

# **TEACHING OF COMMUNICATIVE FUNCTIONS: AN ANALYSIS OF CLASSROOM ACTIVITIES**

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

**Submitted by  
Pushpa Raj Paudel**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2008**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Pushpa Raj Paudel** has prepared this thesis entitled **Teaching of Communicative Functions: An Analysis of Classroom Activities** under my guidance and supervision.

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## **DECLARATION**

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

Date: 2065-08-03

Pushpa Raj Paudel

# **DEDICATION**

**Dedicated**

**to**

My parents and brother who find their happiness in my success and my teachers who made their endeavour to make me literate. I will always cherish their love, care, affection and inspiration.

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Pushpa Raj Paudel

## **ABSTRACT**

The present study entitled "Teaching of Communicative Functions: An Analysis of Classroom Activities" aims at identifying classroom activities conducted by the teachers for teaching communicative functions and problems encountered by them while teaching them. This study was carried out using both primary and secondary sources of data. For primary data, I observed the classes of secondary English teachers with the help of the checklists. I also distributed two sets of questionnaires to the selected teachers and students separately. The data collected through the observation checklists and questionnaires were minutely analyzed. After the study and analysis, it was found that discussion, pair work, role play and group work were the commonly used activities and the hesitation of the students to speak, lack of adequate exposure to the students, teacher as an authority in the classroom, a large number of students in the classroom, use of mother tongue in the classroom and lack of required physical facilities were the major problems encountered by the teachers in the teaching of communicative functions. This thesis mainly includes the following four chapters.

The first chapter of the study deals with the general background, review of the related literature, objectives of the study, significance of the study and definition of the specific terms. The second chapter deals with the methodology used in the study. The sources of data, the population, sample, research tools and the process of their preparation, administration and other procedure are described in this chapter. The third chapter is the analysis and interpretation. The collected data have been analyzed and interpreted under different headings and sub-headings. The last chapter, i.e. chapter four includes the findings and recommendations. On the basis of the analyzed data, some findings have been extracted and in turn, on the basis of these findings, some recommendations have been made. Finally, the appendices include research tools and other information.

# TABLE OF CONTENTS

	Page No.
<b>Declaration</b>	<b>i</b>
<b>Recommendation for Acceptance</b>	<b>ii</b>
<b>Recommendation for Evaluation</b>	<b>iii</b>
<b>Evaluation and Approval</b>	<b>iv</b>
<b>Dedication</b>	<b>v</b>
<b>Acknowledgements</b>	<b>vi</b>
<b>Abstract</b>	<b>viii</b>
<b>Table of Contents</b>	<b>ix</b>
<b>List of Tables</b>	<b>xii</b>
<b>List of Figures</b>	<b>xiii</b>
<b>Abbreviations</b>	<b>xiv</b>
 <b>CHAPTER - ONE: INTRODUCTION</b>	 <b>1-16</b>
1.1 General Background	1
1.1.1 The English Language Teaching	2
1.1.2 Language Functions	4
1.1.3 Communicative Functions	4
1.1.4 Classification of the Communicative Functions	6
1.1.5 Form-Function Correlation	9
1.1.6 Activities for Teaching Communicative Functions	10
1.2 Review of the Related Literature	13
1.3 Objectives of the Study	15
1.4 Significance of the Study	15
1.5 Definition of the Specific Terms	15

## **CHAPTER - TWO: METHODOLOGY** **17-18**

2.1	Sources of Data	17
2.1.1	Primary Sources	17
2.1.2	Secondary Sources	17
2.2	Population of the Study	17
2.3	Sampling Procedure	17
2.4	Tools for Data Collection	18
2.5	Procedure of Data Collection	18
2.6	Limitations of the Study	18

## **CHAPTER - THREE: ANALYSIS AND INTERPRETATION** **19-52**

3.1	Class Observation of the Secondary English Teachers	19
3.1.1	Motivation to the Students	20
3.1.2	Determination of Function and Purpose	20
3.1.3	Identification of Participants	21
3.1.4	Discussion on Role- relationship	22
3.1.5	Presentation of Exponents Related to Function	22
3.1.6	Division of Students into Pairs and Groups	23
3.1.7	Interaction in the Classroom	24
3.1.8	Teachers' Assistance	24
3.1.9	Encouragement to the Students	25
3.1.10	Communication in Social Context	26
3.1.11	Communicative Activities in the Classroom	27
3.1.12	Classroom Management	28
3.1.13	Student Participation	29
3.1.14	Students' Level of Interest	30
3.1.15	Use of Teaching Materials	30
3.1.16	Discipline in the Classroom	31
3.1.17	Size of the Class	32
3.1.18	Focus on Language Skills	33

3.1.19 Problems Observed by the Researcher	33
3.2 Teachers' Views on Teaching of Communicative Functions	36
3.2.1 Use of Activities	36
3.2.2 Discussion on Role-relationship of Participants	36
3.2.3 Creation of Social Context	37
3.2.4 Focus on Language Skills	37
3.2.5 Interference by the Teacher	38
3.2.6 Students' Interest	39
3.2.7 Games for Teaching of Communicative Functions	39
3.2.8 Presentation of Multiple Exponents	41
3.2.9 Prioritized Teaching Activities	41
3.2.10 Student-student Interaction	42
3.2.11 Problems in the Teaching of Communicative Functions	43
3.3 Students' Views on Learning of Communicative Functions	46
3.3.1 Motivation in the Classroom	46
3.3.2 Interaction in the Classroom	46
3.3.3 Discussion on Role-relationship Among Students	47
3.3.4 Communicative Games in the Classroom	48
3.3.5 Common Activities	49
3.3.6 Opportunity to Participate in the Activities	49
3.3.7 Focus on Weak Students	50
3.3.8 Use of Mother Tongue in the Classroom	51

## **CHAPTER - FOUR: FINDINGS AND RECOMMENDATIONS 53-55**

4.1 Findings	53
4.2 Recommendations	54

## **REFERENCES**

## **APPENDICES**

## LIST OF TABLES

	<b>Page No.</b>
1. Motivation to the Students	20
2. Identification of Participants	21
3. Presentation of Exponents Related to Functions	22
4. Interaction in the Classroom	24
5. Encouragement to the Students	25
6. Communicative Activities in the Classroom	27
7. Classroom Management	28
8. Students' Level of Interest	30
9. Discipline in the Classroom	31
10. Size of the Class	32
11. Focus on Language Skills	33
12. Use of Activities	36
13. Creation of Social Context	37
14. Focus on Language Skills	37
15. Students' Interest	39
16. Presentation of Multiple Exponents	41
17. Prioritized Activities	42
18. Student-student Interaction	42
19. Problems in the Teaching of Communicative Functions	43
20. Motivation in the Classroom	46
21. Communicative Games in the Classroom	48
22. Focus on weak Students	50
23. Use of Mother Tongue in the Classroom	51

## **LIST OF FIGURES**

	<b>Page No.</b>
1. Determination of Function and Purpose	20
2. Discussion on Role - relationship	22
3. Division of Students into Pairs and Groups	23
4. Teachers' Assistance	24
5. Communication in Social context	26
6. Student Participation	29
7. Use of Teaching Materials	30
8. Discussion on Role - relationship of Participants	36
9. Interference by the Teachers	38
10. Games for Teaching Communicative Functions	39
11. Interaction in the Classroom	46
12. Discussion on Role - relationship Among Students	47
13. Common Activities	49
14. Opportunity to Participate in the Activities	49

## ABBREVIATIONS

CLL	-	Cooperative Language Learning
CLT	-	Communicative Language Teaching
CUP	-	Cambridge University Press
Dr.	-	Doctor
Ed.	-	Education
ELT	-	English Language Teaching
et al.	-	and others
etc.	-	et cetera
i.e.	-	id est (that is to say)
M. Ed.	-	Master in Education
NELTA	-	Nepal English Language Teachers' Association
No.	-	Number
OUP	-	Oxford University Press
p.	-	Page
pp.	-	Pages
Prof.	-	Professor
S. N.	-	Serial Number
T. U.	-	Tribhuvan University
UNO	-	United Nations Organization
Viz.	-	vide licet (namely)
Vs.	-	Versus