

**FORMAL AND COMMUNICATIVE COMPETENCE
IN ENGLISH**

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

**Submitted by
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**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

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DEDICATION

**Dedicated
to
My Parents and Teachers**

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2065 /...../.....

Man Bahadur Bhandari

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Man Bahadur Bhandari

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ABSTRACT

This thesis entitled "Formal and Communicative Competence in English" is an attempt to identify and compare between formal and communicative competence acquired by the students of grade ten. The study is a survey type of research in nature. The researcher selected five different schools of Kathmandu district, viz. Paramount English Medium Secondary Boarding School, Kuleshwar; Ujjal Shishu Niketan Academy, Panga, Kirtipur; Creative Academy, Kirtipur; Janasewa Higher Secondary School Panga, Kirtipur and Grammar Public Higher Secondary School, Koteshwor. The primary sources of data for the study were the grade ten students of Kathmandu district. The researcher selected 20 students (10 boys and 10 girls) of grade 10 from each school. The test items were the major tools for the data collection. He applied simple random procedures in the collection of data. He spent five days in each school for collecting the data. The students wrote more sentences and committed fewer errors. They committed 1175 errors in written form. However, they spoke fewer sentences and committed more errors in conversation. They committed 1450 errors in conversation. Thus, it was found that students committed more errors in spoken form than in written form. The overall finding was that students had better formal competence in comparison to communicative competence.

The research consists of four chapters. Chapter one basically deals with the study in terms of general background, review of the related literature, objectives and significance of the study. Chapter two deals with the methodology that consists of sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and limitations of the study. Chapter three deals with an analysis and interpretation of the collected data. In this chapter, the overall performance of the students, analysis of the errors in conversation and written form, gender wise comparison in written form and conversation and collective comparison between formal and communicative competence are analyzed and interpreted through statistical and descriptive approaches. Then, chapter four consists of the findings, recommendations and pedagogical implications of the study. The references and appendices are the concluding parts of the study.

TABLE OF CONTENTS

	Page No.
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	viii
Table of Contents	ix
List of Abbreviations and Symbols	xii
CHAPTER- ONE: INTRODUCTION	
1.1 General Background	1
1.1.1 English Language Teaching Situation in Nepal	2
1.1.2 Competence	4
1.1.2.1 Communicative Competence	5
1.1.2.2 Linguistic Competence	6
1.1.2.3 Pragmatic Competence	6
1.1.2.4 Strategic Competence	7
1.1.3 Relationship between Formal and Communicative Competence	7
1.1.3.1 Language Forms	8
1.1.3.2 Language Functions	9
1.1.3.3 Language Exponents	10
1.1.3.4 Form – Function Relationship	11
1.1.4 Error: An Overview	12
1.2 Review of the Related Literature	14
1.3 Objectives of the Study	18
1.4 Significance of the Study	18
CHAPTER- TWO: METHODOLOGY	
2.1 Sources of Data	19
2.1.1 Primary Sources of Data	19
2.1.2 Secondary Sources of Data	19

2.2 Population of the Study	19
2.3 Sampling Procedure	19
2.4 Tools for Data Collection	20
2.5 Process of Data Collection	20
2.6 Limitations of the Study	21

CHAPTER- THREE: ANALYSIS AND INTERPRETATION OF DATA

3.1 The Overall Performance of the Students in Conversation	22
3.1.1 Expressing Sympathy	23
3.1.2 Making Request	23
3.1.3 Asking for Permission	24
3.1.4 Expressing Wishes	24
3.1.5 Suggesting and Advising	24
3.1.6 Asking to Repeat	24
3.1.7 Apologizing and Responding to Apology	25
3.1.8 Making Invitation/Offer	25
3.1.9 Giving Direction	25
3.1.10 Describing	25
3.1.11 Making Plans and Expressing Intentions	26
3.2 Analysis of the Errors in Conversation	26
3.2.1 Errors in Context/Situations	27
3.2.2 Errors in Fluency	27
3.2.3 Errors in Pronunciation	27
3.2.4 Unclear Words/Sentences	28
3.2.5 Errors in Comprehension	28
3.2.6 Repetition of Words	28
3.3 Analysis of the Errors in Written Forms	29
3.3.1 Errors in Articles	30
3.3.2 Errors in Prepositions	30
3.3.3 Errors in Lexical Items	30

3.3.4	Errors in Tenses	31
3.3.5	Errors in Word Order	31
3.3.6	Errors in Punctuations	31
3.3.7	Errors in Conjunctions	32
3.3.8	Errors in Subject-Verb Agreement	32
3.3.9	Errors in Spellings	32
3.4	Gender Wise Comparison in Conversation and Written Form	33
3.5	Collective Comparison between Formal and Communicative Competence	

34

CHAPTER - FOUR: FINDINGS AND RECOMMENDATIONS

4.1	Findings	37
4.2	Recommendations	39

REFERENCES

APPENDICES

LIST OF ABBREVIATIONS AND SYMBOLS

CLA	Communicative Language Ability
C.R.	Correct Response
ELT	English Language Teaching
esp.	Especially
i.e.	that is
I.R.	Incorrect Response
LAN	Literary Association of Nepal
LSN	Linguistic Society of Nepal
M. Ed.	Master in Education
NELTA	Nepal English Language Teachers' Association
No.	Number
Prof.	Professor
Regd.	Registration
S-V	Subject - Verb
S.S	Secondary School
T.V.	Television
TU	Tribhuvan University
Viz.	Namely
Vol.	Volume
(ˈ)	Stress Mark
%	Percentage