richards and Rodgers (2001p.33) make some changes about the relationship among these three terms. They give emphasis on method, an umbrella as they, and method is described in terms of issues identified at the levels of approach, design, and procedure. They say that method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure.

There are several methods emerged focusing on the teaching of different skills and aspects of language. In the 19th century, Grammar Translation (GT) method was used to teach English. The method gave a greater emphasis on grammar study along with the rote memorization of vocabulary and translation of literary texts. It also focused on reading and writing skills rather than the ability to communicate in a particular language. This method is said to be merely translational, unnatural and inappropriate in language teaching because GT method interprets the target language primarily as a system of rules to be observed in the texts and sentences and relates to first language rules and meanings. But inability of GT method to create communicative competence in students led to the emergence of Direct Method (DM). The basic principle of the method is that second language learning is similar to first language learning. In this light, there should be lots of oral interaction and spontaneous use of the language in the classroom. There should be no translation and little if there is any analysis of grammatical rules and syntactic structures. The DM enjoyed a great popularity at the 20th century. However, it was difficult to use mainly because of the constraint of budget, time and classroom size. It demands teachers with native like proficiency, a lot of demonstration of visual materials, neglects the grammar and very difficult to convey the meaning in the target language.

Another method, incorporating many of the features of the direct method, was developed as an *Army Specialized Training Programme* with an aim to attain conversational proficiency in a variety of foreign languages. This Audio-Lingual method (ALM) was most frequent language referred to as the aural-oral method. Theoretical assumptions behind the method are derived from the structural linguistics and behavioral psychology of learning. Foreign language learning was seen as process of habit formation. It assumed that language could be learned by memorizing, dialogues and performing pattern drills of the structure of language. But its popularity decreased after 1970s because of its shortcomings. The ALM failed in promoting communicative ability as it paid

undue attention to memorization and drilling while downgrading the role of context and world knowledge in language learning.

The growing need of communicative proficiency rather than mastery of structures led to the emergence of communicative method (CM). CM came up with the view that the focus should be given on helping students to use the target language in a variety of contexts and learning language functions. The main goal of language teaching under this method is to develop communicative competence in students i.e. to use language according to context which includes linguistic, socio-linguistic, strategic and discourse competence.

The CM is usually characterized as a broad approach to teaching. CM has the features of an emphasis on learning to communicate through interaction in the target language, the introduction of authentic texts into the learning situation. The provision of opportunities for learners to focus on the learning process itself and an attempt to link classroom language learning with language activities outside the classroom.

Therefore, the communicative method places great emphasis on helping students use the target language in a variety of contexts and places great emphasis on learning language functions. The main goal of language teaching under this method is to develop communicative competence in students i.e. to use language according to context which includes linguistics, sociolinguistic, strategic and discourse competence. The English Language Teaching (ELT) situation of Nepal has also changed now. So, communicative syllabuses have been included in schools.

1.1.5 Action Research

The term 'Action Research' was first coined by Kurt Lewin in 1944.

He defines it to be:

A comparative research on the condition and effects of various forms of social action and research leading to 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.
(www.freewikipedia.org/wiki/action_research)

As suggested by the name itself, it means directed to solving the existing problem. It uses cyclical approach in its use.

Similarly, Kemmis and McTaggart argue:

The three defining characteristics of action research are that it is carried out by practioners (for our purpose, classroom teacher) rather than outside researcher; secondly, that it is collaborate; and thirdly, that is aimed at changing things. (1988, as cited in Nunan 1992, p. 17)

Used at local level by practioners is one of the characteristics provided by Kemmis and Mc Taggart. They also put forward collaborative as next characteristics where researchers collaborate with professional researcher or co-workers. Lastly, aimed at changing things refers to change the prevailing system by introduction of action strategies.

Likewise, Cohen and Manion (1985, as cited in Nunan 1992, p.18) offer a similar set of characteristics. They argue, "Action research is first and foremost situational being concerned with the identification and solution of problems in specific contexts." They also state that the aim of action research is to improve the current state of affairs within the educational context.

So, many points can be extracted from the above quotation. Action research is initiated by practioner in a real classroom situation. It is collaborative. Data is analyzed and disseminated and it is spiral in its form.

1.1.5.1 Steps of Action Research

Steps of action research refer to the different process used in this research. There are different steps proposed by different scholars. Let's see some of them:

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

Step-1: Initiation

The research is initiated by a practitioner. Here, the teacher/practitioner outlines a problem of classroom teaching. For example what should be done to group of students who don't seem interested in their study.

Step-2: Preliminary investigation

Data is collected through the closer inspection of situation or recording of classroom interaction. For example, actual classroom setting is taken to collect data.

Step-3: Hypothesis

Assumptions are formed based on the data collected from observation. We can form hypothesis like this the students are disruptive in the classroom because they are not interested by the method of teaching.

Step-4: Intervention

Now, the teacher comes up with a new strategy in teaching by intervening current system. The ongoing classroom activities are interrupted and a new element is introduced so as to bring change in the ongoing state of affairs.

Step-5: Evaluation

After that, Assessment about the intervention is done after some time. In this stage, the researcher evaluates the behaviour of students resulted after the introduction of treatment.

Step-6: Dissemination

It is the state of sharing the idea about the finding of the study. Findings of the research are presented in a workshop or at conference. The aim of this stage is to widen the findings of the study so that other practitioners would be facilitated.

Step-7: Follow up

The findings of the study are followed up by the practitioners/teacher. The teacher adopts the same or modified action strategy based upon the finding.

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, i.e., teachers, advisors, researchers and sponsors.
- c) Review what has already been written about the issue in question.
- d) Restate the problem or formulate hypothesis; discuss the assumptions underlying the project.
- e) Select research procedures, resources, materials, methods, etc.
- f) Choose evaluation procedures.
- g) Collect the data analyse it as it can provide feedback.
- h) Interpret data, draw out inferences and evaluate the project.

Likewise, Kemmis and McTaggart's procedure for carrying out action research consists of four developmental phases (as cited in Nunan, 1989 p. 12).

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|-----------|---|
| Phase I | Develop a plan of action to improve what is already happening. |
| Phase II | Act to implement the plan. |
| Phase III | Observe the effect of action in the context in which it occurs. |
| Phase IV | Reflect on the effect. |

1.2 Review of the Related Literature

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 are as follows:

Pokhrel (1999) carried out a research entitled 'Teaching Communicative Functions, Inductively and Deductively: A Practical Study' to find out which strategy inductive or deductive is better to teach language function. His study was experimental. He used both primary and secondary sources of data. His primary source of data were the 24 students of grade VII of Nuwakot district. As tool of data collection, he used questionnaire of subject and objective types. The result showed that the inductive method was relatively more effective than the deductive method for teaching the communicative functions.

Sharma (2000) conducted an experimental study on 'Effectiveness of Role Play in Teaching Communicative Functions' to find out the effectiveness of role play in teaching communicative functions. The researcher selected the class 10 of Kapilvastu district. The primary source of data were collected by administering a pre-test and post test. It was found that role play technique was relatively more effective than the general classroom techniques.

Dahal (2003) conducted a research on 'Students' proficiency in expressing communicative functions', aiming to find out students proficiency in expressing communicative functions. The study was survey research. The researcher selected 96 students from Tri-chandra Campus, Ratna Rajay Laxmi Campus. The main tools for data collection was test from the text book of class twelve, i.e. Meaning into Words. The study found out that the students' proficiency was not satisfactory as 57% of the students performed below average.

Bhandari (2005) has also made an experimental study on 'Effectiveness of pair Work and Group Work Techniques' to measure the degree of effectiveness of

pair work and group work techniques. It was found that pair work was more effective than group work activity in teaching language functions.

Timsina (2005) carried out a survey research on 'students' Ability to Communicate Orally in English' to determine the students' ability to communicate orally in English and to compare the achievement of the students in terms of different variables. He used both primary and secondary sources for data collection and selected ninety students of Kathmandu, Bhaktapur and Lalipur district. These students were selected randomly. The test items question were based on S.L.C. curriculum. He found out that although the syllabus of compulsory English of secondary level was communicative, students' performance was not satisfactory. There was no significant difference between male and female students' skill in communicating in English. The students of urban area had produced more appropriate sentences than the students of semi-urban and rural area.

Atreya (2006) conducted a survey research entitled 'An Analysis of the Functions Covered in the English Textbook of Grade Nine and Ten'. The objectives were to find out the coverage of the function in the English textbook of grade nine and ten and to analyze the contextualization of the functions and the exercises given to practice them. His research was survey type. The study was wholly based on secondary source of data. The sources were textbook and material from CDC (Curriculum Development Committee). The researcher found out some of the functions were 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 practice the language function in question.

Ghimire (2007) carried out a research titled 'A Study on PCL Second Year Students' proficiency in communicative function in English'. The objectives of the study was to find out students' communicative function ability. This was

survey type research. The researcher selected 120 students from four campuses of Kathmandu valley by using stratified sampling. The finding was that students were found better in producing appropriate expression of language function on their own than that of the text.

Janawali (2007) conducted a survey research on 'Grade X Students, Proficiency in the use of Communicative Functions.' The researcher primary aims at finding out students' proficiency in certain function from class nine. The researcher used both primary and secondary sources for data collection. The primary sources of data were collected by responses from the students' speech which was recorded in cassette. The students were selected randomly, 5 students from each six. The researches showed that on the average fifty percent of the students' responses were satisfactory in comparison to the objective.

Limbu (2008) carried out a research on 'Comparison of asking for permission in Limbu and English', aiming to find out difference in terms of asking for permission in Limbu and English language. The study was survey research. The researcher followed judgmental sampling procedure. He used both primary and secondary sources for data collection. Native speaker of Limbu language of Ilam district were the primary sources for data collection. Different books and Journal were used as the secondary sources for English language. It was found that asking for permission functions is reflected in affixation in Limbu unlike in Lexical form of English. Moreover, Address terms are compulsorily used in Limbu.

Poudel (2008) carried out a research on the titled of 'Teaching of Commutation Functions: An Analysis of Classroom Activities.' The objectives of the study were to find out the classroom activities conducted by the teachers in teaching communicative functions and problems encountered by them while teaching communicative functions. The researcher followed a non-random sampling procedure for sampling population. He used both primary and secondary sources for data collection. Students and teachers of English at secondary level

were the primary source of data. Kathmandu was the area of the population of the study. The finding was that discussion, pair work, role play and group work were the commonly used activities and the hesitation of the students to speak, lack of adequate exposure to the students, teacher as an authority in the classroom, use of mother tongue in the classroom and lack of required physical facilities were the major problems encountered by the teachers in the teaching communicative functions.

This proposed study will be different from the previous ones in the sense that it tries to develop student's ability in using language function after the implementation of action strategy, i.e. the use of pair work.

1.3 Objectives of the Study

The objectives of the study are as follows;

- a) To find out student's development in the ability to use English language functions (Making Apologies, Asking for Permission and Describing Purpose).
- b) To suggest some pedagogical implication.

1.4 Significance of the Study

This research study will be beneficial directly for those who want to find out students ability to use English language function. It will be significant for the language teachers, students, textbook writer, syllabus designers, methodologist, researchers, linguists and all other who directly and indirectly involved in the field of ELT (English language teaching).

CHAPTER TWO

METHODOLOGY

This chapter consists of the methodology followed during the study. The study was conducted as follows:

2.1 Source of Data

The study is based on the primary and secondary sources of data. The primary data was students' responses and the secondary data were extracted from various books, theses, reports.

2.1.1 Primary Sources of Data

The students of class nine from a public school of Sunsari district were used as the primary sources of data.

2.1.2 Secondary Sources of Data

Relevant books, journals, articles, websites and theses of Department of English Education were used as secondary sources of data. Corder (1973), Halliday (1977), Harmer (2001), Jones (1983) Littlewood (1981), Nunan (1992), Ur. (2001), Van EK (1976) and Wilkin (1983) are some of them.

2.2 Sampling Procedure

The researcher selected Shree Mahendra Higher Secondary School of Sunsari district by using non -random judgmental sampling. Similarly, the researcher applied the same technique to select grade IX. Forty students with various levels of proficiency were selected for research.

2.3 Tools for Data Collection

Test items were designed to find out the students' development ability to use English language function. The test items were made from class ix compulsory

English textbook from nine, ten and eleven units. There were two types of test items in terms of medium; written and spoken. Under written form of test item, different kinds of exercises such as fill in blanks, creating dialogue, making sentences, asking questions and responding were included. Two test items were made from one unit. Altogether, there were six test items. Each item carried five marks and the progressive test items also carried five marks. It indicated the students' gradual improvement in the concerned English language function. It was also taken from the text book.

Similarly, under spoken form of test items, there were three test items from three units, one from each. All these three items required the students to converse in pair or group. Students' responses were recorded in cassette player. Each item carried fifteen marks, hence forty five full marks. The same question papers were administered to conduct pre and post-test. Pre-test indicates the student's current level of proficiency at that time and post-test reflects the students competency after the introduction of intervention, i.e. pair work.

2.4 Procedure for Data Collection

The researcher collected the required data in the following ways:

- a) The researcher visited the school and asked for authority to get permission for this research study.
- b) He conducted pretest using test items before teaching the students to identify their current level of competence in English language function
- c) He mainly focused the students into the use of concerned language functions by the use of pair work.
- d) He researcher taught the students by using the technique that is pairwork daily. He divided the students into different pair and involved them into interaction for 30 days.
- e) During the teaching days, three units were incorporated from the textbook.
- f) He also conducted progressive test once a week.
- g) Finally, he took post-test to gather new data.

2.5 Limitations of the Study

The proposed study had the following limitations:

- a) The study was administered only within a single high school, Shree Mahendra Higher Secondary School of Sunsari District.
- b) The students of grade ix were taken as the population for the study.
- c) The number of students was limited to forty.
- d) The study was restricted to teaching and testing of English language function.
- e) In total, thirty classes were implemented.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This section deals with the analysis and interpretation of the data collected from the primary sources. The primary sources were the students of grade IX of Shree Mahendra Higher Secondary School, Sunsari District. The record of students' Performance (i.e. the result of pre-test and post-test) is analyzed from different perspectives to find out students' development in the ability to use English language functions (making apologies, Asking for permissions and describing purposes. I have tabulated and analyzed the data in the following orders:

1. Holistic Analysis
2. Individual Analysis
3. Classroom Teaching Analysis
4. Item-wise Comparison

In analysis of the data, the score of the written mode of exam has been tabulated and analyzed individually (i.e. one student and his/her score), whereas the score of the spoken mode of exam has been tabulated and analyzed in a pair (i.e. two students and their common score). Progressive tests have not been included in analysis. Again, the individual score of a student/ a pair and the average score of both types of tests have been calculated. The difference between the score of two tests (pre and post tests) is determined and also converted to percentage. If the students do better in post test, then, it is regarded improvement in the students' knowledge but if they score same or lower than pre-test in post-test, it is considered non-improvement in their competence.

3.1 Holistic Analysis

The average score obtained in both modes of test (i.e. written form and spoken form) has been described here.

3.1.1 Effectiveness of Pair Work on Developing Language Function

Table no. 1
Result of both test of both mode as a whole

Mode	Average Score in Pretest	Average Score in Post-tests	D	D%
Written	18.17	19.35	1.18	6.49%
Spoken	11.05	11.75	0.7	6.33%

Table no. 1 presents that the average score of pre-test of written mode the examination is 18.17 and 19.35 in post-test. The difference between pre-test and post test is 1.18 or 6.49%. Similarly, the average score of pre test and post-test in spoken mode of examination is 11.05 and 11.75 respectively. Marks in post test have increased by 0.7 or 6.33%.

It is clear that the students performed better in post test of both mode of examination. Therefore, teaching through pair work technique proved to be effective.

3.1.1.1 Effectiveness of Pair work on Developing Language Function

Table no. 2
Comparison between the result of pre-test and post-test of written mode of exam

Mode	Average Score in Pretest	Average Score in Post-tests	D	D%
Written	18.17	19.35	1.18	6.49%

This table shows that the students got 18.17 score in pre-test and 19.35 in post-test as a whole in written mode of exam. There has been increment in the post test by 1.18 and 6.49%. So, it seems that pair work technique has worked well.

3.1.1.2 Effectiveness of Pair work on Developing Language Function

Table no. 3

Comparison between the result of pre-test and post-test of spoken mode of exam

Mode	Average Score in Pretest	Average Score in Post-tests	D	D%
Spoken	11.05	11.75	0.7	6.33

This table shows that the students scored 11.05 in pre-test and 11.75 in post test in spoken mode of exam. The difference between pre-test and post test is 0.7 or 6.33%. Again, pair work technique of teaching turned out to be better in teaching language function.

3.2 Individual Analysis

Individual analysis is concerned with the extent of progress of the students in post-test in comparison to pre-test. Here, the difference of the student's score between two tests is analyzed.

3.2.1 Effectiveness of Pair work on Developing Language Function

Table no. 4

Individual difference in mark and percentage between two tests of written mode of exam

S.N.	Name	Mark in Pre-test	Mark in Post-test	D	D%
1.	Sujay K.C.	15.5	20	4.5	29.03
2.	Pratishra Shrestha	14	16	2	14.28
3.	Saroj Dahal	22	22	0	0
4.	Rajan Gautam	21	22	1	4.76

5.	Subu Kafle	24	27	3	12.5
6.	Bishal Basnet	26	28	2	7.69
7.	Kiran Nepal	17	17	0	0
8.	Nikita Dangol	15	21	6	40
9.	Ashirwad Baral	18	27	9	50
10.	Nilen Shakya	11	20	9	81
11.	Araya Joshi	16	18	2	12.5
12.	Mila Shakya	14.5	21	6.5	44.82
13.	Sujan Tandukar	16	17	1	6.25
14.	Cynthia Bhandari	12	21	9	75
15.	Raveen Basnet	11	18	7	63.6
16.	Ruksand Chand	16	19	3	18.75
17.	Arati Thapa	17	18	1	5.8
18.	Rohit Ghale	15	18	3	20
19.	Samir Karki	16	16	0	0
20.	Keoni Gurung	18	21	3	16.6
21.	Amardeep Moktan	17	21	4	25.5
22.	Samjhana Karki	17	15	-2	-11.76
23.	Sramika Khanal	16	12	-4	-25
24.	Sanjeev Rai	16	17	1	6.25
25.	Sangita Thakuri	15	18	3	20
26.	Manisha Koirala	23	20	-3	-13.04
27.	Akrosh Pokheral	18	20	2	11.11
28.	Nisha Dhami	20	22	2	10
29.	Devendra Khadka	20	22	2	10

30.	Manoj Khadka	18	18	0	0
31.	Ramesh Rai	18	19	1	5.55
32.	Biren Sha	20	24	4	20
33.	Indira Katuwal	20	24	4	20
34.	Dipa Bhaghat	18	18	0	0
35.	Heli Jimee	22	27	5	22.72
36.	Rajan Basnet	23	26	3	13.04
37.	Subash Sha	20	23	3	15
38.	Biakash Sha	18	22	4	22.22
39.	Santosh Basnet	15	18	3	20
40.	Arun Karki	15	20	5	33.33

(Note:- In the above table 'D' refers to the difference between the result of pre-test and post-test of an individual students and D% refers to difference in percentage of two tests. To calculate difference in percentage between the average score in pre-test and that of post-test the difference score between two tests is divided by the average score of pre-test and is multiplied by 100.)

This table shows the individual differences in mark and percentage of written mode of exam in pre-test and post test as a whole. The post-test is the outcome after the introduction of pairwork technique in teaching. The highest difference is of 9 mark or 50% and the lowest is of -4 mark or -25%. It is found that, in some cases, some students also did worse in post-test. As a whole, the difference ranges from 9 marks to -4 mark or 50% to -25% in pre to post test.

3.2.2 Effectiveness of Pair work on Developing Language Function

Table no. 5

Individual Difference in mark and percentage between two tests of spoken mode of exam

S.N.	Name	Mark in Pre-test	Mark in Post-test	D	D%
1.	Pratishara Shrestha and Sujan K.C.	25	30	5	20
2.	Saroj Dahal and Rajan Gautam	22	22	0	0
3.	Suba Kafle and Bishal Basnet	20	23	3	15
4.	Kiran Nepal and Nikita Dangol	17	20	3	17.64
5.	Ashirwad Baral and Nilen Shakya	22	19	-3	- 13.63
6.	Araya Joshi and Mila Shakya	18	19	1	5.55
7.	Sujan Tandukar and Cynthia Bhandari	25	25	5	20
8.	Raveen Basnet and Ruksana Chand	26	22	-4	- 15.38
9.	Arati Thapa and Rohit Ghale	27	29	2	7.40
10.	Samir Karki and Keoni Gurung	24	25	1	4.17

11.	Amar Deep Moktan and Sanjhana Karki	26	22	-4	- 15.38
12.	Sramika Khanal and Sanjeev Rai	18	19	1	5.55
13.	Sangita Thakuri and Manisha Koirala	17	19	2	11.76
14.	Akrosh Pokhral and Nishan Dhama	17	20	3	17.64
15.	Devendra Khadka and Manoj Khadka	24	25	1	4.17
16.	Ramesh Rai and Biren Sha	30	35	5	16.67
17.	Indira Katwal and Dipa Bhaghat	16	18	2	12.5
18.	Heli Jimée and Rajan Basnet	30	32	2	6.67
19.	Subash Sha and Bikash Sha	14	20	6	42.85
20.	Santosh Basnet and Arun Karki	24	26	2	8.33

This table vividly shows the effectiveness of pair work on developing language function. The differences in mark and percentage between the result of pre-test and post-test can be observed from this table.

Both in table no.4 and 5, the students have done better in post-test in an average except in some cases where the students have done worse in post-test. Therefore, it can be generalized that pair work teaching techniques is effective.

3.3 Classroom Teaching Analysis

Here, I will analyze and interpret the way how I taught the concerned functions for 30 days of the grade 9. The classroom teaching analysis comprises of the method of teaching and the students ability to use language functions appropriately.

3.3.1 English Language Function

Here follows the English language functions which have been taken into consideration during the classroom teaching period. There are three types of English language functions:

- a. Making Apologies.
- b. Asking for Permission.
- c. Describing Purposes.

I had taught these functions to the students to improve their existing level of competence in written and spoken mode of communication. Here is the detailed description of how I taught them.

a. Making Apologies

This is the first type of function I taught to the students. Firstly, I warmed up the students. Then, I presented the topic. After that, I gave some hints to the students on how to use this function. Again, I made them use the language function in writing and in speaking. During the class room interaction, I divided them into the pairs. The students were participated in the use of the following exponents of the given function. This class lasted for seventh class. Progressive test was conducted on seventh days.

Table no.6
Making Apologies

Language Function	Exponents
Making Apologies	I am sorry It won't happen again. I am ever so sorry. I just want to apologize.

On the other hand, the students' ability to use the language function (making apologies) appropriately has been ranked in terms of degree of appropriacy, i.e. Best, satisfactory and Bad. This division has been made in terms of scoring the paper. If somebody has scored high, he/she has been ascertained Best. If somebody has scored low, he/she has been ascertained Bad; if somebody has scored average mark, he/she is ascertained Satisfactory.

Table no. 7

Students ability to use making apologies function appropriately (written mode)

Use of Making Apologies Function	No. of Students		Percentage	
	Pre-test	Post-test	Pre-test	Post-test
Best	19	23	47.5%	57.5%
Satisfactory	8	10	20%	25%
Bad	13	7	32.5%	17.5%

This table depicts that 19 students have been categorized as best performer in pre-test whereas it goes upto 23 in post test and the percent is 47.5 and 57.5 respectively. In the some way, twenty percent in pretest and twenty five percent in post-test is under satisfactory categories i.e. 8 and 10 in number respectively. At last, under bad category, thirteen and seven students fall in pre-test and post test respectively. The data show that the number of best performers have been

increased in post test but decreased under the category of satisfactory and bad ones.

Table no. 8

Students ability to use making apologies function appropriately (spoken mode)

Use of Making Apologies Function	No. of Student(in pairs)		Percentage	
	Pre-test	Post-test	Pre-test	Post-test
Best	5	7	25%	35%
Satisfactory	6	6	30%	30%
Bad	9	7	45%	35%

It is clear from the table that best performers under spoken mode of test is 25% and 35% in pre and post- test respectively which is 5 and 7 in number.

However, there are constant number of students under the category of satisfactory performance, i.e. 6 and 6 in pre and post-test respectively. Contrary to the above data, bad performance of the students has decreased to 7 (post-test) from 9(pre-test).

b. Asking For Permission

This is the second function I taught to the students. After warming up the students, I displayed the topic on the black bound. I asked the students what the topic was all about. Taking their responses, I clarified the topic and its uses. Then, the whole six days, the students were participated in pair work session to use the given function (i.e. Asking for permission). Within the class days, I used flashcard to give situation to the students; I facilitated the students when needed. The seventh day was far progressive test. Here follow the function in question and its exponents.

Table no. 9
Asking for permission

Language Function	Exponents
Asking for Permission	Can I borrow your books? May I bring my dog to the party? Is it all right if I take your money? Is it ok if I use your computer?

Again, the same division has been followed to assess the students' performance in the category of Best, Satisfactory and Bad. This is used for both written and spoken mode of test.

Table no. 10
Students ability to use asking for permission function appropriately (written mode)

Use of Making Apologies Function	No. of Students		Percentage	
	Pre-test	Post-test	Pre-test	Post-test
Best	25	27	62.5%	67.5%
Satisfactory	12	17	30%	27.5%
Bad	3	2	7.5%	5%

The above table indicates that out of forty students, twenty seven and twenty five are best in post-test and pre-test respectively which is 67.5 and 62.5 in percent. But, the students have decreased in post-test under satisfactory category i.e. 12 to 11 from pre-test to post-test again, bad number of students in using language function have declined from 3 to 2, which is positive. In general, the number of students under the category of best and satisfactory has increased in using this function than the former.

Table no. 11

Students ability to use asking for permission function appropriately (spoken mode)

Use of Making Apologies Function	No. of Students (in pairs)		Percentage	
	Pre-test	Post-test	Pre-test	Post-test
Best	7	9	35%	45%
Satisfactory	8	7	40%	35%
Bad	5	4	25%	20%

It is clearly shown on the table that the best numbers of students have increased to 7 to 9 from pre-test to post-test that is in pair. Unexpectedly, the students have decreased under satisfactory category from 8 to 7 (pre-test to post-test). But, the number of bad students in using language function has decreased by 1 which is 25 to 20 percent from pre-test to post-test.

c. Describing Purpose

This is the third and last function I taught to the students. As usual, I warmed up the students. Then, I asked the students to guess the topic on the basis of given hints. Then, I presented the topic with its uses and importance. Within the whole six days, I involved the students in pairs and made them practice the language function in question. My role way a monitor. This kind of activity lasted for six days. And, the seventh day was for progressive test. The concerned function and its exponents are as follows.

Table no. 12

Describing purpose

Language Function	Exponents
Describing Purpose	A dictionary is used for looking up words. I am helping her so that she can pass exam. She went city to buy some books.

The category of best, satisfactory and bad has also been followed here. This category applies to both written and spoken mode of test.

Table no. 13

Students' ability to use describing purpose function appropriately (written mode)

Use of Describe purpose	No. of Students		Percentage	
	Pre-test	Post-test	Pre-test	Post-test
Best	18	22	45%	55%
Satisfactory	11	10	27.5%	25%
Bad	11	8	27.5%	20%

When we observe the table, we can see that 45% of the students have scored Best mark in pre-test which reach to 55% in post-test. In the same way, the percent of Bad performers of the students has decreased 27.5% to 20% from pre-test to post- test.

Table no. 14

Students' ability to use describing purpose function appropriately (spoken mode)

Use of Describe in purpose	No. of Students (in pair)		Percentage	
	Pre-test	Post-test	Pre-test	Post-test
Best	6	8	30%	40%
Satisfactory	4	2	20%	10%
Bad	10	10	50%	50%

As the above table shows that there is a rise of the students' marks from pre-test to post-test in best category, i.e. 30% to 40% .However, there is no change in bad performance of the students which has remained constant. There is also a fall of the students under satisfactory category i.e. 20% to 10%.

Observing all the table of classroom teaching analysis what can be deduced is that the students have achieved remarkable progress in the ability to use English language function. This progress has been achieved by the use of pair-work technique.

The researcher observed many problems during the classroom teaching periods. They are as follows;

1. Less participation in pair work.
2. Hesitation of the students.
3. Poor vocabulary of the students.
4. Use of mother tongue.
5. Lack of seriousness in the study.
6. Making noise in the classroom.
7. Little Knowledge about grammatical awareness and appropriacy.

These are the problems faced by the researcher while teaching in the classroom. To overcome the problems, he applied many techniques which are as follows:

1. Encouragement towards study.
2. Sorting the students into shy-frank or frank-shy category.
3. Discouragement in the use of mother tongue.
4. Providing the students the importance of the study.
5. Controlling the class from making noise.

4.4 Item Wise Comparison

This type of comparison is done on the basis of test items used as questionnaire. Under written mode of test, there are five types of question. Each type of question and the student's score in these questions are given below.

4.4.1 Fill in the Blanks

This is the first type of question. This question is based on asking for apologies language function. Here follows the test items and the students score in an average.

Table no. 15

Students' achievement in fill in the blank

Average Score of the pre-test (%)	Average score of the post-test (%)	D(%)
52%	58.6%	6.6

This table shows the average scores of the pre-test and post-test and the difference between them. There is an increase of percentage of the students to post-test and the increase is by six percent. Hence, the technique (pair work) has been effective.

4.4.2 Creating Dialogue

This is the second type of question. This question is again based on asking far apologies language function.

Table no. 16

Students' achievement in creating dialogue

Average Score of the pre-test (%)	Average score of the post-test (%)	D(%)
57.65%	60%	2.35%

The table given above shows that the average score of the pre-test is 57.65% and it has increased by 2.35% in post -test. Through this statistical analysis, we can say that there is a little achievement of the students from pre-test to post-test while answering creating dialogue type of question.

4.4.3 Working in Pairs

This is the third and fifth type of question. Asking for permission and describing purpose are the two functions which come in third and fifth number.

Table no. 17

Students' achievement in working in pairs

Average Score of the pre-test (%)	Average score of the post-test (%)	D(%)
90.2%	87.9%	-2.35

From this statistical analysis, the student's progression from pre-test to post-test is negative. The average percentage of the pre-test is 90.2 which has decreased by -2.3 in post test.

4.4.4 Making Sentences from Structure

This is the fourth type of question. It is based on asking for permission function. Here, the students are provided structures and required to make sentences upon the structure.

Table no. 18

Students' achievement in making sentences from Structure

Average Score of the pre-test (%)	Average score of the post-test (%)	D(%)
48.3%	52.7%	4.4%

The above table shows that the achievement of students in post-test is better. Difference in average scores between the pre-test and the post-test is 4.4%

4.4.5 Making Sentences from Table

This is the sixth and last type of function. This function is based on describing purpose function. Here, a table is given with different alternative words so as to make sentences.

Table no. 19

Students' achievement in making sentences from table

Average Score of the pre-test (%)	Average score of the post-test (%)	D(%)
52%	56%	4%

From this table, we can conclude that the using new technique (i.e. pair-work) has been effective as the percent of average score in post-test has increased 52% to 56%. Hence, the difference is 4%.

In conclusion, the students have achieved better percent under item wise comparison of different questions of written mode of exam. Except one case (i.e. working in pairs), the students have scored higher marks in post-test in comparison to pre-test. The highest progression is 6.6% and the lowest is 2.35%. That means pair-work a technique in teaching English language function has been effective to some extent that the conventional way of teaching language function.

CHAPTER FOUR

FINDINGS AND RECOMMENDATION

This study aimed at finding out students' development in the ability to use English language function. For this purpose, the researcher selected Shree Mahendra Higher Secondary School of Sunsari district on the basis of objective. He took pre-test to the students of grade IX of that school. The researcher taught the students for 21 days. After teaching for 21 days, the post test was administered and its result was analyzed and interpreted.

4.1 Findings

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

1. On the whole, pair-work technique has been found effective to develop students' ability to use English language function. The score of the students has increased by 6.49% and 6.33% in written and spoken mode of exam respectively in post-test (see table no. 1).
2. The average increment percent of written mode of exam is found to be higher than that of spoken mode.
3. On individual basis under written mode of exam, the highest difference of students' is of 9 marks or 50% and -4 mark or -25% as the lowest difference. Under spoken mode of exam, the highest difference is of six mark or 42.85% and -4 marks or -15.38% as the lowest mark (see table 4 and 5).
4. Classroom teaching analysis is one section of analysis where the students' marks have been divided into different categories; Best, Satisfactory and Bad. This category applies to all three functions. In all these three functions, the students' marks in average have significantly improved in Best category from pre-test to post-test.

5. In item-wise comparison of different questions, there is also an increase of the students' mark in average except one case where there is a decrease of average mark in post-test.
6. The students were found to be hesitated while speaking.
7. The students had poor vocabulary and they mostly used mother tongue in the classroom. They also lacked grammatical accuracy and appropriacy.
8. Because of the lack of seriousness in the study, they used to make noises in the classroom.

From the above findings, what we can say that teaching language function through pair-work technique is more effective than conventional lecture method.

4.2 Recommendation

On the basis of the above findings the following recommendation are suggested:

1. For the purpose teaching language function, it is better to adopt pair-work technique since this generalization has been drawn from the findings.
2. Teaching materials should be used while teaching to encourage students.
3. Teacher should emphasize on students-student interaction as pair-work is based on interaction between students.
4. Hesitation of the students should be removed from the early stage in his/her schooling.
5. While teaching in the classroom, attention should be paid on aspects of language.
6. Classrooms should be controlled unless the students' interaction or noise is in favour of the lesson's objectives.

7. Teacher should involve all the students in discussion, group-work, role-play, project work, discovery technique, communicative games besides pair-work while teaching English language function.
8. Experts, syllabus designers and methodologists at decision making level should allocate more marks and time on commutative function. And, communicative teaching methodology should also be prescribed.

This study is limited to 40 students of a school. From the findings of this study, this generalization can not be applicable to all schools of Nepal. So, further studies on large population should be carried out to verify the findings of this study as communicative function is very broad area.

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APPENDIX-I

Test Item

Name:

F.M.: 30

School: Shree Mahendra Higher Secondary School

Time: 45 min.

Class: Nine

1. Discuss the following conversation with your partner and fill in the blank spaces using apologies and responses. 5

A: Good morning, Mrs. Dahal

B:, Ramesh. Late again?

A : Oh, yes. I couldn't catch the first bus.

B: You should have

A: it won't happen again.

B:

2. Create a dialogue for any situation given in the box in pairs. 5

You forget to do your homework.

You talked loudly in the library.

You sat on someone else's seat.

You bumped into someone.

3. Work in pairs. Ask for permission and reply using the clue. 5

a. Headache/home

b. Sorethroat/Doctor

c. Toothache/dentist

d. Cough and Cold/*baidya*.

e. Blister on my foot/clinic.

4. Make five meaningful sentences for permission using the following structures. 5

a. Can + S+V

b. May + S+V

c. Is it ok if+S+V

d. Is it all right if +S+V

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

A calculator/make calculations
 A camera/take photos.
 A radio/listen to news, songs.
 A tractor/plough the fields.
 A cell phone/talk to friends.

6. Make at least five sentences from the following table to mean purposes. 5

A rice cooker	In order to	drive a bus.	Ramesh took
A washing machine	to	be a lecturer	maths.
she got a license	is meant for	be an engineer	Min went to
		drive a car	university.
		Washing clothes.	
		cooking rice.	

APPENDIX-III
Lesson Plan no. 1

Subject: English

Date:

Class: Nine

Time: 45 min.

Unit: Nine

Teaching item: Apologies and responses

1. Objectives

To prepare the students make apologies and responses sequences of daily uses.

2. Teaching materials

Flashcards of structures of apologies and responses.

3. Teaching learning activities

- a) First of all, the teacher presents the item to the blackboard with this structure.
- b) Then, he gives model example of this structure from the textbook.
- c) After that, he involves the students into discussion session where they discuss the item with their friends.
- d) At last, the students produce apologies and responses sequences.

4. Evaluation

Make apologies and response in the following situation.

- a) hit me with your umbrella/ looking the other way.
- b) took my bag/think it's mine.
- c) sit on my cat/think it was a pillow.

Lesson Plan no. 2

Subject: English

Date:

Class: Nine

Time: 45 min.

Unit: Nine

Teaching item: A Suitable boy

1. Objectives

To make students able to identify apologies and responses sequences from the text

2. Teaching materials

Daily uses materials.

3. Teaching learning activities

- a) First of all, the teacher presents the purpose of the teaching this task orally.
- b) Then, he divides the students into different groups and asks to read the text silently.
- c) After that, he assigns the task to the students that is identifying the apologies and responses sequences.
- d) At last, he helps the students if need arises.

4. Evaluation

Extract as many apologies and responses sequences from the text.

APPENDIX-II

Test Items

Name:

F.M.:-45

School: Shree Mahendra Higher Secondary School

Time:-45 min.

Class: Nine

1. Converse in pairs for expressing apology. Use the following situations:
 - a) Knock over your cup of tea and spill it on your friend's trousers.
 - b) Get off a bus and bump into someone.
 - c) Tap someone's shoulder who looks like your friend, then realize she is not your friend.
2. Have a conversation with your friend asking for permission in these situation.
 - a) Library : borrow a book.
 - b) Canteen : have a cup of tea.
 - c) Next door : See my friend.
3. Converse in group asking and describing purpose of the following items.
 - a) Spade
 - b) Dictionary
 - c) Camera