

CHAPTER - I

INTRODUCTION

1.1 General Background

Language is the most widely used means of communication among people. It is a pure gift of human beings. No other creatures use language except human beings. So, it is species specific. It is specially human possession. Language is the medium of communication by the help of which human are being able to interact, share and interchange their ideas, opinions and thoughts with each other. Many languages have their own writing system but some languages do not have. Language has different characteristics which make it different from other communication systems.

Language is a means of communication through which we share our ideas, feelings, thoughts and emotions. Language is so essential for human beings that it is almost impossible to survive without it. In fact, the uniqueness of human lies in the way he/she communicates with language. It is language that makes him/her different from other animals.

Regarding the definition of language, different scholars have defined in different ways, such as:

According to Sapir (1978:8) "Language is a purely human and non instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols". Language has been defined as the voluntary vocal system of human communication (Sthapit: Class Lectures)

"Language is not an end in itself, just as little as railway tracks; it is a way of connection between souls, a means of communication.....

Language is the most complete the richest & the best means of communication; it bridges the physical chasm between individuals ..."
(Jasperson, 1904:4)

While teaching a language, we must not ignore its components. The basic components of every language are phonology, lexicon, grammar and semantics. All these components make the totality of the language. So, all the components should be taught at the time of learning language. But all the components can not be taught at the same time, the whole realm of English teaching can be divided into teaching pronunciation, teaching vocabulary, teaching grammar and teaching of language skills

1.1.1. The English Language

There are a number of languages in the world. English is one of the most dominant international language in the universe. It is a prestigious and a standard language of the world. It is spoken as mother tongue in the countries like, Britain, America, Canada, etc. It serves the function as lingua-franca in the world. Most of the significant deeds in any discipline of the world are found in English. It has the largest body of vocabulary and the richest body of literature. It is not only a principal language for international communication but also a gateway to the world body of knowledge.

Baugh et al., (2002:6) hold the view that, "English is widely used as a second language and as a foreign language throughout the world. The number of speakers who have acquired English as a second language with native fluency is estimated to be between 350 and 400 billion".

We have derived 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 changed the present curriculum in communicative functional aspect of language.

1.1.2 English in Nepal

The development of English education in Nepal is closely associated with the rise of prime minister Jung Bahadur Rana. After his visit of England, he established Durbar High school in 1853. It was the first School to teach the English language in Nepal. Since then English has mentioned on the curriculum from grade four up to master's level. In some faculties, it has been made compulsory up to Bachelor's level. Now, it has been modernized to fulfill its aims of teaching and learning. In the past, there were no trained teachers and teaching techniques. To solve this problems, in T.U. there are mainly two departments which are dealing with the English language with different purposes. Such as: "The Central Department of English' which emphasizes on language, literature and art. On the other hand, there is "The department of English Education" which concerns to produce the trained teachers.

In this research, the researcher has focused on the communicative ability of bachelor level students in English and its implication appropriately. A speaker or learner of a second language may not have communicative competence in that language even if he/she is linguistically and literally competent. On the other hand, communicative proficiency is given more emphasize regarding the spoken form as the

primary form of language whereas other forms of language are secondary.

1.1.3 Language Function

Language function can be broadly classified as grammatical and communicative functions. Grammatical functions deal about the relationship between/among the constituents within a sentence. Mainly, there are five grammatical functions; they are subject, predicate, object, complement and adjunct. For example, in the sentence. 'He gives me a book', he is the subject; 'a book' is the object of the sentence 'gives' is the predicate and the rest part is complement etc. The main function of language is its communicative function. Communicative function of the language refers to the communication 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.

In short, the term language function or function of language generally refers to the communicative function of language. Grammatical function is outside the scope of this research. So, communicative function is described in some detail here.

According to Sthapit (2000:9) "A thing can be said to have at least three facets: substance, form and function. For example, the three facets of a glass can be described as:

Substance: Glass, paper or plastic

Form: Cylindrical with one end open

Function: Serving liquids

Similarly, a language can be said to have the following three facets:

Substance: Sounds/letters and punctuation marks,

Form: Patterns of sounds/letters, words and phrase

Function: Communicating message.

For instance, a glass serves the purpose of serving liquid or it is used to serve liquid, therefore serving liquid is a function of a glass. Similarly language serves the purpose of describing people or it is used to describe people. Describing people is the function of language. Thus, we can say that language function is to serve the communication".

1.1.4 Language Function: Some Classification

Now an important question arises. How many kinds of functions does language have? According to Sthapit (2000:10), "This question can't be answered definitely, partly, because the complex nature of language and society and their interrelationship defines any such enumeration and partly because there is nothing like the only right or proper way of classifying language functions. As a result the number of communicative functions of language depends on how broad or how narrow a given classification system is". Therefore, it is natural for several linguists to classify language functions differently. Some such classifications are given below.

M.A.K. Halliday (1964) classifies the function of language into three categories:-

i. Ideational Function

Expressing ideas and message i.e. the speaker's experience of the real external world including the inner-world of his consciousness are ideational functions.

ii. Interpersonal Function

The use of language to maintain interpersonal social relationship is related to interpersonal of language. By means of this function of language makes a society living and dynamic.

iii. Textual Function

Textual function refers to the talking of language itself. In other words, language is used to make itself cohesive and coherent. This enables the speaker or writer to construct a text and enables the learner or reader to distinguish a text from a random set of sentences.

J.L Austin (1962) talks about two types of language function:-

i. Constative Function/Sentence

The constative sentence or expression describes states or tells us something about something. It doesn't demand any physical or verbal responses. It just refers to something without making any change. For example, I am teacher. The earth is round, etc

ii. Performative Function /Sentence

The performative sentence or expression performs some action or does some acts. It makes some change in situation demanding verbal or physical response. For example, 'Go there', 'what is your name?' etc.

J.A. Van Ek. (1975) has classified the function of language into six Different types:-

- i. Imparting and seeking factual information. (Identifying, reporting, correcting, asking etc)

- ii. Expressing and finding out Intellectual attitudes (expressing and enquiring about agreement and disagreement, accepting or declining an offer or invitation etc)
- iii. Expressing and finding out modern attitudes (apologizing, approving or disapproving etc)
- iv. Getting things done (suasion, suggesting, course of action, advising, warning, etc)
- v. Socializing (greeting and leaving people, attracting attention, proposing a toast etc.)

D.A. Wilkins (1976) distinguishes eight language functions:-

- i. Modality: It describes the degree of certainty or judgment.
- ii. Moral discipline and evaluation: It serves to express approval and disapproval.
- iii. Suasion: This Function serves to persuade, suggest, argue and request.
- iv. Argument: This helps us informing, arguing, asserting, denying etc.
- v. Rational enquiry and exposition. This function of language serves to indicate exemplify, define and draw inferences etc.
- vi. Personal emotions: This language function is used to express pleasure, displeasure, annoyance, irritation etc.
- vii. Emotional relations: This language function serves to express greetings, attitudes etc.
- viii. Interpersonal relations: This function of language is used to express different degrees of formalities in society.

Finocchiaro (1983) classifies the language functions into the following broad categories:-

- i) Personal: Clarifying or arranging one's ideas, expressing one's thought or feelings.
- ii) Interpersonal: Enabling us to establish and maintain desirable social relationships.
- iii) Directive: Attempting to influence the actions of others accepting or refusing direction.
- iv) Referential: Talking to report things, actions, events, or people in the environment in the future, talking about language (often learned as meta linguistic)
- v) Imaginative: Discussing, expressing ideas, suggesting, solving problems, etc.

S. Pit Corder (1973:44) classifies language functions on the basis of the factors of a speech event, which are as follows:-

- i. Personal: If the orientation is towards the speaker we have the personal function of language. It is through this function that the speaker reveals his attitude towards what he is speaking about
- ii. Directive: If the orientation is towards the hearer we have the directive function of language. It is the function of controlling the behaviour of the participant.
- iii. Phatic: If the focus is on the contact between the participants we have the phatic function of language, which establishes relations, maintains them, and promotes feelings of goodwill and fellowship or social solidarity.
- iv. Referential: If the focus is on topic we have referential function of language.
- v. Meta linguistic : This function is associated with the code. When language is used to talk about language itself, it is the meta linguistic function of language.

- vi. Imaginative: Where the focus is on the message we have the imaginative function of language.

From the above classifications of language function, we can draw a conclusion that the number of language function depends on classification.

1.1.5 Communicative Proficiency: A Theoretical Review

Communicative proficiency is described as communicative competence and communicative language ability. A brief overview of its follows:

1.1.5.1 Communicative Competence

Communicative competence is that aspect of competence that enables the human beings to convey and interpret a message and to negotiate meanings interpersonally in a specific context. It refers to the native speaker's ability to produce and understand sentences, which are appropriate to the context in which they occur what speakers need to know in order to communicate effectively in distinct social settings.

Richards, et al. (1985:49) defined, "Communicative competence is the ability not only to apply the grammatical rules of a 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 rules of speaking (e.g. knowing how to begin and end conversations knowing that topics may be talked about in different types may be talked about in different types of speech

events, knowing which address forms should be used with different persons one speaks to and in different persons one speaks to and in different situations)

- c. Knowing how to use and respond to different types of speech acts, such as request, apologies, thanks and invitations.
- d. Knowing how to use language appropriately. For e.g. when someone wishes to communicate with others, they must recognize the social setting, their relationship to the other persons and the types of language they can be used for a particular occasion. They must also be able to interpret written or spoken sentences within the total context in which they are used for e.g. the English statement "its rather cold here" could be a request particularly to someone in lower role relationship, to close a window or a door or to turn on the heating.

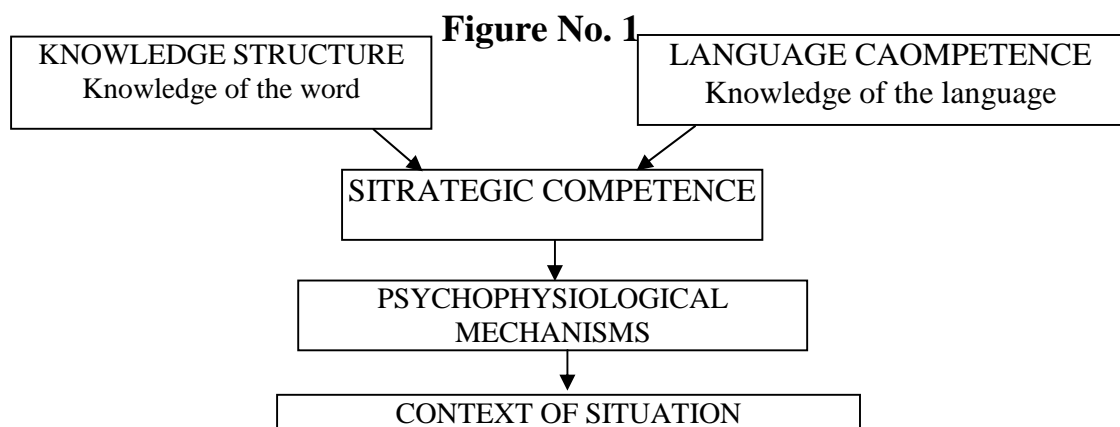
1.1.5.2 A Theoretical Framework of Communicative Language Ability

According to Bachman (1990), CLA can be described as consisting of both knowledge or competence and the capacity for implementing or executing that competence in appropriate contextualized communicative language use. In this theoretical framework of CLA he has included the three components:-

1. Language competence
2. Strategic competence
3. Psycho-physiological mechanisms

Language competence comprises essentially a set of specific knowledge components that are utilized in communication via language. Strategic competence is a term that is used to characterize the mental

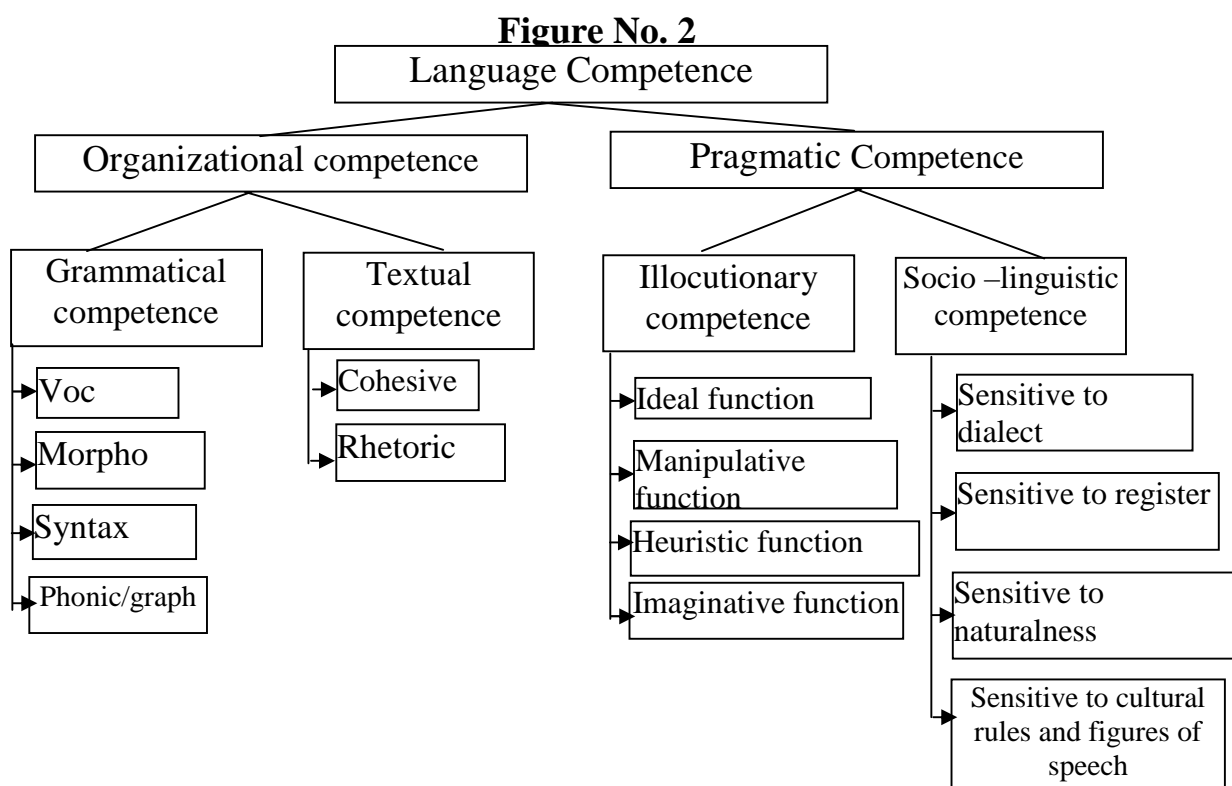
capacity for implementing the components of language competence in conceptualized communicative language use. Strategic competence, thus, provides the means for relating language competencies to features of the context of situation in which language use takes place and to the language users knowledge structures (Socio-cultural knowledge 'real world' knowledge). Psycho-physiological mechanism refers to the neurological and psychological processes involved in the actual execution of language as a physical phenomenon (sound, light). The interactions of these components of CLA with the language use context and language user's knowledge structures are illustrated in the following figure:



Source: Components of Communicative language ability in communicative language use. (Bachman, 1990:87)

The description of language competence presented here builds up on these empirical findings by grouping morphology, syntax, vocabulary, cohesion, and organization under one component “organizational competence” pragmatic competence is redefined to include not only elements sociolinguistic competence but also those abilities related to the functions that are performed through language use. Language competencies can thus be classified into two types, organizational

competence and pragmatic competence. Each of these consists of several categories. The components are illustrated in the following figure:



Source: Components of language competence (Bachman 1990: 85)

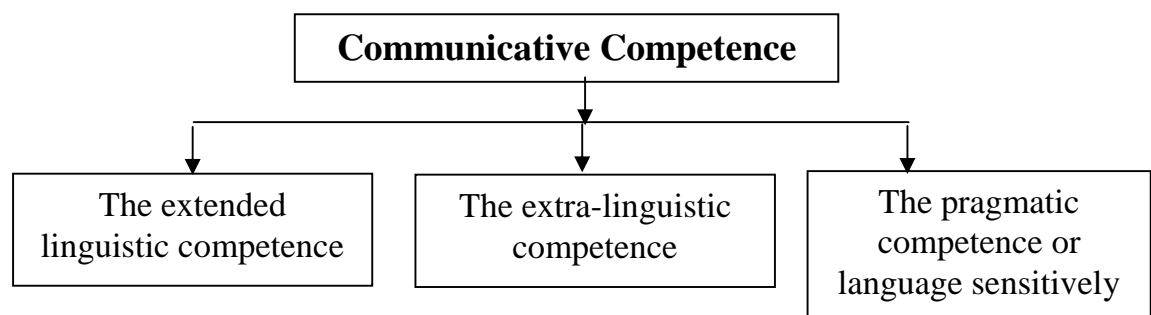
In describing a theoretical framework for specifying individual's communicative competence in a second language, Munby (1978) includes 'linguistic encoding' (the realization of language use as verbal forms) 'socio-semantic basis of linguistic knowledge, and discourse level of operation'. 'Canale and Swain (1980), examining theoretical basis of, language teaching and language testing distinguish 'grammatical competence', which includes lexis, morphology, sentence grammar semantics, and phonology from 'Socio-linguistic competence' which consists of socio-cultural rules of discourse, while Canale (1983), makes a further distinction between 'socio-linguistic competence' and discourse competence' (Cohesion and coherence). Finally, Hymes (1982) in a far reaching description of 'linguistic competence' includes 'resource

grammar' 'discourse grammar' and performance style. Bachman and Palmer (1982), on the other hand, found some support for distinctness of components of what they called 'communicative proficiency' They developed pragmatic competence and sociolinguistic competence. The result of the study suggests that their components of what they called grammatical and pragmatic competence are closely related with each other.

1.1.5.3 Sthapit's Description and Characterization of Communicative Competence

According to Sthapit (2000), the concept of Communicative competence is so vast and complicated that possibly no answer can describe it comprehensively or even adequately. Communicative competence in its entirety will perhaps remain unexplained forever.

Broadly Speaking, Communicative Competence can be said to consist of the following three components;



The extended linguistic competence

The "extended linguistic competence" is "linguistic competence" extended in two directions: vertically and horizontally. Along the vertical dimension, the extension is stretched out to higher levels of language. Linguistic competence covers the competence of linguistic texts up to the sentences level only; extended linguistic, competence includes the competence of linguistic texts of supra-sentential levels as well . And

along the horizontal dimension, it adds a functional or communicative perspective to linguistic competence. Linguistic competence deals only with the formal systems of language, extended linguistic competence looks at language not only as a system of forms or structures, but also as a system of discourse or communicative acts.

The extra-Linguistic Competence.

Defining extra-linguistic competence he said that learning to communicate in a foreign tongue involves not just learning to use the language in questions, but also learning to behave according to the culture, non verbal/behavioral systems also differ from culture of that speech community. Just as languages differ from culture to culture. So, the teaching of these extra linguistic systems should form an integral part of language teaching in its broadened sense. So, while teaching the language to develop the communicative ability, we should teach the other modes (non-verbal behavioral patterns) of communication as well not as alternative means of communication, but as an integral part of communication.

The pragmatic competence or language sensitivity.

What exactly constitutes pragmatic competence cannot be pointed out specifically. It is being studied currently . Talking about pragmatic competence is just like taking about 'pandora's box'. Basically, it refers to the language users ability to assess the context to communication as a whole which includes sensitivity to and knowledge of the environment; the physical and socio –economic characteristics of things and the functions they serve in our daily lives; the behavioral patterns of human beings; the social norms and values; the semantic systems underlying symbols and allusions, connotations and collocations, overtones and

undertones; the paralinguistic and sociolinguistic features of communication; the strategies adopted for effective communication; the body language and other individual characteristic features of the participants involved; and a complicated network of interrelationships among all these factors. In addition, pragmatic competence incorporates lots of other residual features we generally refer to as common sense. Anything obvious or self-explanatory is automatically understood and therefore, need not be expressed explicitly. Our common sense takes care of it. For instance, ask one of your students in classroom to close the door. He will first stand up, then walk to the door, hold the knob or handle of the door, turn it round and pull it with adequate force so that the door just gets open. Now, just imagine how he manages to interpret your instruction to open the door as doing all those activities and in that specific sequence as mentioned above. It is his common sense that helps him to interpret the message correctly and this common sense is a part of his pragmatic competence.

So, our ELT (English Language Teaching) package should contain materials that will facilitate the learners in acquiring, these three types of competence in the language.

From the above discussion, it can be concluded that the characterization and definition of 'Communicative Competence' presented by Sthapit (2000), is more convincing to some extents than others' view of communicative competence.

However, some scholars have given their own views regarding the issues of language competence but in this research the researcher has used the terms 'language competence', 'communicative language ability' and 'communicative competence' synonymously in its broad sense. And

the researcher has followed the characterization and description of 'communicative competence' mentioned by Sthapit (2000). There are mainly two reasons to be followed his deals on 'communicative competence'. Firstly, to make the research more purposeful and objective (because his classification is directly associated with objective of language teaching and learning 'what to teach) as he has mentioned that the objective of language teaching and learning is to develop the communicative competence. Secondly, the characteristics mentioned in his (Sthapit's) 'communicative competence' are more advanced and wider in nature, in a number of reasons (which are already discussed in the above page) than Canale and Swain (1980), Canale (1983) Savignon (1983), and Bachman (1990: 87)

And lastly, it is more convinced than Noam Chomsky's "competence" used in the context of transformational generative grammar in number of ways. Firstly, Chomsky's competence is formal in nature but Sthapit's competence is formal and functional (both) in nature. Secondly the Chomsky's 'competence' is limited to the sentences level only (linguistic competence) but Sthapit's "Extended linguistic competence" has extended in two directions; along the vertical dimension, he has extended "linguistic competence" from sentence level to supra sentential level as well. And along the horizontal dimension, he had added the system of 'discourse' or 'communicative acts' in to the formal systems of language. Thirdly, the Chomsky's competence is based on idealized data (data from an ideal speaker/listener) and Sthapit's competence is based on real life data. Fourthly, Chomsky uses the term 'competence' only in the sense of underlying mental abilities whereas the Sthapit's term 'competence' includes both mental and performance abilities of language.

1.1.6 Measurement of Communicative Proficiency

The term 'measurement' refers to the process of quantifying the characteristics of persons according to explicit procedures and rules. This definition of measurement includes three distinguishing features of an individual such as quantification, characteristics, and rules and procedures. Here quantification involves the assigning of numbers such as verbal accounts or nonverbal, non-numerical categories or rankings etc. The second term 'characteristics' refers to the indirect observation of mental attributes such as aptitude, intelligence, motivation and field dependence/independence and attitude etc. The third characteristic of measurement is rules and procedures. It means the 'blind' or haphazard assignment of numbers to characteristics of individuals cannot be regarded as measurement. Measures then are distinguished from such 'pseudo measurement' by the explicit procedures and rules upon which they are based. There are many different types of measure in the social sciences including rankings, rating scales and tests.

The language abilities we are interested in measuring are abstract and that we can never directly observe, or know in any absolute sense, an individual's true score for any ability. This can be only being estimated on the basis of the score actually obtained on a given test of that ability.

Here, the researcher has tried to test (measure) overall communicative proficiency through their (informants) performance using communicative language test as a tool to perceive communicative the ability of students. The researcher believes that testing communicative proficiency of the second language learners/users is an abstract phenomenon in the sense that no one can measure the language proficiency fully as the hundred percent valid test. Whereas, the

researcher has supposed to test communicative ability by testing (i) communicative function (ii) pragmatic sensibility, (iii) oral production tests (speaking test) etc.

1.1.6.1 Testing Communicative Functions

Language is used to communicate something in the society/ community. So the purpose of the language is to exchange the ideas and feelings among the society and people. In short, the service of language in a community or between listener and speaker is the language function. For example, requesting, commanding, suggesting etc. So, communicative function test tends to measure the language in use regarding the ability of expressing and understanding different communicative functions in different situations. The type of questions for communicative test should be either to find out the suitable expression for the given situation or to find out that what communicative function is served by each of the given exponents. For eg.

Type 1: Which of the following request is the most polite?

- a. Open the window.
- b. Open the window, please.
- c. Open the window, will you?
- d. Would you mind opening the window?

Type 2: Fill in the blanks with appropriate words:

The expression "pardon me...." serves the communicative function of

1.1.6.2 Testing Pragmatic Sensitivity

Pragmatics refers to the study of language in social context. Context refers to mainly the participants such as speaker and hearer, and situation (the time, place) etc. In another words, pragmatics deals with the relationship between language and context in which the language and its meaning is interpreted. Pragmatics, thus, is the highest and the most abstract levels of language and is difficult to test its sensitivity. However, the following type of questions can be used for testing pragmatic sensitivity. For example:

A father addressing to his daughter says, "Stop talking like that otherwise I will kill you". This means the father:

- i. Intends to kill his daughter
- ii. Believe he can kill his daughter
- iii. Wants to frighten his daughter etc.

1.1.6.3 Oral Production Tests: (Speaking test)

Testing the ability to speak is the most important aspect of language testing. However, at all stages beyond like elementary levels of mimicry and repetition, it is an extremely difficult skill to test, as it is far too complex a skill to permit any reliable analysis to be made for the purpose of objective testing. Questions relatively to criteria for measuring the speaking skills and correct pronunciation remain largely unanswered. It is possible for people but still be unable to communicate their ideas appropriately and effectively. On the other hand, people can make numerous errors in both phonology and syntax yet succeed in expressing themselves fairly and clearly.

The general technique of testing speaking is to give the students sufficient clues to produce certain utterances that contain the problems. The usual techniques of testing speaking ability may take usually the form of oral interview, a picture description, reading aloud etc.

The researcher has tried to test the oral productions through their performance such as:

i. To give the direction

Picture/map/indicating any place with proper clues supposing to test the connected speech in a realistic context.

ii. To give an oral interview/oral conversation

1.2 The Review of Related Literature

Different research studies have been carried out related to the communicative competence. They are as follows:

Giri (1981) carried out a research on 'A comparative study of English language proficiency of the students studying in grade 10 in the secondary level of Doti and Kathmandu districts'. He found that the students of urban area had greater proficiency in the English language than the rural school students.

Pokheral (2000) has studied on "Teaching communicative functions inductively and deductively". He found that teaching communicative function inductively is satisfactory than teaching them deductively.

Guragain (2003) carried out a research entitled "A Study on the learners' ability to use colloquial communicative expressions." He found that the communicative function of language has been completely

ignored. He also found that interpreting the expression is better than producing the same.

Paudel (2004) conducted a research work on "A comparative study on the communicative proficiency of M.A. and M.Ed 1st year students". His conclusion was the communicative proficiency of M.Ed. 1st year students was better than M.A. first year students.

Kandel (2001) carried out a research entitled "A study on the proficiency of B.Ed. students". He found that the proficiency of B.Ed. students of English was found to be inadequate. The students could not perform equally well in all the skills.

Yadav (2006) carried out a research entitled "A comparative study on the communicative proficiency of the public and private school of grade nine". Her conclusion was the communicative proficiency of private schools students was better than public schools students.

The above review shows that none of the research has been carried out on the communicative proficiency of Bachelor level students. So, the researcher has selected this topic for the study.

1.3 Objectives of the Study

The study has the following objectives:

1. To determine the communicative proficiency of Bachelor level students.
2. To compare the ability of the students in terms of the following variables:-
 - a. Informant oriented variables.
 - i. B.Ed. vs BA 1st year students.
 - ii. Male vs. female

- iii. Students' background: HSL vs PCL
- iv. Campus: affiliated vs constituent
- b. Content oriented variables
 - i. Receptive abilities of language function (Item-1)
 - ii. Productive abilities of language function (Item -2)
 - iii. Oral production test/speaking test (Item-3)
- 3. To suggest some pedagogical implications.

1.4 Significance of the Study

This study is significant to all those who are interested in language learning/teaching e.g. language teachers and students. This study is also beneficial for curriculum and syllabus designers, language trainers and over new researchers.

CHAPTER-II

METHODOLOGY

The study was conducted to the following procedures for data collection.

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 Bachelor level students studying in B.Ed and B.A first year.

2.1.2 Secondary Sources

Secondary sources of data were related books, journals, research reports, articles, test-items and recorded materials which have close relevance with the present study.

2.2 The Population of the Study

The population of the study consisted of the Bachelor level 1st year students of Tribhuvan University who were studying English as the major subject in 8 campuses in Kathmandu valley i.e. 4 education campuses and 4 arts/humanities campuses.

2.3 Sample Population

The sample population were 100 students. Thirteen students from each education campus and twelve students from each arts/humanities campus had been selected by using random sampling procedure.

2.4 Tools for Data Collection

For this research, test items and recorded materials were the tools for data collection. Test items were consisted of mainly three types of

questions such as: item no.1, to test the receptive type of language functions, items no. 2, to test the productive type of language functions and item no. 3, to test the oral production test/speaking test. The full marks of the test items were 50, which were divided as follows: 15 marks for testing the receptive abilities, 15 marks for testing the written (productive) abilities and 20 marks for testing oral (productive) abilities.

2.5 Process of Data Collection

Having prepared copies of the test items and recording materials, the researcher went to the selected campuses and met the campus chiefs and asked for their permission to carry out the study. If they gave permission then he would start his study. He selected the students for the research. Then he took the selected students in a separate room, instructed them very carefully about time limitation and the activities, they were supposed to do. Then test item no. 1 and 2 were taken with them together. After that for item no. 3 students' voice was recorded to test speaking skill in the leisure time one by one.

2.6 Limitations of the Study

The study has the in the following limitations:

- i. The population of the study was limited to the eight campuses of Kathmandu valley i.e. affiliated and constituent campuses.
- ii. Only 100 students of bachelor level studying English as a major subject were the primary sources of data.
- iii. Random sampling procedure was used for data collection.
- iv. The study was focused on the communicative proficiency of bachelor level students.

CHAPTER -III

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the collected data. According to the set of objectives of study, the researcher marked the responses of the students very carefully and tabulated the scores systematically.

Analysis and interpretation of the data were done under the following headings:-

1. Analysis and interpretation of the total communicative proficiency.
2. Communicative proficiency of B. Ed first year students.
3. Communicative proficiency of B.A. first year students.
4. Analysis and comparison of the total stream-wise communicative proficiency .
5. Campus-wise analysis and interpretation communicative proficiency.
6. Gender-wise analysis and comparison of communicative proficiency of B.A. and B.Ed. 1st year.
7. Item-wise comparison of communicative proficiency between B.A. and B.Ed. 1st year students.

3.1 Analysis and Interpretation of the Total Communicative Proficiency

Table No. 1

Total Sample	Sample size	Obtained Marks	Full Marks	Average Marks	Percent
100	100	3385	5000	33.85	67.70
Male/Boys	50	1710	2500	34.20	68.40
Female/Girls	50	1675	2500	33.50	67.00
B.Ed first year	52	1788	2600	34.38	68.76
B.A first year	48	1597	2400	33.27	66.54
Graduated from HSL	56	1922	2800	34.32	68.64
Graduated from PCL	44	1463	2200	33.25	66.50
Students from constituents campus	50	1705	2500	34.10	68.20
Students from affiliated campuses	50	1680	2500	33.60	67.20

The above table shows that the total communicative proficiency of 100 sample students in terms of informant oriented variables. 52 students from B.Ed 1st year and other 48 students from B.A 1st year were taken as the sample population using simple random sampling procedure. The total sample and their communicative abilities were analyzed and interpreted in terms of gender, steam, background of education and campus. The students scored 3385 marks or 67.70% out of 5000 full marks on the whole.

Above table shows that boys scored 68.40% or 1710 marks and girls scored 67 % or 1675 marks out of 5000 full marks. Likewise, B. Ed 1st years students scored 1788 or 68. 76% out of 2600 full marks and B.A 1st year students scored 1597 or 66.54% out 2400 full marks. The students who graduated from HSL scored 68.64% out of 2800 full marks. On the other hand, the students who graduated from PCL scored 66.50% out of 2200 full marks. The students from constituent campuses scored 68.20% and the students from affiliated campuses scored 67.20% out of 5000 full marks.

So, above table proved that boys were found slightly better competent than girls. Likewise B.Ed 1st year students were found more competent in comparison to B.A 1st year students. The students who graduated from HCL were found more competent than the students who graduated from PCL. The students from constituent campuses were found more competent in comparison to the students from affiliated campuses.

3.2. Communicative Proficiency of B. Ed. 1st Year Students

Table No. 2

Total Sample	Sample Size	Obtained Marks	Full Marks	Average Marks	Percent
52	52	1788	2600	34.38	68.76
Boys	26	932	1300	35.84	71.69
Girls	26	856	1300	32.92	65.84
Graduated from HSL	28	976	1400	34.85	69.71
Graduated from PCL	24	812	1200	33.83	67.66
Students from constituent campuses	26	892	1300	34.38	68.76
Students from affiliated campuses	26	894	1300	34.38	68.76

The above table shows the communicative proficiency of B.Ed.1st year students. The boys scored 932 or 71.69% out of 1300 full marks. On the other hand, the girls scored 856 or 65.84 % out of 1300 full marks. Therefore, the boys were found more competent than the girls from B.Ed. 1st year.

In terms of students' educational background; the students who graduated from HSL scored 976 or 69.71% out of 1400 marks, on the other hand, the students who graduated from PCL scored 812 or 67.66% out of 1200 full marks. So, the students who graduated from HSL were found more competent than the students who graduated from PCL.

In terms of constituent campuses vs affiliated campuses, both the students from constituent and affiliated campuses scored equal marks 894

or 68.76% out of 1300 full marks. Therefore, we can say they had equal communicative proficiency in comparison between them.

3.3 Communicative Proficiency of B.A. 1st Year Students

Table No. 3

Total Sample	Sample Size	Obtained Marks	Full Marks	Average Marks	Percent
48	48	1597	2400	33.27	66.54
Boys	24	778	1200	32.41	64.83
Girls	24	819	1200	34.12	68.25
Graduated from HSL	28	946	1400	33.48	67.57
Graduated from PCL	20	651	1000	32.55	65.10
Student from constituent campuses	24	811	1200	33.79	67.58
Student from affiliated campuses	24	786	1200	32.75	65.50

The above table shows the total communicative proficiency of B.A. first year students. The total sample size was 48 and total marks was 2400. A number of the boys from B.A first year were 24 and girls 24. The students who graduated from HSL were 28 and the students who graduated from PCL were 20. The students from constituent campuses were 24 and the students from affiliated campuses were 24.

The girls scored 819 or 68.25% out 1200 full marks. Whereas the boys scored 778 i.e. 64.83 % out of 1200. So, the girls from B.A first year were found more competent than boys from B.A. 1st year. The students who graduated from HSL scored 946 i.e. 67.57% out of 1400 full marks. On the other hand, the students who graduated from PCL scored 651 i.e. 65.10 % out of 1000 full marks. So, the students who graduated from

HSL were found slightly better competent than the students who graduated from PCL.

The students from constituent campuses were found more competent who scored 67.58 or 811 marks out of 1200 than the students from affiliated campuses who scored 65.50% or 786 marks out of 1200.

3.4. Analysis and Comparison of the Total Stream-wise Communicative Proficiency

Table No. 4

Variables		Sample Size	Obtained Marks	Full Marks	Average Marks	Percent
B.Ed	Boys	26	932	1300	35.84	71.69
	Girls	26	856	1300	32.92	65.84
	Graduated from HSL	28	976	1400	34.85	69.71
	Graduated Form PCL	24	812	1200	33.83	67.66
	Student from constituent campuses	26	894	1300	34.38	68.76
	Students from affiliated campuses	26	894	1300	34.38	68.76
B.A	Boys	24	778	1200	32.41	64.83
	Girls	24	819	1200	34.12	68.25
	Graduated from HSL	28	946	1400	33.78	67.57
	Graduated from PCL	20	651	1000	32.55	65.10
	Students from constituent campuses	24	811	1200	33.79	67.58
	Students from affiliated campuses	24	786	1200	32.75	65.50

The above table shows the comparison of the total variables between B.A and B. Ed 1st year students. In the above table, we can observe that the data was consisted of 12 variables such as in terms of gender, educational background etc. The item-wise comparison will be done one by one later.

The boys who were studying B. Ed 1st year scored the highest marks as 932 or 71.69% out of 1300 full marks. The boys from B.A 1st year scored least marks 778 or 64.83% out of 1200 full marks. The students who graduated from PCL were found better than the students who graduated from PCL in both faculties. But somehow, students from constituent campuses were more competent than students from affiliated campuses.

3.5 Campus-wise Analysis and Interpretation of Communicative Proficiency

Table No. 5

**Students' Communicative Proficiency of Sanothimi Campus
(Bhaktapur)**

Set	Sample Size	Full Marks	Obtained Marks	Average marks	Percentage
Item No.1	13	195	144	11.07	73.84
Item No. 2	13	195	146	11.23	74.87
Item No. 3	13	260	159	12.23	61.15

The above table shows the total communicative proficiency in item no. 1, 2, and 3. The students scored 73.84%, 78.87% and 61.15% marks out of 195, 195 and 260 full marks in item numbers 1, 2, and 3 respectively.

Thus, their proficiency in all items was satisfactory but comparatively the students' proficiency in item no. 1 and 2 was found more satisfactory than their proficiency in item no. 3.

Table No. 6
Students Communicative Proficiency of Mahendra Ratna Campus
Tahachal (Kathmandu)

Set	Sample Size	Full Marks	Obtained marks	Average Marks	Percentage
Item No.1	13	195	151	11.61	77.43
Item No. 2	13	195	150	11.53	76.92
Item No. 3	13	260	141	11.07	55.38

The above table indicates that in items no. 1, the students performed 77.43 % out of 195 full marks. In item no 2, they performed 150 or 76.92% out of 195 full marks. Likewise , they scored 141 or 55.38% out of 260 full marks in item no. 3.

So, the students showed good proficiency in item no 1 and 2 but unsatisfactory proficiency in item no. 3.

Table No. 7
Students' Communicative Proficiency of Institute of Community
Service, Baneshwor, Kathmandu

Set	Sample size	Full marks	Obtained Marks	Average marks	Percentage
Item No.1	13	195	151	16.61	77.43
Item No. 2	13	195	150	11.53	76.92
Item No. 3	13	260	154	11.84	59.23

Table no. 20 shows the total communicative proficiency in term of language item. The students scored 151 or 77.43% out of 195 full marks in item no.1. In item no. 2, they scored 150 or 76.92% out of 195 full

marks. Likewise, in item no. 3, they scored 154 or 59.23% out of 260 full marks.

From the above table, we can conclude that the students' proficiency in item 1 and 2 was found more satisfactory than their proficiency in item no. 3.

Table No. 8
Students' Communicative Proficiency of Gramin Adarsha Multiple Campus, Nepaltar, Kathmandu

Set	Sample size	Full marks	Obtained Marks	Average marks	Percentage
Item No.1	13	195	152	11.92	77.94
Item No. 2	13	195	140	10.76	71.79
Item No. 3	13	260	147	13.30	56.53

The above table shows the students scored 152 or 77.94%, out of 195 full marks in item no. 1. They scored 140 or 71.79% out of 195 full marks. Similarly, they scored 147 or 56.53% out of 260 full marks.

So, the students showed good proficiency in item no. 1 and 2, but unsatisfactory proficiency in item no. 3.

Table No. 9
Students' Communicative Proficiency of Saraswati Multiple Campus, Thamel, Kathmandu

Set	Sample size	Full marks	Obtained Marks	Average marks	Percentage
Item No.1	12	180	136	13.33	75.55
Item No. 2	12	180	129	10.75	71.66
Item No. 3	12	240	131	10.91	58.58

The above table shows in item 1, the students scored 136 or 75.55 % out of 180 full marks. In item no 2, they scored 129 or 71.66% out of 180 full marks. Similarly, they scored 131 or 58.58 % out of 240 full marks in item no. 3.

Thus, their communicative proficiency in all of the items was satisfactory but comparatively, the proficiency of students in item no 1 and 2 was found more satisfactory than their proficiency in item no. 1.

Table No. 10
Students Communicative Proficiency of Tri-Chandra Campus
Ghantaghar (Kathmandu)

Set	Language Item	Full marks	Obtained Marks	Average marks	Percentage
Item No.1	12	180	111	9.25	61.66
Item No. 2	12	180	147	12.25	81.66
Item No. 3	12	240	157	13.08	65.41

The above table shows the total communicative proficiency in item no. 1, 2 and 3. The students scored 111, or 61.66%, 147 or 81.66% and 157 or 65.41% out of 180, 180 and 250 full marks in item numbers 1, 2, and 3 respectively.

So, the students showed good proficiency in each items. But the proficiency of students in item no. 2 was found comparatively more satisfactory than the proficiency of them in item no. 1 and 2.

Table No. 11
Students' Communicative Proficiency of Kathmandu Campus,
Kalimati, Kathmandu

Set	Sample size	Full marks	Obtained Marks	Average marks	Percentage
Item No.1	12	180	119	9.91	66.11
Item No. 2	12	180	145	12.08	80.55
Item No. 3	12	240	134	11.16	55.83

The above table shows the total communicative proficiency in item no 1, 2 and 3. The students scored 119 or 66.11% in item no. 1 out of 180 full marks. In item no. 2, they scored 145 or 80.55% out of 180 full marks. Similarly, in item 3, they scored 134 or 55.83% out of 240 full marks.

Thus, their proficiency in all items was satisfactory but comparatively, the proficiency of students' in item no. 2 was found more satisfactory than their proficiency in item no. 1 and 3.

Table No. 12
Students' Communicative Proficiency of Sigma College, Sorkhutte,
Nayabazar, Kathmandu

Set	Sample size	Full marks	Obtained Marks	Average marks	Percentage
Item No.1	12	180	124	10.33	68.88
Item No. 2	12	180	126	10.50	70.00
Item No. 3	12	240	138	11.50	57.50

The above table indicates in item no.1, the students performed or scored 124 or 68.88 % out of 180 full marks. In item no. 2, they scored

126 or 70.00 % out of 180 full marks. Likewise they scored 138 or 57.50 % out of 240 full marks.

Thus, their proficiency in all items was satisfactory but comparatively, the students' proficiency in item no. 1 and 2 was found more satisfactory than their proficiency in item no. 3.

3.6. Gender-wise Analysis and Comparison of Communicative Proficiency B.A. and B.Ed. First Year Students

Table No. 13
Male vs Female

Variables	Sample Size	Obtained Marks	Full Marks	Average Marks	Percent
Boys	50	1710	2500	34.20	68.40
Girls	50	1675	2500	33.50	67.00

The above table presents the total communicative proficiency in terms of gender. The boys scored 1710 marks i.e. 68.40% out of 2500 full marks. On the other hand, the girls scored 1675 marks i.e. 67% out 2500 full marks.

So, the above table proves that there is not significant difference between them. However, the proficiency of boys was found more satisfactory than the proficiency of girls in totality.

3.6.1. Proficiency of Boys between B.A and B. Ed 1st Year

Table No. 14

Variables	Sample Size	Obtained Marks	Full Marks	Average Marks	Percent
B.Ed.	26	1300	932	35.84	71.69
B.A.	24	1200	778	32.41	64.83

Table no. 14 attempts to make a difference of proficiency of the boys between B. A and B. Ed first year. The boys of B. Ed first year scored 932 or 71.69 % and the boys of B. A first year scored 778 or 64.83 % out 1300 and 1200 full marks respectively. Because of this fact the performance of the boys in B. Ed 1st years was accounted the best.

3.6.2. Proficiency of Girls between B. Ed and B.A 1st Year

Table No. 15

Variables	Sample Size	Obtained Marks	Full Marks	Average Marks	Percent
B. Ed.	26	1300	856	32.92	65.84
B.A.	24	1200	819	34.12	68.25

From the above table, we can make a clear comparison between the proficiency of girls of B.A and B. Ed 1st years. The girls of B. Ed first year scored 856 or 65.84% and the girls of B.A first year scored 819 or 68.25 % out of 1300 and 1200 full marks respectively.

The mark which was secured by B. A 1st years girls was higher than the B. Ed 1st year girls. Hence, the girls of B.A first year were far better than those of the B. Ed first year.

3.7. Items-wise Comparison of Communicative Proficiency between B.A and B.Ed. 1st Year Students

The test item consists of three kinds of questions i.e. item 1 item 2 and item 3. Item 1 and 2 are related with communicative language function. Item 1 deals with receptive abilities of language function and item 2 deals productive abilities of language function. Item 3 deals with oral production test (speaking test). For example, (I) To give the direction and (ii) an oral interview.

Therefore, here, the item-wise comparison refers to the comparison between three different type of questions. Total full marks of Item no 1, Item 2 and Item no. 3 were 780, 780 and 1040 respectively out of 2500 full marks.

3.7.1 Item-wise Communicative Proficiency of B.Ed. First Year Students

Table No. 16

Language Items	Full Marks	Obtained Marks	Average Marks	Percent
Receptive ability of language function (Items 1)	780	598	11.50	76.66
Productive abilities of language function (item 2)	780	586	11.26	75.12
Oral production test/ speaking test (Item 3)	1040	604	11.61	58.07

The above table presents the total communicative proficiency of B.Ed 1st year students in terms of language item. The items 1,2,3 refer to the language items i.e. receptive abilities of language function, productive abilities of language function and oral production/speaking test respectively.

B.Ed first year students scored 598 or 76.66% out of 780 full marks in item no. 1. They scored 586 or 75.12% out of 780 full marks in item no. 2. Like-wise they scored 604 or 58.07 % out of 1040 full marks in item no. 3. Their average marks were 11.50, 11.26 in item 1,2,3, respectively.

So, from the above table, it can be observed that commutative proficiency of the students was found weak in oral production test/speaking test of language function.

3.7.2. Item-wise Communicative Proficiency of B.A. 1st Year Students

Table No. 17

Language Items	Full Marks	Obtained Marks	Average Marks	Percent
Receptive ability of language Function	720	490	10.20	68.05
productive abilities of language function	720	547	11.39	75.97
Oral production test	960	560	11.66	58.33

The above table presents the total communicative proficiency of B.A 1st year students in terms of language items. Regarding the item no. 1 (receptive abilities of language function) the students from the B.A first year scored 490 or 68.05% out of 720 full marks. In item no. 2 (productive abilities of language function), they scored 547 or 75.97% out of 720 full marks. Like wise in item 3 (oral production test), they scored 560 or 58.33 % out of 960 full marks.

So, from the above table it can be observed that B.A first year students proficiency was found weak in oral production test of language function.

Analysis and interpretation of the above Tables (16 and 17)

From the above tables, we found that the students from B.Ed. 1st year were more competence in communicative language function on the whole. In item no. 1 receptive abilities of language function, the students

from B. Ed first years were found more competent than B. A 1st year students. B. Ed 1st year students scored 76.66 % where as B.A 1st year students scored 68.05% in item no. 1.

But in item 2, B.A. 1st year students were slightly better proficient than B. Ed. 1st year students. B. A 1st year students scored 75.97% whereas B. Ed 1st year student scored 75.12 % in item no. 2. In item no. 3 the students from B. Ed. first year scored 58.07 % or 604 marks out of 1040 full marks and B.A. 1st year students scored 58.33% or 560 marks out of 960 full marks. Therefore, the students from B.A 1st year were also found slightly better proficient in item no.3 i.e. oral production test.

The students from B. Ed 1st year were found slightly competent in receptive abilities of language function whereas students from B.A. 1st year were also found slightly competent in productive abilities of language function and oral production test.

3.7.3 Item-wise Analysis of Total Communicative Proficiency of B.Ed. and B.A. 1st Year Students

Table No. 18

Language Items	B.Ed 1 st	B.A. 1 st	Total Obtained Marks	Percent	Average Marks	Full Marks
Item 1	598	490	1088	72.53	10.88	1500
Item 2	586	547	1133	75.53	11.33	1500
Item 3	604	560	1164	58.20	11.64	2000

The above table reveals various facts. It collectively shows the total proficiency of the students achieved in three items which had been already analyzed separately. The students scored 1088 or 72.53% out of 1500 full marks in item no. 1. They scored 1133 or 75.53% out of 1500

full marks in item 2. Likewise, they scored 1164 or 58.20% out of 2000 full mark in item no. 3.

From the above table it can be observed that the students didn't show good proficiency in each of the items. But the proficiency of students in item 1 and 2 was comparatively better than their proficiency in item no 3.

3.7.4 Item-wise Communicative Proficiency of B.Ed. 1st Year Students in terms of Gender

Table No. 19

Variables	Language Item	Obtained Marks	Full Marks	Average Marks	Percentage
Boys (26)	1	321	390	12.34	82.30
	2	300	390	11.53	76.92
	3	311	520	11.96	59.80
Girls (26)	1	277	390	10.65	71.02
	2	286	390	11.00	73.33
	3	293	520	11.26	56.34

The above table is the item-wise presentation of communicative proficiency of B.Ed. 1st year students in terms of gender. The boys scored 82.30% or 321 and 76.92% or 300 marks out of 390 full mark in item no. 1 and 2 respectively. They scored 311 or 59.80% out of 520 full marks. Whereas, the girls scored 277 or 71.02% and 286 or 73.33% out of 390 full marks respectively. They scored 293 or 56.34% out of 520 full marks.

Therefore, the boys were found more proficient in every items than their counterparts i.e. girls. Both of them had no satisfactory proficiency in item no. 3 with comparison of item no. 1 and 2.

3.7.5 Item-wise Communicative Proficiency of B.Ed. 1st Year Students in terms of Graduated from HSL vs PCL

Table No. 20

	Language Item	Sample size	Obtained Marks	Full Marks	Average Marks	Percentage
HSL	1	28	325	77.38	11.60	420
	2	28	320	76.19	11.42	420
	3	28	331	59.10	11.82	560
PCL	1	24	273	75.83	11.37	360
	2	24	266	73.88	11.08	360
	3	24	273	56.87	11.37	480

The above table is the comparison of communicative proficiency in terms of graduated from HSL vs PCL. The students who graduated from HSL scored 325, 320, 331 or 77.38 % 76.19%, 59. 10% out of 420, 420 and 560 full marks in item numbers 1,2,3 respectively. On the other hand, the students who graduated from PCL scored 273, 266, 273 or 75.83%, 73.88%, 56.87% marks out of 360, 360, 480 full marks continuously.

Therefore, communicative proficiency of the students who graduated from HSL was found better than the students who graduated from PCL on the whole.

3.7.6 Item-wise of Communicative Proficiency of B. Ed. 1st Year Students in terms of Constituent campuses vs Affiliated campuses

Table No. 21

	Language Items	Sample size	Obtained Marks	Full Marks
HSL	1	295	75.64	390
	2	296	75.89	390
	3	303	58.26	520
PCL	1	303	77.69	390
	2	290	74.35	390
	3	301	57.88	520

Table no. 21 shows the comparison of communicative proficiency of B.Ed. first year students in terms of constituent vs affiliated campuses. The students from constituent campuses scored 295 or 75.64% marks out of 390 full marks in item 1. On the other hand, the students from affiliated campuses scored 303 or 77.69% marks out of 390 full marks. Therefore, the students from affiliated campuses were found better in receptive abilities of language function (Item 1)

But in item no. 2, 3 the students from constituent campuses scored 296 or 75.89%, 303 or 58.26% out of 390 and 520 full marks respectively whereas the students from affiliated campuses scored 290 or 74.35%, 301 or 57.988% out of 290 and 520 full marks respectively. Therefore, the students from constituent campuses were found better in productive abilities and oral production test (Item 2, 3) than the students from affiliated campuses.

On the whole, the communicative proficiency of the student from constituent campuses was found more proficient than the students from affiliated campuses.

3.7.7 Item-wise Communicative Proficiency of B.A. 1st Year Students in terms of Gender (Boys vs Girls)

Table No. 22

	Language Items	Obtained Marks	Full Marks	Percent	Average
HSL	1	237	360	65.83	9.87
	2	265	360	73.61	11.4
	3	276	480	57.50	11.50
PCL	1	253	360	70.27	10.54
	2	282	360	78.33	11.75
	3	284	480	59.16	11.83

The above table is the item wise presentation of communicative proficiency of B.A 1st year students in terms of gender. The boys scored 65.83% or 237, 73.61% or 265 and 57. 50% or 276 full marks out of 360,360 and 480 full marks respectively. On the other hand, the girls scored 70.27% or 253 , 78.33% or 282 and 59.16% or 284 marks out of 360, 360, and 480 full marks respectively. Therefore, the girls were found more prominent in every items than their boys counterparts

3.7.8 Item-wise Communicative Proficiency of B.A 1st Year Students in terms of Graduated from HSL vs PCL

Table No. 23

	Language Items	Sample Size	Full Marks	Obtained Marks	Percentage	Average
PCL	1	20	300	196	65.33	9.80
	2	20	300	219	73.00	10.95
	3	20	400	236	59.00	11.80
HSL	1	28	420	294	70.00	10.58
	2	28	420	328	78.09	11.71
	3	28	560	324	57.85	11.57

The above table is the comparison of communicative proficiency in terms of graduated from HSL vs PCL. The students who graduated from PCL scored 196 or 65.33 %, 219 or 73 % marks out of 300, 300 full marks in item number 1,2 respectively. On the other hand, the students who graduated from HSL scored 294 or 70 %, 328 or 78.09 % out of 420, 420 full marks continuously. Therefore, the students who graduated from HSL were found more competent in receptive and productive abilities of language function (Item 1 or Item 2) than the students who graduated from PCL.

In oral production test (Item 3), the students who graduated from PCL scored 236 or 59 % out of 400 full marks whereas the students who graduated from HSL scored 324 or 57.85 % out of 560 full marks. So, the students who graduated from PCL were found more proficient in oral production test.

On the whole, communicative proficiency of the students who graduated from HSL was found more better than the students who graduated from PCL.

3.7.9 Item-wise Communicative Proficiency of B.A. 1st Year Students in terms of Constituent campuses vs Affiliated campuses

Table No. 24

	Language Items	Obtained Marks	Percent	Full Marks
HSL	1	243	67.50	360
	2	271	75.27	360
	3	272	56.66	480
PCL	1	247	68.61	360
	2	276	76.66	360
	3	288	60.00	480

The above table shows the item-wise communicative proficiency in terms of constituent vs affiliated campuses. The students from constituent campuses were able to score 67.50%, 243, 75.27% or 271, 56.66% or 272 marks out of 360, 360 and 480 full marks in item numbers, 1, 2, 3 respectively. On the other hand, the students from affiliated campuses scored 68.61% or 247, 76.66% or 276 60% or 288 marks out of 360 , 360 and 480 full marks continuously.

Therefore, the students from affiliated campuses were found better that students from constituent campuses on the whole.

CHAPTER - IV

FINDINGS AND RECOMMENDATIONS

4.1. Findings

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

1. The communicative ability of the B.A. and B. Ed 1st year students was not satisfactory according to their level and the expectation of the researcher. The expectation of the researcher was more than distinction marks but they didn't secure the reasonable marks. .
2. On the basis of informant oriented variables:-
 - i. The students from the B.Ed 1st year scored 1788 or 68.40% out of 2600 full marks. On the other hand, B.A 1st years students scored 1597 or 66.64% out of 2400 full marks. So, the communicative proficiency of B.Ed 1st year students was found slightly better than that of B.A. 1st year students.
 - ii. The boys/male scored 1710 or 68.40% out of 2500 full marks. On the other hand, girls/female scored 1675 or 67% out of 2500 full marks. So, the communicative proficiency of male students was found slightly better than that of their female counterparts.
 - iii. The students who graduated from HSL scored 1922 or 68.64% out of 2800 full marks whereas the students who graduated from PCL scored 1463 or 66.50% out of 2200 full marks. So, the students who graduated from HSL were found slightly better than the students who graduated from PCL.
 - iv. The students from constituent campuses scored 1705 or 68.20% out of 2500 full marks. On the other hand, the students from affiliated campuses scored 1680 or 67.20% out of 2500 full marks. So, the

students from constituent campuses performed slightly better than the students from affiliated campuses.

- v. In the comparison of education campuses, the students of Sanothimi Campus scored the highest marks i.e. 449 or 69.07% out of 650 full marks among all the education campuses.
 - vi. In comparison of arts campuses, the students of Tri- Chandra campus scored 415 or 69.16% out of 600 full marks and secured the best position among all the arts campuses.
 - vii. While comparing campus-wise, the students of Tri-Chandra campus secured the best position among all the campuses.
3. On the basis of content oriented variables or while comparing item-wise:
- i. B.Ed. first year students scored 598 or 76.66% out of 780 full marks whereas B.A. 1st year students scored 490 or 68.05% out of 720 full marks in item no. 1. (receptive abilities of language function). So, B.Ed. 1st year students were found more competent than B.A. 1st year students.
 - ii. B.Ed. first year students scored 586 or 75.12% out of 780 whereas B.A. first year students scored 547 or 75.97% out of 720 in item 2 (productive abilities of language function). So, B.A. first year students were found slightly competent than B.Ed. first year students.
 - iii. B.Ed. 1st year students scored 604 or 58.07% out of 1040 full marks whereas B.A. 1st year students scored 560 or 58.33% out of 960 full marks in item 3 (oral production test). So B.A. 1st year students were found slightly better than B.Ed. 1st year students.

We can also say that students were found better in receptive and written (productive) abilities of language function than in oral (productive) abilities of language function.

4.2 Recommendations

On the basis of the findings obtained from the analysis and interpretation of the data, some recommendations have been made as follows.

- i. Proficiency in a language can't be evaluated by only one exam. So language teaching should not be exam oriented. If it happens so the basic aspect of language learning will be hidden in the shadow.
- ii. The opportunities to participate in language seminars, meetings, workshops etc. should be provided by campuses to the students. So that, they can taste the variety of the English language and its feature from the scholars, experts, teachers, linguists etc.
- iii. Most of the language functions are realized by one form. But in communication one function may be realized by more than one form. To give such idea to the learners, the textbook writers should provide different forms to serve the same function rather than only one.
- iv. In exam, some questions from language functions should be included. So that, students are ready to use language functions with their correct exponents in daily communication.
- v. Almost all students got nervous and hesitated a lot when they were asked to speak English. So, interactive/communicative approach of language teaching should be applied using other supplementary techniques such as role-play, strip-story, simulation/dramatization and language games to enhance communicative activities in the classroom.
- vi. Students should be encouraged to speak English in the classroom to promote real communication in English.

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APPENDICES

APPENDIX-I

Test Items

Name of the informant:
Sex: Male () Female ()
Name of the faculty:
Name of the Campus and address:
.....
Campus: Affiliated () Constituent ()
Background: PCL () HSL ()

Test Item No. 1

Test items for receptive ability of language function

Tick the best answer

15 x 1 = 15

1. Which of the following expressions indicates "Greetings"?

- a. Hello.
- b. So-So.
- c. Take it easy.
- d. Ok.

2. The expression "You must stay in bed" is associated with

- a. showing indifference.
- b. expressing obligation.
- c. showing limit of knowledge.
- d. expressing likes.

3. The expression "Welcome!" serves the communicative function of

- a. introducing.
- b. advising.
- c. warning.
- d. welcoming.

4. What specific communicative function is served by the following expression? "You should see a doctor right away."

- a. Ordering.
- b. Advising.
- c. Encouraging.
- d. Expressing approval.

5. "You'd better go to Yoga Club" serves the function of

- a. He is certain to go home. b. He is sure to go home.
- c. He ought to go home. d. He'll most likely go home.

14. Which of the following utterances is the most formal way of greeting?

- a. Hi. b. Hello. c. Good morning. d. How do you do?

15. When one says "Do you mind if I smoke?" he/she is

- a. asking for permission. b. expressing permission.
- c. giving permission. d. denying permission.

Item No. 2

Test items for productivity of language function

15 x 1 = 15

What would you say in the following situations?

1. You have headache and you want to go to home. Now ask your teacher for permission.

.....

2. Your friend's brother is sick and kept in the hospital. Express your sympathy to your friend in this situation.

.....

3. You knock over your cup of tea and spill it on your friend's trousers. Ask for an apology in this situation.

.....

4. You want your friend's notebook. What would you say to him?

.....

5. Your partner wants to take an exam, but is not well prepared. Now advise him in this situation.

.....

6. You are in your classroom. The door is opened and you feel disturbed. Now ask your teacher for permission to close that door.

.....
7. You see a young lady looking at a map of the city where you are living. She seems lost her way to go. You offer to help.

.....
8. One of your friends is going abroad for study you are in departure time. Airplane starts to fly leaving alone you.

.....
9. You are talking with a foreign friend. He/she tells you his name and address but he speaks very fast you can't follow him you want to repeat that.

.....
10. One of your friends is going for job interview. You meet him/her in the street on the way there .

.....
11. You are in your friends room. The window beside you is open and you feel cold.

.....
12. You are busy in study. One of your friends is disturbing you. You want to be alone.

.....
13. Hari has got a bad cold but he doesn't want to see a doctor. Advise him in this situation.

.....
14. You want your friend to have dinner with you. What would you say to him?

.....
15. You are talking with a friend. He/she said that his/her mother died in a road accident. Express your sympathy in this situation.

Item No. 3

Test items for oral production test

1. Give the direction in the following situation. 5 x 2 = 10

- a. Suppose, we meet at Ratnapark, give me the direction how to get Basantpur Darbar Square from Ratnapark.
- b. Suppose you are in New Bus Park, give the direction how to get Jawalakhel zoo.

2. Complete the following conversation (interview) orally. 10

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

Interviewee:

Interviewer: What is your good name, please?

Interviewee:

Interviewer: Where are you from and describe your village/town?

Interviewee:

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

Interviewee:

Interviewer: Right mn What is your future aim and why?

Interviewee:

Interviewer: If you were the prime minister of Nepal what would you do?

Interviewee:

Interviewer: Who is your ideal person and why?

Interviewee:

Interviewer: Would you please describe your campus in brief?

Interviewee:

Interviewer: Describe the characteristics and physical appearance of your best friend?

Interviewee:

Interviewer: Thank you very much for your help.

Interviewee:

APPENDIX-IV

Name of the Informants with Marks Obtained

S.N.	Name of the informants	Obtained marks	Percentage
1	Kapil Aryal	29	58%
2	Sapana Neupane	40	80%
3	Rajesh Silawal	28	58%
4	Ramita Maharjhan	34	64%
5	Krishna Prasad Ghimire	24	48%
6	Ramesh Khatri	35	70%
7	Ranjana Dawal	34	68%
8	Basanti Bhatta	34	68%
9	Krishna Kumari Upadhaya	34	68%
10	Arjun K.C.	35	70%
11	Prem Tamang	34	68%
12	Ashoda Baral	36	72%
13	Mahesh Prasad Bhatta	38	76%
14	Shanti Shrestha	34	68%
15	Anupa Basnet	31	62%
16	Dev Kumar Shrestha	29	58%
17	Rada Krishan Dahal	37	74%
18	Sarita Shahi	32	64%
19	Deepak Nepal	38	76%
20	Lokendra Chand	45	90%
21	Hari Prasad Adhikari	36	72%
22	Muna Tamang	32	64%
23	Ram Chandra Chaudhari	32	64%

24	Uma Ghimire	32	64%
25	Samidha Rana	33	66%
26	Hom Karki	35	70%
27	Nabin Dahal	35	70%
28	Shanti Paudel	32	64%
29	Dipa Adhikari	42	84%
30	Anushodh Basala	39	78%
31	Rabina Adhakari	33	66%
32	Bimala Rai	29	58%
33	Yashoda Gautam	33	66%
34	Januka Ghishing	29	58%
35	Laxmi Kunwar	32	64%
36	Dermaendra Oli	36	72%
37	Krishna Khatri	36	72%
38	Amibiuka Pathak	34	68%
39	Rama Singh	37	74%
40	Susila Koirala	33	66%
41	Sunkha Kumar Rai	34	68%
42	Madan Maindi	40	80%
43	Sanjay Bhatta	34	68%
44	Dinesh Palpali	32	64%
45	Ram Chandra Dahal	30	60%
46	Krishna Nepal	42	84%
47	Tony K.C.	33	66%
48	Tej Singh	37	74%
49	Asima Dhakal	21	42%
50	Ishwari Shrestha	42	84%
51	Man Bahadur Begra	30	60%

52	Puspa Raj Poudel	42	84%
53	Ganesh Datta Bhatta	36	72%
54	Debendra Guragain	38	76%
55	Meena Dahal	35	70%
56	Kamala Thapa	38	76%
57	Anita Tamang	33	66%
58	Siyatree Pyakurel	33	66%
59	Chandra Kala Kettel	31	62%
60	Kamal Kant Aral	33	66%
61	Man Prasad Bhatta	39	78%
62	Jib Nath Siwakati	34	68%
63	Jitendra Basnet	33	66%
64	Nabin Shrestha	29	58%
65	Shreejana Shrestha	38	76%
66	Urmala Chitrakar	33	66%
67	Ram Shrestha	34	68%
68	Regan Kumar Singh	36	72%
69	Salina Shrestha	31	62%
70	Bijay Babu Basnet	32	64%
71	Himalaya Saud	38	76%
72	Pratima Shrestha	30	60%
73	Suresh Bajracharya	31	62%
74	Jharana Shrestha	33	66%
75	Sunita Chaudhari	31	62%
76	RAMesh Bista	34	68%
77	Ranjita Dhongal	30	60%
78	Hari Poudel	31	62%
79	Binita Neupane	28	56%

80	Rajesh Paudal	38	76%
81	Santi Ghimire	38	76%
82	Kiran Maharjhan	39	78%
83	Hari Saud	37	74%
84	Dhan Sing Bist	39	78%
85	Rasmi Sapkota	36	72%
86	Chadani Sharma	33	66%
87	Muna Nepal	32	64%
88	Khil Raj Luital	31	62%
89	Raj Kumar Kadel	32	64%
90	Man Bahadur Rana	32	64%
91	Hari Shrestha	30	60%
92	Purha Chanda	33	66%
93	Suman Adhakari	31	62%
94	Suresh Karki	30	60%
95	Gita Biniya	27	54%
96	Junu Lama	40	80%
97	Anjana Kandel	35	70%
98	Hasina Shrestha	34	68%
99	Shanti Karki	33	66%
100	Sujina Panta	29	58%

APPENDIX-V

Name of the Campuses

- 1. Sanothimi Campus, Bhaktapur**
- 2. Mahendra Ratna Campus, Tahachal**
- 3. Gramin Adarsh Multiple Campus, Nepaltar**
- 4. ICS Campus, Beneshwor**
- 5. Tri-Chandra Campus, Ghantaghar**
- 6. Saraswati Campus, Thamel**
- 7. Sigma College, Sorekhutte**
- 8. Kathmandu Campus, Kalimati**