CHAPTER – ONE

INTRODUCTION

1.1 General Background

Language is a means of communication through which we share our ideas, feelings, thoughts and emotions. In fact, the uniqueness of human beings lies in the way s/he communicates with language. It is the language that makes him/her different from other animals. So, it is species – specific. Language is the most complete and the richest means of communication. It reflects the culture, civilization, identity and power of the speakers.

There are various modes of communication viz. aural, visual, olfactory, tactile and gustatory. Language has been defined as the voluntary, vocal system of human communication. Sapir mentions: "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols" (as cited in Shahi, 2007, p.2). It is a vehicle of power by which we control, create, preserve and change all human achievements such as social institutions and activities, technological inventions and developments.

Corder (1973, p. 20) says, "Language is a concrete object which can be handled physically like a tool". There are many languages in the world. Among them, English is taken as a prominent language because it has wide coverage, richest vocabulary and large functions. Therefore, it is regarded as a contact or foreign language. There is no doubt that the influence of English in the teaching field is even higher in many countries of the world.

English is the most vital means for any person to become success in local, national and international communication. As the world is getting more and

more complex day by day, the importance of English is crucial. Undoubtedly, it is the means of international communication. Thus, we are in such a stage that we must know English if we want to know the world.

English is serving as an important vehicle for the transmission of civilization and culture from the western world to the eastern world and vice – versa. It is one of the most dominant international languages in the universe. It is a prestigious and standard language of the world. It is spoken as a mother tongue in the countries like America, Britain, Canada, and Scotland. It serves the function as lingua franca in the world. Most of the significant works in any discipline of the world are found in English. It has the largest body of vocabulary and the richest store of literature.

English is not only a principal language for international communication but also a gateway to the world body of knowledge. We have derived a great benefit by learning the English language through which we have shared western civilization. The western countries are much advanced in science, technology, medicine, economics and other areas of knowledge. Because of such significance of the English language, the present curriculum designers have incorporated communicative–functional aspect of language in curriculum.

1.1.1 English Language Teaching Situation in Nepal

 The development of English education in Nepal is closely associated with the rise of Prime Minister Janga Bahadur Rana. After his visit to England, he established Durbar High School in 1854 A.D. It was the first English school to teach the English language in Nepal. Then, English has been mentioned in the curriculum right from grade four up to master's level. Now, it has been modernized to fulfill its aims of teaching and learning.

English teaching situation is built upon different historical facts and the way nation responds to them. Though Nepal had never been politically under the

British colony, it has psychologically shared with the Indian experience of being colonized for the English language. For years, English has occupied a prominent place in the Nepalese syllabus and is being taught from primary to the graduate level as a compulsory subject.

People with English medium background feel more comfortable in the English medium classes.The English language has been perceived both as a dividing and promoting instrument in the case of Nepal. This situation is associated with the politics, too. Now a days, the expansion of the private schools has been even more rapid. Sending children to private schools has been the utmost desire of the parents of even low economical status, largely due to the better English environment in these schools. Even the remote/rural areas are experiencing the opening of private schools because people think that English stands synonymously with the quality of education and knowledge about the wider world. By realizing this fact, the government of Nepal has inducted the English language as a compulsory subject from grade one at public schools as well. Although the schools' teaching through English medium has been rectified, the development of the English language, lack of qualified teachers, appropriate textbooks, proper infrastructures and teaching materials in many such schools have hampered the qualitative output in terms of the language teaching and learning.

In Nepal, there are some non – governmental organizations helping to develop English. There is Literary Association of Nepal (LAN), Linguistic Society of Nepal (LSN), and Nepal English Language Teachers' Association (NELTA). Their main role is to make the English language accessible to the people of disadvantaged communities, provide facilities at reduced cost to the people living in the remote areas.

1.1.2 Competence

The term 'competence' refers to the speakers' knowledge of their language, the system of rules that they have mastered so that they are able to produce and understand an indefinite number of sentences and recognize grammatical errors as well as ambiguities. It is an idealized concept of language. As Chomsky (1965) mentions:

> Competence is the native speaker's knowledge of his language and the system of rules that has mastered his ability to produce and understand a vast number of new sentences. It is the study of the system of rules. Competence is, then, an underlying mental system. It underlies actual behavior, linguistic intuition, ability to analyze language, detecting ambiguities, ignoring mistakes, understanding new sentences and producing entirely new sentences. It is a set of principles which a speaker masters. It deals with the structures of the language that person has succeeded in mastering and internalizing whether or not he utilizes them in practice, without interference from the many of the factors that play role in actual behaviour (cited in Lyons, 1970, p.131).

For a learner to be able to use language appropriately and effectively, he needs to know not only the rules of usage and vocabulary of the language but also its rules of use and interpretation. He needs to know not only the phonological, grammatical and semantic systems of language but also its discourse and pragmatic system. He needs to develop not only systematic or linguistic competence but also discourse competence and pragmatic sensitivity of the language.

Richards and Rodgers (1986, p.52) mention:

> "Competence is a person's internalized grammar of language. This means a person's ability to understand sentences, including sentences they have never heard before. It also includes a person's knowledge of what are and what are not the sentences of a particular language".

Competence can be classified into communicative competence, linguistic competence, pragmatic competence and strategic competence. They are described as follows;

1.1.2.1 Communicative Competence

Communicative competence demands not only the correctness in the use of language but also appropriateness in the use of it. Hymes (1972) uses the term 'communicative competence' for the first time. It enables the human beings to convey and interpret a message and to negotiate meanings interpersonally within a specific context.

According to Richards and Rodgers (1985, p. 49), "Communicative competence is the ability not only to apply the grammatical rules of language in order to form grammatically correct sentences but also to know when and where to use these sentences." Communicative competence includes:

a) knowledge of the grammar and vocabulary of the language,

b) knowledge of the rules of speaking,

c) knowing how to use and respond to different types of speech aspects such as requests, apologies, thanks, and invitations,

d) knowing how to use language appropriately.

The rules of use without the rules of grammar would be useless. An utterance should not only be grammatically correct but also be a feasible. Communicating

the utterances produced by the participants should socially be appropriate.

1.1.2.2 Linguistic Competence

Linguistic competence refers to the overall formal or grammatical knowledge of a language that consists of the different aspects of language. It includes phonetics, phonology, semantics and pragmatics. It is concerned with the grammatical competence**.** It deals with the mastery of grammatical structures. It is related to accuracy aspect of communication. It assumes that language is a system of structurally related elements of the encoding of the meaning, the elements being phonemes, morphemes, words, structures and sentence types.

A language learner needs to know how to produce well- formed sentences with the rules of usage. S/he should have a sound knowledge of the phonological, grammatical and semantic system of a language.

1.1.2.3 Pragmatic Competence

Pragmatic competence refers to an ability to interpret language properly and to use it appropriately in a given context. A person having this competence can use appropriate language to the topic, setting and role playing. It consists of contextual and cultural aspects of language. It often includes the aspects of language used, understanding and appropriateness. It includes:

a) how the interpretations and use of utterances depend on knowledge of the real world,

b) how speakers use and understand speech acts,

c) how the structure of sentences is influenced by the relationship between the speaker and the hearer.

1.1.2.4 Strategic Competence

Strategic competence refers to the coping with strategies that communicators employ to initiate, terminate, maintain, repair and redirect communication. Learners make the best of what they do know of the context they have experienced, to get the message across.

Strategic competence occupies a special role in understanding communication. It is concerned with verbal and non verbal strategies for effective communication. According to Yule (1985, p.181), strategic competence is described as "an ability to select an effective means of performing a communicative act that enables the listener/ reader to identify the intended referent".

1.1.3 Relationship between Formal and Communicative Competence

Competence is a person's internalized grammar of language. Formal competence is concerned with the grammatical forms and structures. It aims at achieving accuracy. "The focus of linguistic theory is to characterize abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language" (Chomsky, 1965, p. 125).

Communicative competence enables the human beings to convey a message and to negotiate meanings interpersonally within a specific context. It assumes that language learning is learning to interact. It gives focus on expressing and understanding different kinds of language functions.

According to Bachman (1970, p. 87), "Communicative Language Ability (CLA) can be described as consisting of both knowledge or competence and the capacity for implementing or executing that competence in appropriate communicative languages." In this theoretical framework of CLA, he has included the three components.

a) Language Competence

b) Strategic Competence

c) Psychological Mechanism

Speaking language is not only saying different words and sentences but also interacting in   different ways and situations. A person endowed with pragmatic competence or sensitivity can correlate linguistic forms with their intended meanings, communicative functions and other relevant non-linguistic factors related to the speech event in question. In addition, he can vary these forms according to the demand of the situation. He can use language appropriately to the topic he is dealing with, the setting he is operating and the role he is playing in the communicative event. The following terms play crucial role in order to establish the relationship between formal and communicative competence.

1.1.3.1 Language Forms

Language is made up of certain forms that consist of language substance. Substance refers to the undifferentiated raw materials out of which language is constructed. It is divided into phonic substance i.e. the sound wave of speech and graphic substance i.e. the symbols used in writing.

Lyons (1970) mentions:

> "Substance and form can be analyzed on two planes; content plane and expression plane. On the expression plane, linguistics deals with the form or shape of linguistic elements without necessarily taking their meanings in to account. The form and substance is the distinction between system and the actual data, between the theory and the actual utterance" (as cited in Prasai, 2001, p. 3).

When we organize substance into recognizable and meaningful patterns, we have a language form. Form is a realization of a combination of units in a

language. It is the phonological or grammatical structure of language.

Language form can be divided into lexis and grammar. Lexis is the smallest unit in the meaning system of a language that can be distinguished from other similar units. Generally, it refers to the word or vocabulary of a language. Similarly, grammar is a description of the structures of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in a language.

According to Richards et al. (1985, p. 109), "The means by which an element of language is expressed in speech or writing. Forms can be shown by the standard writing system of a language or phonemic symbols".

1.1.3.2 Language Functions

A language function is the role played by language in the social situation used to express attitudes and communicate feelings. It can broadly be classified as grammatical and communicative functions.

Grammatical functions deal with the relationship between / among the constituents within a sentence, for example, subject, predicate, object, complement and adjunct. Communicative functions, on the other hand, refer to the communication for which a language is used in a community. So, utterances can be used to serve different communicative intents or social purposes. Communicative functions have also been described as giving or demanding information or goods and services by means of language.

Language functions are often described as the categories of behavior such as request, apologies, complaints, offers, etc. The functional use of language cannot be determined simply by studying the grammatical structures of sentences but also the purposes for which they are used. For example, sentences in the imperative form may perform a variety of different functions:

a) Give me that pen. (order)

b) Pass the salt, please. (request)

c) Turn right at the corner. (instruction/direction)

d) Try the fried potatoes. (suggestion)

e) Come round on Saturday (invitation)

Malinowski (1923) mentions; the meaning comes "not from a passive contemplation of the words: but from an analysis of its functions with reference to the given culture" (as quoted in Yalden, 1987, pp. 52-53).

1.1.3.3 Language Exponents

Language exponents refer to language utterances or forms a speaker uses to express a message and indicate an awareness of elements in the situation. Exponents are concerned with the ways we express the language functions. Language exponents depend on:

a) the linguistic competence and situation to be encountered,

b) personalities involved in speaking,

c) degree of formality to be observed and

d) dialects and formality / informality of language.

The learners will have to be able to understand more than they can produce utterances themselves. The total set of exponents selected should be as coherent as possible. This applies to the coverage of the semantic fields by lexical items as well as consistency of the total grammatical content. For example, in the case of requesting someone to open the door, the following exponents are possible:

a) Please, open the door.

b) Open the door, please.

c) Would you open the door?

d) Would you mind opening the door?

e) I wonder if you would mind opening the door.

f) It might be a good idea to open the door.

Exponents should be unmarked socially and psychologically. They play the crucial role to identify the realistic communicative context or situation and deal with understanding more than just producing utterances.

1.1.3.4 Form – Function Relationship

A linguistic form, as contrasted with function, refers to the phonological, grammatical or / and lexical characterization of linguistic units, classes and categories such as morphemes, lexemes, sentences, nouns, verbs, etc. Language function refers to the role of language that plays in communication in a social context. It is concerned with the proper use of language according to the needs of the participants, role and situation.

Generally, a particular form performs a particular function. However, there is not always one-to-one correspondence between forms and functions; a single linguistic form can be used to perform several functions and conversely, a single function can be performed by several forms.

A single communicative function "Asking to be excused" can be expressed by a number of linguistic forms. For example,

a) Excuse me.
b) I beg your pardon.
c) I must excuse myself.
d) Can I be excused from class today?

Conversely, a single form "Excuse me" can have a number of communicative functions. For example,

a) Asking to be excused

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b) Asking to repeat

c) Attracting attention.

According to Hudson (1980, p.16), " The primary object of description for linguistics is the structure of language, but many linguists study this in relation to its function, notably, that of conveying meaning and in relation to others psychological and cultural systems".

1.1.4 Error: An Overview

Error analysis is a type of linguistic analysis that focuses on the errors learners make. In language teaching and learning, error analysis is often defined as a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. It is the study and analysis of the errors made by second and foreign language learners. As Robert (1957, p.85) mentions

Correct English does not exist in any absolute sense. Correct English is English that goes off well in the situation to which it is used. Some handbooks tell us that it is correct to say "Shall you attend the meeting this evening?" And incorrect to say "Will you attend the meeting this evening?" As a matter of fact, there are relatively few sentences in which "Shall you attend?" is correct. It is correct if it sounds right to the person being asked, but there are not very many such persons in twentieth century America. Most people will feel the form of trifle strange and if you are talking to them, the sentence is not quite correct. If you   are talking about a meeting of the pacific, "Shall you attend?" is a gross error.

In that situation, the correct form is "You gonna go?" (as cited in Sharma, 2005, p. 6).

In course of learning a foreign language, learners frequently make errors. Generally, the terms 'errors' and 'mistakes' are referred as synonyms, however, linguists take them quite differently. Errors occur in learners' spoken or written language and consist of deviation in phonology, grammar, lexical system and orthography of the target language. All of us make mistakes. We made mistakes when we learnt how to walk. No child can learn to walk without falling down. We even make mistakes while using the first language. In its general sense, mistakes are ill formed utterances; they may be grammatically or lexically unacceptable or inappropriate. These mistakes may occur at performance and competence level; the mistakes at competence level are technically known as errors.

Corder (1973, p.265) mentions:

The most obvious practical use of the analysis of errors is to the teacher. Errors provide feedback. They tell the teacher something about the effectiveness of his teaching materials and his teaching techniques; and show him what parts of the syllabus he has been following have been inadequately learned or taught and need further information. It enables in to decide whether he can move onto the next item on the syllabus or whether he must devote more time to the item he has been working on.

When an error analysis is carried out, it helps teachers identify or diagnose students' strengths and weaknesses during teaching learning process. Therefore, it can be a great aid to ascertain what further teaching is necessary.

1.2 Review of the Related Literature

While reviewing the research works carried out in the Department of English Education, it is seen that the majority of the works are in the error analysis. The research works, which have been carried out in the related field of this study, are mentioned here.

Kafle (2000) studied on "The Relationship between Acquired Formal and Functional Competence of Graduate Level Students." The objective of the study was to find out the relationship between acquired formal and functional competence of Graduate level students of English. The population of the study comprises 100 students of Bachelor level third year students studying with English major in five different campuses of Kathmandu valley. The tools for data collection consist of a set of questionnaires addressed to the respondents. He found that formal competence was better than functional one. Similarly, Pokhrel (2000) has studied on "Teaching Communicative Functions Inductively and Deductively." The objective of this study was to find out the relative effectiveness between inductive and deductive methods of teaching. The researcher has selected communicative functions as an area for testing these methods. The sample population constitutes the 24 students of Grade VIII of a private school in Nuwakot. The sample population was divided into two groups based on a pre-test and post-test. Then Group 'A' was taught deductively, Group 'B' inductively for a month. The same subject matter, medium, and materials were used, only the methods were different. The overall finding was that the inductive method was relatively more effective than deductive one, while teaching communicative function in general. Similarly, Prasai (2001) conducted a research on "A Study on Formal and Communicative Competence Acquired by the Ninth Grade students." The objective of the study was to find out the correlation between the students' formal and communicative competence. The population of the study consists of 97 students of ninth grade of the five secondary schools in Makawanpur district. The tools for data collection consist

of a set of questionnaires addressed to the respondents. The overall finding was that the students seemed to be more competent in communicative competence than they are in formal competence.

Dahal (2004) carried out a research on "Students' Proficiency in Expressing Communicative Functions." The objective of this study was to find out the students' proficiency in expressing communicative functions. The primary sources were the ninety six students studying in four different campuses/colleges of Kathmandu valley, forty eight from B.A. first year and forty eight from grade twelve. He found that the most of the exponents were found to be used under only one function, i.e. one exponent was used to serve only one function and most of the exponents were found in declarative forms. Similarly, Sharma (2004) carried out a research on "A Study on the Proficiency in the Communicative Functions and their Exponents." The objective of this study was to examine the students' performance in certain functions. The primary sources for data collection were the grade X students. The sample population of the study consists of 100 students of 10 class from 10 schools of southern part of Parbat district. Test items were the major tools for data collection. The overall finding of this study was that the students did not response to more questions in oral communication than in written test. So, they were weak in speaking skill than writing skill. Similarly, Paudel (2004) has studied on "A Comparative Study on the Communicative Proficiency of M.A. and M.Ed. first year Students." The objective of the study was to compare the communicative proficiency of M.A. and M.Ed. 1st year students. The tools for data collection consist of a set of test items addressed to the respondents. His conclusion was that the communicative proficiency of M. Ed first year students was better than the M. A. first Year students.

Bhandari (2005) carried out a research on "The Effectiveness of Pair Work and Group Work Technique in Teaching Communicative functions of English." The

objective of this study was to measure the effectiveness of pair work and group work technique in teaching communicative functions of English. The primary sources for the data collection were the students of grade IX studying at Vidhya Aarjan Secondary School of Mulpani VDC, Kathmandu. The researcher applied random sampling procedure. Test items were the main tools for the collection of data. The sample population consists of 32 students of grade IX. The overall finding was that group work technique had a relatively better impact in teaching the function of making request and responding to requests and giving commands. Similarly, Khanal (2007) carried out a research on "The Effectiveness of Communicative Method in Teaching Vocabulary." The objective of this study was to find out the effectiveness of communicative method in teaching vocabulary. The primary sources of data were the students of grade IX. The sample population constitutes the thirty students at grade IX of Sudesha High School, located at Nakkhu in Lalitpur district. The researcher applied non- random judgmental sampling procedures. Test items were the tools for data collection. She found that communicative method was more effective in the teaching of vocabulary than conventional one. Similarly, Bashyal (2007) carried out a research on "Communicative Proficiency of the Grade Nine Students: A Case of Kathmandu District." The objective of this study was to determine the communicative proficiency of private and public school students at grade nine. The primary sources of data for the study were the students of grade nine from different eight schools of Kathmandu district. The sample population of the study consists of 80 students from four private and four public schools. Test items were the tools for data collection. The overall finding was that while comparing the proficiency of the students between government and private schools, the students from private schools did better than government schools.

Jnawali (2007) carried out a research on "Grade X Students' Proficiency in the Use of Communicative Functions." The objective of this study was to find out

the students' weaknesses and strengths in the structures and communicative functions. The primary sources for data collection were the grade X students of public in Kathmandu and Lalitpur districts. Test items were the tools for data collection. He found that all the aimed population of the students took part in oral interview and their performance was seen satisfactory but not very good. Similarly, Niure (2008) has studied on "A Study on Written Communication Skills at Secondary Level Learners of English." The objective of the study was to find out to what extent the secondary level learners of English achieved the goals in written communication. The primary sources were the sixty S.L.C. appeared students of the year 2063 of Chitawan district. Test items were the tools for data collection. His major finding was that most of the learners were found feeling difficulty in interpreting paraorthographic texts and spelling mistakes were not taken seriously. Students felt difficulty in manipulating the tasks, they knew in various other practical situations. Similarly, Adhikari (2008) carried out a research on "Effectiveness of Communicative Method in Teaching Reading Comprehension." The objective of this study was to find out the effectiveness of communicative method in teaching reading comprehension. The primary sources were the forty students of grade IX in Chitawan district. The test items were the main tools for his data collection. He found that communicative method was more preferable than the conventional method for teaching reading comprehension.

The above reviews show that none of the research has been carried out on the "Formal and Communicative Competence in English" acquired by the students of grade ten. So, the researcher has selected this topic for the study.

1.3   Objectives of the Study

This study had the following objectives:

i)   to identify the students' formal and communicative competence,

ii)   to compare the students' formal competence with communicative competence,

iii)   to list some pedagogical implications.

1.4   Significance of the Study

The main purpose of teaching a language is to make the students able to communicate in the real life situation. The English curriculum has been changed and its aim is to develop the students' communicative competence. So, this study aims to identify and compare between formal and communicative competence in English acquired by the students of grade ten. Specifically, the research findings will be more beneficial to those who are involved in the language teaching and learning. This study will be helpful for those who will carry out a research on competence under English language teaching and methods. The findings of the study will be significant mainly for the ELT practitioners at secondary level.

Moreover, it will be equally useful to the textbook writers, curriculum designers, subject experts, examiners, classroom teachers and learners. Hopefully, this research will have a global significance, too.

CHAPTER – TWO

METHODOLOGY

In this study the researcher attempted to identify and compare the formal and communicative competence in English acquired by grade ten students.

2.1 Sources of Data

The researcher used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data for the study were the grade ten students of Kathmandu district.

2.1.2 Secondary Sources of Data

The secondary sources of data were related books: Corder (1973), Kumar (1996), Lyons (1970), Jones (1981), journals, English curriculum of secondary level, textbook and teacher guide of grade 10, and other related literature - Kafle (2000), Pokhrel (2000), Prasai (2001), Poudel (2004), Sharma (2004), Bhandari (2005), Khanal (2007), Bashyal (2007), Jnawali (2007), articles and test items.

2.2 Population of the Study

The population of the study consisted of the grade ten students who were studying English as the compulsory subject in Kathmandu district.

2.3 Sampling Procedure

The sample populations were 100 students of grade ten of five schools from Kathmandu district, viz., Grammmar Public Higher Secondary School,

Koteshwar, Creative Academy, Kirtipur, Janasewa Higher Secondary School, Panga, Kirtipur, Ujjawal Shishu Niketan Academy, Panga, Kirtipur and Paramount English Medium Secondary Boarding School, Kuleshower. Twenty students (10 boys and 10 girls) from each school were selected by using simple random procedures.

2.4 Tools for Data Collection

Test items were the major tools for the collection of data. They were prepared on the basis of the curriculum for grade ten. The prescribed structures and accuracy were focused providing the appropriate situation to get the written answers from the students to find out the formal competence. For communicative competence, the same set of test items were supplied to the students to have conversation in pairs and groups focusing on their fluency and situational appropriateness. Their conversation was recorded with the help of a tape recorder (as mentioned in sample test).

2.5 Process of Data Collection

Having the prepared copies of the tools, the researcher visited the selected five secondary schools of Kathmandu district. He met the school administrators and headmasters for their permission to carry out the study. After getting permission, he selected the students using simple random sampling procedure for the research. He identified all sampling units by assessing separate numbers to them. For the written test, the students were given the questions in the paper in which they wrote answers. For the spoken test, the researcher gave the instruction first and the students were asked to have the conversations in pairs which were recorded with the help of a tape recorder. The instruction was clearly mentioned in the test items and the researcher gave the brief information as well. The same set of tools was administered to all the students. Altogether 25 days were allotted for both tests; the researcher spent five days for each school for the collection of data.

2.5 Limitations of the Study

The study was limited in the following ways:

i) The population of the study was limited only to the five schools of the Kathmandu district.

ii) Only 100 students of grade ten were the primary sources of data collection.

iii) The same set of test items was administered in both written tests and conversations.

iv) The study focused only on formal and communicative competence of grade ten students.

v) Equal number of boys and girls (10 boys and 10 girls from each school) were involved in this study.

vi) Formal competence is mainly concerned with grammatical forms and structures of a language.

vii) Though communicative competence is vague in notion, situational appropriateness and fluency of the language were emphasized.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the collected data. For the analysis and interpretation of data, both quantitative and descriptive methods were used. Quantitative methods included simple statistical tools of average and percentage and descriptive methods included simple explanation of the data computed.

In this chapter, the researcher analyzed and interpreted the collected data in order to identify and compare between formal and communicative competence in English acquired by grade ten students. The overall performance of the students in conversation, analysis of the errors committed by the students in conversation and written form, gender wise comparison and collective comparison between formal and communicative competence are analyzed and interpreted under this chapter.

3.1 The Overall Performance of the Students in Conversation

The researcher had selected 20 students from each sample school consisting of an equal number of boys and girls. He designed 15 questions from the grade ten English textbook related to language functions. All the questions were asked orally as well as in written form for both formal and communicative competence. In this research, he tried to analyze the students' weaknesses and strengths in making communicative functions in relation to accuracy and situational appropriateness. So, responses and written answers were analyzed structurally and functionally concerned with accuracy and situational appropriateness.

Table No: 1 The Overall Performance in Conversation

S.N.	Communicative Functions	C.R. %	I.R. %	Total %
1	Expressing Sympathy	55	45	100
2	Making Request	70	30	100
3	Asking for Permission	60	40	100
4	Expressing Wishes	57	43	100
5	Suggesting and Advising	46	54	100
6	Asking to Repeat	52	48	100
7	Apologizing and Responding to Apology	42	58	100
8	Making Invitation/Offer	68	32	100
9	Giving Direction	63	37	100
10	Describing	69	31	100
11	Making Plans and Expressing Intensions	95	5	100

3.1.1. Expressing Sympathy

It represents the responses given by the students in the communicative function "Expressing Sympathy" in relation to accuracy and situational appropriateness. Students gave 55 % correct and 45% incorrect responses. Thus, it was found that the performance on the basis of correct responses of the students was greater than performance based on incorrect responses of them.

3.1.2 Making Request

It represents the responses given by the students in the communicative function "Making Request" in relation to accuracy and situational appropriateness. Students gave 70 % correct and 30% incorrect responses. Thus, it was found that the performance based on correct responses of the students was greater and satisfactory in comparison to the incorrect responses.

3.1.3 Asking for Permission

It represents the responses given by the students in the communicative function "Asking for Permission" in relation to accuracy and situational appropriateness. Students gave 60 % correct and 40 % incorrect responses. Thus, it was found that students' correct responses in asking for permission were satisfactory but not very good.

3.1.4 Expressing Wishes

It represents the responses given by the students in the communicative function "Expressing Wishes" in relation to accuracy and situational appropriateness. Students gave 57 % correct and 43 % incorrect responses in expressing wishes. Thus, it was found that the students' good performance in expressing wishes in terms of their correct responses was a bit satisfactory.

3.1.5 Suggesting and Advising

It represents the responses given by the students in the communicative function "Suggesting and advising" in relation to accuracy and situational appropriateness. Students gave 46 % correct and 54 % incorrect responses in suggesting and advising. Thus, it was found that performance based on correct responses was not well satisfactory.

3.1.6 Asking to Repeat

It represents the responses given by the students in the communicative function "Asking to Repeat" in relation to accuracy and situational appropriateness. Students gave 52 % correct and 48 % incorrect responses in asking to repeat. Thus, it was found that the students' performance based on correct responses was a bit satisfactory but not very good.

3.1.7 Apologizing and Responding to Apology

It represents the responses given by the students in the communicative function "Apologizing and Responding to Apology" in relation to accuracy and situational appropriateness. Students gave 42 % correct and 58 % incorrect responses in apologizing and responding to apology. Thus, it was found that the students' performance based on correct responses was less than that of incorrect responses.

3.1.8 Making Invitation/Offer

It represents the responses given by the students in the communicative function "Making Invitation/Offer" in relation to accuracy and situational appropriateness. Students gave 68 % correct and 32 incorrect responses in making invitation/ offer. Thus, it was found that the students' performance based on correct responses was satisfactory and greater than that of incorrect responses.

3.1.9 Giving Direction

It represents the responses given by the students in the communicative function "Giving Direction" in relation to accuracy and situational appropriateness. Students gave 63 % correct and 37 % incorrect responses in giving direction. Thus, it was found that the students' performance based on correct responses was greater than that of incorrect responses.

3.1.10 Describing

It represents the responses given by the students in the communicative function "Describing" in relation to accuracy and situational appropriateness. Students gave 69 % correct   and 31 % incorrect responses in describing things, persons and places. Thus, it was found that the performance based on correct responses of the students was greater and satisfactory in comparison to the incorrect responses of them.

3.1.11 Making Plans and Expressing Intensions

It represents the responses given by the students in the communicative functions "Making Plans and Expressing Intensions" in relation to accuracy and situational appropriateness. Students gave 95 % correct and 5 % incorrect responses in making plans and expressing intensions. Thus, it was found that the performance of the students' based on correct responses in this communicative function was excellent and well- satisfactory.

3.2 Analysis of the Errors in Conversation

The researcher designed 15 questions from the grade ten English textbook. All the questions were asked orally consisting of 10 boys and 10 girls from each sample school in analyzing the conversation. The responses of the students in conversation were analyzed structurally and functionally concerning with the situational appropriateness. Most of the students felt shy and hesitation while conducting the conversation. So, the researcher had to encourage them to speak. Mostly, students committed those errors in pronunciation, fluency, intonation, stress, grammar, repetition of words, lexical items, context/ situation and comprehension. In the following sub-headings, the errors committed by the students in conversation regarding different areas are analyzed.

Table No: 2 Errors in Conversation

S.N.	Error Area	Total Errors	Frequency in Percentage
1	Context/ Situation	95	12.5
2	Fluency	405	63.2
3	Pronunciation	552	72.97
4	Unclear Words / Sentences	205	32.75
5	Comprehension	80	11.33
6	Repetition of Words	113	17.55
Total		1450	

3.2.1 Errors in Context/ Situation

It represents the errors made by the students in context/ situation during the conversation. It was found that students made 95 contextual/ situational errors. The frequency of contextual errors was about 12.5 %. While speaking to each other, they traced out of the context. It means they failed to have the situational appropriateness in their conversation. For example; "You want your friend's notebook. What would you say to him?" they responded as "could you please borrow your notebook for few days?"

3.2.2 Errors in Fluency

It represents the errors made by the students in fluency during the conversation. It was found that students made 405 errors in fluency. The frequency of such errors was about 63.2 %. The researcher found that some of the students could not communicate fluently. They stopped time to time in conversation. For example;

    a. Please, don't disturb me…I want …be alone.

    b. Pramila sit down, will …'ll…we will eat dinner…a …dinner.

3.2.3 Errors in Pronunciation

It represents the errors made by the students in pronunciation during the conversation. It was found that students committed 552 errors in pronunciation whose frequency was about 72.97 %. They could not pronounce some of the words correctly. For example;

Words	Students' Pronunciation	Correct Pronunciation
School	/isku:l/	/sku:l/
Bird	/bard/	/b3:d/
Knocked	/knokd/	/ nokt/

3.2.4 Unclear Words/Sentences

It represents the errors made by the students in words/ sentences during the conversation. It was found that students committed 205 errors in words / sentences. The frequency of unclear words / sentences was about 32.75 %. They often committed errors in the grammatical use. For example;

a)   Would you mind to give me to your Notebook.

b)   Stay keep quietly, please.

This shows that students used the words but they did not use appropriate words in appropriate situation.

3.2.5 Errors in Comprehension

It represents the errors made by the students in comprehension during the conversation. It was found that students committed 80 errors in comprehension whose frequency was about 11.33 %. While they were having the conversation in pairs / groups, they could not understand the sense of language. So, they tried to run out of the right track. For example, in response to the situation "you are going to Pokhara to spend holidays. Make a short conversation between you and your partner", the students spoke like this,…I visit holidays Pokhara with my family. There my family stays three week. This response proves that students couldn't understand the situation appropriately.

3.2.6 Repetition of Words

It represents the errors made by the students in repetition of words during the conversation. It was found that students committed 113 errors in the repetition of words whose frequencies was about 17.55%. They repeated words frequently. For example, Please you are …You are my also… a parent and you have come to my school … come to my school program.

3.3 Analysis of the Errors in Written Forms

The researcher had selected 20 students of grade ten from each sample school consisting equal number of boys and girls. He had prepared 15 questions related to the language functions from grade ten English text books. While analyzing the written forms of the students, he mainly concerned with the accuracy i.e. structural aspects of language. He found that students mostly committed errors in tenses, subject–verb agreement, word–order, article, preposition, lexical item, spelling, punctuation, direct question and conjunction. In the following sub-headings, the errors committed by the students in written forms regarding different areas are analyzed.

Table No.: 3 Errors in Written Forms

S.N.	Error Area	Total Errors	Frequency in Percentage
1	Article	70	7
2	Preposition	85	8.5
3	Lexical item	110	11
4	Tense	150	15
5	Word order	190	19
6	Punctuation	130	13
7	Conjunction	60	6
8	S-V Agreement	205	20.5
9	Spelling	175	17.5
Total		1175	

3.3.1 Errors in Articles

It represents the errors in article committed by the students in written form. It

was found that students made 70 errors in article whose frequency was about 7%. They made either superfluous use of articles or misplaced them. For example;

a)   I'll go to the house.

b)   Yes, you will have to take examination next year.

c)   Sit is the honest girl.

3.3.2 Errors in Prepositions

It was found that the students made 85 errors in preposition whose frequency was about 8.5 %. Some students deleted prepositions, some used erroneously. For example;

a) May I go to home, sir?

b) I plan to go Pokhara.

c) I usually get up in 5.30 am.

d) They do not go school.

3.3.3 Errors in Lexical Items

It was found that the students made 110 errors whose frequency was about 11%. They used such words which seemed to be situationally inappropriate. For example;

a)   I am Pramila, you are not Preeti? I realize you are Preeti.

b)   We read in grade -10 and we are famous all teachers and students.

c)   They are poor also so.

3.3.4 Errors in Tenses

It represents the errors in tense committed by the students in written form. It was found that students made 150 errors whose frequency was about 15%. They used

such words with inappropriate tense. For example;

a) Last year I am going to Pokhara with my uncle.

b) Everybody make a good plan to visit new places.

c) Television is necessary because it gave different types of knowledge about word.

3.3.5 Errors in Word–Order

It was found that the students made 190 errors whose frequency was about 19%. They supplied sentences without taking care of the proper sequence of words and sentences. For example;

a) When you go to Pokhara?

b) Why you didn't join in our party?

c) They go not to school.

3.3.6 Errors in Punctuation

It was found that the students made 130 errors in punctuation whose frequency was about 13 %. Most of the students committed errors in the uses of question marks, full stops and hyphen. For example;

a) Interviewer: Good Morning! I would like to welcome you.

Interviewee: Good Morning and thank you too.

b) Phokara is a beautiful place has you ever visited Pokhara?

c) You can vehicle up to Tribhuwan University?

3.3.7 Errors in Conjunctions

It was found that the students made 60 errors in conjunction whose frequency was about 6%. They used conjunctions or connectives inappropriately. For

example;

a) You went Pokhara before but you didn't call me.

b) I say to my friend that she is disturbing me and I want to stay alone and I asked him to live me alone.

c) You shouldn't be hopeless why don't you join me to read?

3.3.8 Errors in Subject-Verb agreement

It represents the errors in subject – verb agreement committed by the students in written form. It was found that students made 205 errors in subject – verb agreement whose frequency was about 20.5 %. Some of them deleted verbs; some supplied wrong use of auxiliary verbs, too. For example;

a) I sorry. I mistake.

b) Television help us in various purposes.

c) I'll going to pokhara in my holidays.

d) Television is important Because it provide information and new of different places.

3.3.9 Errors in Spellings

It was found that the students made 175 errors in spelling whose frequency was about 17.5%. They wrote the incorrect spellings of the words frequently. For example;

Spelling of words written by students	Correct Spelling
Headach	Headache
Tribhuwan	Tribhuvan
Idia	Idea
Vehicall	Vehicle
Engering Course	Engineering course
Happend	Happened

3.4 Gender–wise Comparison in Conversation and Written Form

The researcher had selected 100 students of grade ten from five different schools situated in Kathmandu district. Twenty students (10 boys and 10 girls) from each school were selected. Under this category, the total errors made by the girls and boys are interpreted. The following table shows the distribution of errors committed by them in conversation and written form.

Table No- 4 Gender-wise Comparison

Variable	Sample Size	Error in Conversation	Percentage	Errors in Written Form	Percentage
Boys	50	696	48	600	51
Girls	50	754	52	575	49
Total	100	1450	100	1175	100

The Table shows the errors committed by the boys and girls in conversation and written form. The researcher attempted to identify and compare formal and communicative competence of boys and girls on the basis of errors they committed in different areas such as structures, accuracy, fluency and situational appropriateness. There were altogether 1450 errors committed by both boys and

girls in conversation. Boys committed 696 errors i.e. 48 % errors whereas girls committed 754 errors i.e. 52 % errors out of total errors. This research proves that girls committed more errors in conversation than boys. The researcher found out that while conducting conversation between students in pair and group, girls had more shyness, less motivation and feeling of hesitation in comparison to boys. Therefore, boys had better performance than girls in conversation.

On the other hand, there were altogether 1175 errors committed by both boys and girls in written form. Boys committed 600 errors i.e. 51 % errors whereas girls committed 575 errors i.e. 49 % errors out of total errors. This research proves that boys committed more errors in written form than girls. It means girls were more structurally accurate than boys in written forms regarding the use of article, preposition, lexical items, spelling, subject- verb agreement, word order punctuation and conjunction.

3.5 Collective Comparison between Formal and Communicative Competence

Formal competence is concerned with grammatical forms and structures. It aims at achieving accuracy. The focus of linguistic theory is to characterize abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. However, communicative competence enables the human beings to convey a message and to negotiate meanings interpersonally within a specific context. It assumes that language learning is learning to interact. It highly focuses on fluency and situational appropriateness in social interaction with other people.

After analyzing the collected data of the students, they were grouped into 3 grades for written form according to their frequency of errors.

Frequency of Errors	Grade
Less than 20%	A
21% to 30%	B
More than 30%	C

Similarly, after analyzing the collected data, the students were grouped into 3 grades for conversation according to their frequency of errors.

Frequency of Errors	Grade
Less than 20%	A
21% to 30%	B
More than 30%	C

The written answers and spoken dialogues were evaluated considering the grammatical, lexical and contextual elements, then divided into three grades, the first grade 'A', the second grade 'B' and the third grade 'C' respectively. The following table shows the distribution of errors made by students in written form and conversation and obtained grade by them on the basis of the errors they made.

Table No. 5 Collective Comparison

Grade	No. of Respondent	Errors in Written Form	No. of Respondent	Errors in Conversation
A	20	150	9	70
B	50	580	15	175
C	30	445	76	1230
Total	100	1175	100	1450

The Table shows that the majority of the students made errors in written forms, especially in articles, preposition, lexical items, word order, subject -verb agreement, spelling and tense. Students made 1175 errors in those areas of written form. However, the majority of the students made more number of errors in conversation than in written forms, especially in such areas as context, fluency, pronunciation, unclear words/sentences, comprehension and repetition of the words. It was found that students made 1450 errors in conversation. This also proves that students were more competent in written form than in

conversation There were altogether 1175 errors committed by the students in written form whereas 1450 errors committed by them in conversation. This also proves that students were more competent in written form than in conversation.

Twenty students secured the first grade 'A' in written form whereas only nine students secured it in conversation. In the same way, fifty students secured the grade 'B' in written form whereas only fifteen students secured it in conversation. Only thirty students secured the third grade 'C' in written form whereas seventy six students secured it in conversation. This shows that students were more competent in written form than spoken form.

The researcher also conducted the group discussion programme among the respondents to know why they feel difficulty in using the language that they know. They said that written form in the same subject matter is easier to deal with than in spoken form. In fact, they committed more errors in spoken form than in written form. Therefore, it was found that students were better in formal competence in comparison to communicative competence.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

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

1. a) The performance of the students based on correct responses in making plans and expressing intentions was excellent and well- satisfactory. They gave 95 % correct and 5 % incorrect responses in it. However, their performance based on correct responses in apologizing and responding to apology was less than that of incorrect responses. They gave 42 % correct and 58 % incorrect responses in it.

   b) It was found that students made 60 errors in conjunctions whereas they made 205 errors in subject- verb agreement. Therefore, they made least number of errors in the use of conjunctions and highest number of errors in subject-verb agreement in written form.

   c) The students altogether made 1450 errors in conversation. They made 1175 errors in written form. They were able to write but not able to speak as efficiently as they could write.

2. a) 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 forms than in written form.

   b) It was found that girls committed more errors than boys in conversation. The girls altogether committed 754 errors in conversation whereas boys committed 696 errors in it. Girls had more shyness, less motivation and

feeling of hesitation during the conversation in comparison to boys. Thus, boys had better performance than girls in conversation.

c) Boys committed more errors in written form than girls. They committed 600 errors in written form whereas girls committed 575 errors in it. Thus, it was found that girls were more structurally accurate especially in the use of article, preposition, tense, subject- verb agreement, word order, spelling and lexical item in written form than boys.

d) Twenty students could be able to secure the first grade 'A' in the written test. They committed 150 errors in written form. However, only nine students got it in conversation. They committed 70 errors in it. It shows that most of the students were weak in spoken form in comparison to written form.

e) Thirty students could be able to secure the second grade 'B' in written test whereas only fifteen students secured it in conversation. Most of the students who secured grade 'B' in written test could get grade 'C' in conversation.

f) Fifty students secured grade 'C' in written test whereas seventy six students got it in conversation. This shows that majority of the students were weaker in conversation using the language forms and functions in appropriate situation.

g) Thus, it was found that students were more competent in formal competence than in communicative competence.

3. a) All the students (i.e. 100 students) took part actively in written form and performed better in it whereas some of them felt shyness and hesitation in their conversation.

b) In the group discussion, all the respondents told the researcher that they felt easy to express their ideas in written form than in spoken form. This shows that students have more difficulties in speaking than in writing.

4.2. Recommendations

The researcher attempted to identify and find out the relationship between formal and communicative competence. He found out that formal competence is better than communicative competence of the grade ten students. The findings of the study are useful for everyone involved in teaching the English language. In fact, formal and communicative competence should go side by side. However, we do not have satisfactory conditions regarding this subject matter in our educational institutions. So, the researcher would like to recommend the following suggestions for the pedagogical implications.

1. The teacher should focus on communication but attention should also be given to 'correctness' aspect of language. That is to say, the teacher should teach 'about the language' i.e. rules for formal competence and 'the language itself' i.e. appropriateness in language use for communicative competence.

2. Students should be encouraged to speak the English language inside as well as outside the classroom.

3. The English language syllabus has just been changed and it has adopted communicative approach of teaching English. Therefore, teachers, students and administers should be sincere enough to apply it.

4. All English teachers who have been teaching communicative English should be trained to teach it.

5. Effective and appropriate materials, for example, the textbooks, practice books, exercise books and listening cassettes are to be prepared and supplied soon.

6. The class size should be small to make students involve in practice. Without adequate practice, language can be learned well.

7. Each student should be provided opportunity to involve and practise language structures and functions in the classroom.

8. One language should be taught through the same language but not through another language. This means the English language should be taught through English not through Nepali.

9. The trained teachers who teach communicative English are to be gathered to exchange their practical experience.

10. Seminars, workshops and group discussions among the scholars should be organized to exchange and develop the ideas for its improvement.

11. Language is closely related to its native speaker's culture. English culture and Nepali culture are different. So, the students are facing several cultural problems while learning English. Basic cultural aspects associated with the English language should properly be to enable the students understand such aspects.

12. Regular checking, observation and suggestions from the experts should be continued for the better result.

13. The teachers should not depend on only the matters described in the text book, they should construct relevant and communicative activities for genuine communication and students should be encourage talking about themselves.

14. Real conversations and dialogues as well as various language functions (i.e. communicative functions) should be presented by simulating the environment in the classroom. So that the learners can develop the concept of grammatical features with the help of conversations, dialogues and language functions.

15. Language should be viewed as means of social interaction. Therefore, communicative aspects of language should be given due emphasis in teaching.

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APPENDICES

APPENDIX - I

Test Items to the Respondents

What would you say in the following situations?

1. Your friend's brother is sick and kept in the hospital. Express your sympathy to your friend in this situation.
2. You want your friend's notebook. What would you say to him?
3. You have a headache and want to go home. Now ask your teacher for permission.
4. One of your friends is going for job interview. You meet him or her in the street.
5. You are busy in study. One of your friends is disturbing you. You want to be alone.
6. Your partner wants to take an exam but he is not well prepared. Now advice in this situation.
7. You are talking with a foreign friend. S/he tells you his /her name and address but s/he speaks very fast you can not follow him/her. You want him/her to repeat that.
8. You want your fried to have dinner with you. What would you say to him?
9. Your school is going to have a parents' day ceremony. Request your uncle to come and attend the ceremony.
10. You knock over your cup of tea and spill it on your friend's trousers. Ask for an apology in this situation.
11. Suppose you are in New Baneshwor. Give the direction how to reach Tribhuvan University.
12. You are familiar with television. Describe the purposes and functions of TV.

13. You are going to Pokhara to spend your holidays. Make a short conversation between you and your partner using the clues: Pokhara, Lodge, Phewa Lake, Trekking, Mahendra Cave.

14. You might have seen the children at your locality who do not go to school, make a short conversation with your friend about those children and tell him why they do not go to school.

15. Complete the following conversation.

Interviewer: Good morning! I would like to welcome you.

Interviewee: …………………………………

Interviewer: What is your good name, please?

Interviewee: ……………………………….

Interviewer: Could you please tell me where you are from?

Interviewee: …………………………………………

Interviewer: Thank you. Would you please describe your family in brief?

Interviewee: …………………………………………

Interviewer: Right. .... Umm……What is your future plan?

Interviewee: …………………………………………………

Interviewer: What is the situation of your environment out of place?

Interviewee: …………………………………………………..

Interviewer: Would you please describe your school in brief?

Interviewee: …………………………………………………

Interviewer: What are the optional subjects that you have selected?

Interviewee: …………………………………………

Interviewer: Thank you very much for your kind help.

Interviewee: ……………………………………….

<p style="text-align:center">Thank You</p>