CHAPTER - ONE

INTRODUCTION

1.1   General Background

Language is a means of communication through which we express our feelings, thoughts, wants and desires. Language can also be taken as a social phenomenon, which is used in our society to establish the relation among the human beings. Human beings have the unique place in the universe due to the possession of language, which makes them different from animals. It is the special quality of human mind. So, language is a distinct property of only human beings. We can perform several things by using language. We cannot think of any social, academic and artistic activities going on without language.

According to Sapir (1963), "Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols"(p.8). This definition makes it clear that language, the sole property of all and only human beings, is a means of human communication through which human beings exchange their ideas, feelings, desires and emotions by using voluntarily produced symbols. "Language is the system of human communication which consists of the structured arrangements of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances" (Richards et al., 1999, p.196). Similarly, for Crystal (1996), "Language at its most specific level refers to the concrete act of speaking, writing or singing in a given situation"(p.213).

Different scholars have defined language differently but none of the definitions is absolutely complete in itself. So, defining a language depends on the perspective a person develops. However, different definitions given by

different scholars clearly share some common characteristics of language. It can be said that language is a set of structurally related elements for the encoding and decoding of the message. It is also a voluntary vocal system of human communication.

There are many languages spoken in the world. Among them, English is the most prestigious and important language. It is also one of the languages of the UN. Secondary English Curriculum (2007, p.10) states, "English is the appropriate international language for Nepal and a vital tool for all students to become successful in local, national and international communication." Undoubtedly, English is the means of communication globally and is also the major world language. The English language is taught as a foreign language in all the schools of Nepal starting from Grade 1 up to 12. It is also taught as a compulsory subject up to the Bachelor level in different universities of the country.

1.1.1 The English Language Teaching

Language is the most widely used means of communication. A child learns her/his first language without formal teaching of it. Exposure to the language environment is all that s/he needs to acquire the language. When s/he acquires the language, s/he acquires both the formal and functional aspect of it. S/he knows which sentences are grammatical and which are not and at the same time also knows when to use a particular form of sentence rather than the other. So, in a way, s/he is both linguistically and communicatively competent.

The situation is different in case of a second language. The second language learner, unlike the first language acquirer, has to put special effort to learn the language. Formal teaching of language in schools or colleges is one of the most widely practiced ways of learning it. In Nepal, English is taught from the very

beginning of schooling. The focus of English Language Teaching (ELT) has shifted from one aspect to another, which is in conformity with the new trends perceived in the field of ELT in the world. So, sometimes we followed the Grammar Translation (GT) method and designed our textbooks to suit that method. When the GT method lost its significance from the language teaching arena and other methods like Direct method and the Audio-lingual method came in vogue, we also strived for designing the curricula and textbooks as per the spirit of the methods in question. So the English textbooks up to the last decade were all structural ones with much emphasis on the structures with a belief that if a learner gets mastery over the forms s/he will have a thorough mastery over the language. Several batches of students completed their formal schooling learning English putting special focus on the language forms.

The ELT situation changed. People started questioning the efficacy of the methods which focused on the forms only with little or no emphasis on the functions. It is well admitted and understood fact that language is for communication and it is used to fulfil some purpose. That is to say that the ultimate aim of using any language is to serve some functions. So the concept of language functions got priority and the people involved in the field of language teaching also realized this fact.

The ELT scenario of Nepal could not remain aloof from the world trend. So the Government of Nepal also reviewed and revised the existing curricula and tried to incorporate the current ELT world tendency. Nowadays, the ELT textbooks in Nepal are communicative in the sense that they try to incorporate the language which is actually used in everyday communication.

1.1.2 Language Functions

Language functions can be broadly classified as grammatical and communicative. Grammatical functions deal with the relationship that a constituent in a sentence has with another constituent. For example, in the sentence, 'Peter threw the ball', 'Peter' is the subject of the verb 'threw' and the 'ball' has the function of being the object of the verb. The scope of the present study does not cover grammatical functions. It mainly concerns with communicative functions. Communicative function of a language refers to the communicative goal for which a language is used in a community. Thus, communicative function is what specific communicative need the language is used for in a community. The detail of communicative function is given below.

1.1.3 Communicative Functions

Richards et al. (1999) define communicative function of a language as "the purpose for which an utterance or unit of a language is used. In language teaching, language functions are often described as categories of behavior, e.g. requests, apologies, compliments" (p.148). According to Ur (2001), "a function is some kind of communicative act: it is the use of language to achieve a purpose usually involving interaction between at least two people. Examples would be suggesting, promising, apologizing and greeting" (p.92).

According to Sthapit (2000, p.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, steel, paper or plastic

      Form: cylindrical with one end open

      Function: serving liquid

4

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 phrases

Function: communicating message

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

Thus, what language does is its function. In other words, what we can do through the use of language is its function. We can communicate through the use of language; therefore communication is the overall global function of language. This function of language is also reflected in the definition of language as "a system of communication" and "a vehicle for the sake of communication". But under communication there are several functions of language. For example, we can ask or make a query, we can command, request, order, caution, direct, instruct, propose, advise, report, threaten or persuade through the use of language and hence asking (i.e. What is your name?), commanding (i.e. Get out.), requesting (i.e. Come in, please.), ordering (i.e. Could I have a beer and chips?), cautioning (i.e. Mind your head.), directing (i.e. Go straight and turn right at the junction.), instructing (i.e. Write your name at the top of the page.), proposing (i.e. Shall we go to the picnic on coming holiday?) etc. are the functions of language.

1.1.4 Classification of the Communicative Functions

Linguists do not seem to follow a consistent system of classifying communicative functions. Sthapit (2003, p.10) says, "This question cannot be answered definitely, partly because the complex nature of language and society and their interrelationship defies 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". So, no one can claim that her/his system of classification is the only way or only right way of doing the job of classifying the complex system of language functions. However, a writer or a pedagogue has to follow one or the other system so as to make his description consistent and complete. It is thus important to have a look at some linguists' classification of communicative functions which are given below.

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

1. 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.

2. Directive: if the orientation is towards the hearer we have the directive function of language. It is the function of controlling the behavior of the participant.

3. 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.

4. Referential: if the focus is on topic we have referential function of language.

5. Metalinguistic: this function is associated with the code. When language is used to talk about language itself, it is the metalinguistic function of language.

6. Imaginative: when the focus is on the message, we have the imaginative function of language.

Wilkins (1976, p.44) gives six types of communicative functions which are as follows:

1. Judgment and Evaluation: this category deals with assessments and the subsequent expression of those assessments. For example, valuation, verdiction, committal, release, approval/disapproval etc.

2. Suasion: this is the category of utterance designed to affect the behavior of others. For example, inducement, compulsion, prediction, tolerance etc.

3. Argument: this category relates to the exchange of information and views. For example, information (asserted, sought, denied), agreement, disagreement, concession etc.

4. Rational inquiry and exposition: this category relates to the rational organization of thought and speech. For example, implication, deduction, supposition, definition, illustration, comparison, contrast, generalization etc.

5. Personal emotions: the functions in this category express the speaker's emotional reactions to events and people. For example, positive emotions like pleasure, enjoyment, satisfaction, delight etc. and negative emotions like shock, displeasure, dissatisfaction, annoyance, irritation etc.

6. Emotional relations: there are largely phatic utterances. For example, greetings, sympathy, gratitude, flattery, hostility etc.

Van Ek and Alexander (1977, pp. 19-21) classify communicative functions into six types as follows:

1. Imparting and seeking factual information (identifying, reporting, correcting, asking etc.)

2. Expressing and finding out intellectual attitudes (expressing agreement and disagreement, denying something, accepting/denying an offer or invitation, offering to do something, giving and seeking permission etc.

3. Expressing and finding out emotional attitudes (expressing pleasure/displeasure, surprise, satisfaction/dissatisfaction, fear, worry, gratitude, sympathy etc.)

4. Expressing and finding out moral attitudes (apologizing, granting forgiveness, expressing approval, appreciation, regret, indifference etc.)

5. Getting things done (suasion): requesting others to do something, advising, warning, offering assistance, requesting assistance etc.)

6. Socializing (greeting, introducing, taking leave, congratulating, attracting attention, proposing a toast etc.)

Finocchiaro (1986, p.1) classifies communicative functions into the following categories:

1. Personal: this function helps to express one's emotions, needs, thoughts, desires, attitudes etc.

2. Impersonal: this function helps to maintain good social relations with individuals and groups. For example, expressions of praise, sympathy, joy at another's success etc.

3. Directives: this function helps to control the behavior of others through advice, warnings, requests, permission, discussion etc.

4. Referential: it talks about objects of events in the immediate setting or environment or in the culture.

5. Metalinguistic: it talks about language itself.

6. Imaginative: It is the use of language creatively in rhyming, composing poetry etc.

The purpose of classifying the language function is to group the similar ones in a category. The same thing can be seen from different perspectives and can be placed in several groups depending on the way it is looked upon. Hence, it is all but natural for different linguists to have different systems of classification. Even though the terminologies given by several linguists are different, the classifications are more or less the same.

Even more complexity is found in the relationship between the language functions and the forms that are used to realize the functions. This is referred to as 'form-function correlation' and the following paragraphs deal with it.

1.1.5 Form - Function Correlation

There is no simple equation between forms and communicative functions. In other words, there is no one to one correlation between language forms and functions. Affirmative sentences are not always used as statements and interrogative sentences are not always used as questions. One linguistic form or structure can fulfil variety of communicative functions and one function can be fulfilled by variety of linguistic forms.

For example,

It's cold here.

Form	- Declarative
Function	- Socializing (two people traveling together in a train)
	- Informing (someone who lives far from there)
	- Suggesting (someone to bring warm clothes)
	- Refusing (a child asking for ice-cream)
Function	- Requesting
Form	- Interrogative - Would you mind closing the door, please?
Imperative	- Close the door, please.
Moodless	- The door, please.

Hence, regarding the interrelationship between language structure and language function, a given form may serve several functions and conversely, a given function may be realized through several structures or forms. While requesting someone to open the window, some of the possible exponents are -

Open the window.

Open the window, please.

Open the window, will you?

Will you open the window?

Generally, a particular form performs a particular function. For example, an interrogative form such as 'What is your name?' performs the function of asking.

1.1.6 Activities for Teaching Communicative Functions

When we communicate, we use the language to accomplish some functions, such as arguing, persuading or promising. Moreover, we carry out these functions within a social context. A speaker will choose a particular way to express her/his level of emotion, but also to whom s/he is addressing and what her/his relationship with that person is. Since communication is a process, it is

insufficient to simply have knowledge of target language forms, meanings and functions. Students must be able to apply this knowledge in negotiating meaning. It is possible through the interaction between speaker and listener. Students learn to speak in a second language by interacting. For this, the classroom environment should be real life like situation. The teachers should promote meaningful situation in the classroom. The students should be encouraged to have oral communication. Communicative language teaching (CLT) and cooperative language learning (CLL) are really helpful in teaching communicative functions.

Some of the common activities that can be used for teaching communicative functions are as follows.

- Discussion: It is an effective activity for teaching communicative functions. It is a goal focused conversation involving either groups of students or the whole class and which usually involves interaction.

- Role play: It is a classroom activity which gives the students an opportunity to practise the language, the aspects of role behavior and actual roles they may need outside the classroom. It is a simple and brief activity to organize in the classroom. It is highly flexible, initiative and imaginative. It helps students to bring outside classroom into classroom.

- Pair work: It is one of the important activities for teaching communicative functions. It is a management task for developing communicative ability. Pair work makes the students engage in interaction with each other.

- Group work: It is useful for teaching students in an interactive way. It is one of the important techniques to develop communicative aspect of language in students. It increases the amount of speaking of the students.

) Describing pictures/maps: As the name itself suggests, it is the activity in which the students are encouraged to describe pictures/maps. It is helpful to develop communicative skills in the students.

) Dramatization: It encourages genuine communication and involves real emotions and use of body language. It starts with listening/speaking and can be specified to practise specific language aspects, e.g. grammar, lexical items, functions etc. It brings outside world into the classroom. It helps to acquire meaningful fluent interaction in the target language.

) Guessing games: Guessing games are the games in which the students are encouraged to guess something/somebody by speaking. Therefore, it certainly enhances the communicative ability of the students.

) Telling a story: In this activity, the students tell the stories that they have heard or read. So, it is an effective activity to develop communicative skills in students.

) Find the differences: It is an activity in which the students compare two or more things and tell the differences between or among them to their friends.

) Information gap: An information gap exists when one participant in an exchange knows something that the other participant does not. If both the participants know the information the exchange is not really communicative. So it is a characteristic of any communicative activity.

) Project work: It is one of the important activities for teaching communicative functions communicatively. Since it emphasizes on group-centered experiences, the students become cooperative with each other. Project work helps the students to gain practical knowledge of what they have learnt theoretically in the classroom.

) Interaction: Interaction is at the core of communicative language teaching. It is very essential for teaching communicative functions. The

more the students interact with each other the more they learn. It helps the students to develop their communicative ability.

⟩ Prepared talks: The ability to speak fluently is the final outcome expected from the students. Speech can be fully communicative with out any preparation but at the initial stage, the students can prepare it in advance and share it with others in the classroom. So, it helps to teach communicative functions effectively.

⟩ Strip story: Strip story is a modified version of scrambled sentence technique. In it, a whole story is cut into different parts (small pieces), sometimes represented through pictures (picture strip story). Then the students are asked to unscramble the strips (pieces of sentences) to make a whole story. This technique makes students communicate a lot to complete a story. It involves a lot of discussion and interaction among students.

1.2   Review of the Related Literature

A number of researches directly or indirectly related to the teaching of communicative functions have been carried out in the Department of English Education. Some of them are as follows:

Pokhrel (1999) carried out a research entitled 'Teaching Communicative Functions, Inductively and Deductively: A Practical Study'. The result showed that the inductive method was relatively more effective than the deductive method for the teaching of communicative functions. Similarly, Sharma (2002) carried out a comparative study to find out the effectiveness of role play technique in teaching communicative functions. It showed that role play technique had relatively better impact on teaching the functions on the whole. In the same way, Sapkota (2004) carried out a research entitled 'A Study on the Proficiency in the Communicative Functions and Their Exponents: A

Comparative Study'. He wanted to find out the proficiency of the SLC level students in the use of communicative functions and to make a comparison of the achievement of the students belonging to different schools. He found the students' proficiency in the English language structures and communicative functions not to be satisfactory. He also found that they made more mistakes in written discourse than in oral one but they felt more difficulty in the latter.

Timsina (2005) carried out a research to determine students' ability to communicate orally in English and to compare the achievement of students in terms of different variables. He found out that although the syllabus of compulsory English of secondary level was communicative, students' performance was not satisfactory. There was no significant difference between male and female students' skill in communicating in English. The students of urban area had produced more appropriate sentences than the students of semi- urban and rural area.

Bhandari (2005) conducted a research on the effectiveness of pair work and group work technique by comparing each other in teaching communicative functions. It was found that pair work was more effective than group work in teaching them. Similarly, Khadka (2007) carried out a research entitled 'Teaching Language Functions Through Information Gap in Grade Seven'. The finding was that information gap technique was relatively more effective than usual classroom techniques for teaching language functions of English.

Various attempts at comparing methods for teaching communicative functions have been made. No research has been carried out to find out the classroom activities and problems in the teaching of communicative functions yet. The present study attempts to investigate the activities conducted and problems encountered by the teachers in teaching communicative functions.

1.3   Objectives of the Study

The objectives of the study were as follows:

    a. to find out the classroom activities conducted by the teachers in teaching communicative functions.

    b. to identify the problems encountered by the teachers in teaching communicative functions.

    c. to suggest some pedagogical implications on the basis of the findings of the study.

1.4   Significance of the Study

This study will be significant for the prospective researchers, language teachers, learners, textbook writers, subject experts, curriculum designers, language trainers in particular and for others who are directly or indirectly related and are interested in the field of ELT in general. The textbook writers, subject experts and curriculum designers can include the activities that are frequently used in the teaching of communicative functions. Similarly, the study will be equally significant for the teachers and learners so that they can use those activities that are useful for the teaching of communicative functions. In the same way, the concerned authority may take step towards overcoming the problems observed by the researcher and mentioned by the teachers. Moreover, this study leaves the door open for the prospective researchers to carry out researches on similar cases in the days to come.

1.5   Definition of the Specific Terms

    ⌐ Communication game - an organized activity that has a particular objective, a set of rules, competition between participants and communication between participants by spoken or written language.

- Communicative activities - those activities that allow for genuine information exchange.

- Controlled communicative activities - those activities in which the linguistic forms may be more or less strongly related to communicative functions and non-linguistic reality.

- Discussion - a goal focused conversation involving either groups of students or the whole class, and which usually involves interaction.

- Drill - a technique commonly used in language teaching for practicing sounds or sentence patterns in a language based on guided repetition or practice

- English teachers - the teachers teaching English at secondary levels who have passed their B. Ed. or equivalent specializing in English.

- Functions - functions refer to language functions. For example requesting, commanding etc.

- Group work - a learning activity which involves a small group of learners (usually 4-6) working together.

- Information gap - a situation where information is known by one participant only.

- Language skills - the four skills of language viz. listening, speaking, reading and writing

- Motivation - encouragement to do or learn something

- Pair work - an activity in which two learners work together.

- Pre-communicative activities - those activities that aim to equip the learners with some of the skills required for communication without actually requiring them to perform communicative acts.

- Schools - both community and private schools

CHAPTER - TWO

METHODOLOGY

This chapter on methodology briefly describes the methods and procedures adopted to carry out this study in which the main objectives were to find out the activities conducted and problems encountered in the teaching of communicative functions. The population, sample, research tools and their preparation, administration and other procedures are described below.

2.1 Sources of Data

Both primary and secondary sources were used for data collection.

2.1.1 Primary Sources

The primary sources of data for this research were the students and teachers of English at secondary level.

2.1.2 Secondary Sources

The secondary sources were the related books, e.g. Jones (1983), Matreyek (1983), Ur (2001) etc., journals, articles and related theses in the Department of English Education, T. U. and many other references.

2.2 Population of the Study

The total population of this research were the teachers and students at secondary level from Kathmandu district.

2.3 Sampling Procedure

Ten English teachers were selected from ten secondary (five community and five private) schools from Kathmandu district by using purposive non - random

sampling. I also selected fifty students five from each school by using random sampling. Equal number of students was selected from both types of schools.

2.4　Tools for Data Collection

I prepared a checklist for the class observation (see appendix V) and two sets of questionnaires for the selected teachers (see appendix III) and students (see appendix IV) to distribute to them.

2.5　Procedure of Data Collection

The following procedure was used to collect the data from the primary sources.

First of all, I visited the concerned schools and talked to the authority to get their permission to carry out the research and explained the purpose and process of the research. I talked to the teachers and students and observed their classes with the help of a checklist. I distributed the questionnaires to the selected teachers and students and requested them to complete them. Finally, I collected the questionnaires.

2.6　Limitations of the Study

The study had the following limitations:

a. The research was limited to communicative functions only.
b. The research was limited to ten (five community and five private) schools of Kathmandu district.
c. The sample population of the research was ten English teachers and fifty students of secondary level.
d. Only three classes of each English teacher were observed.
e. The primary data for the research were collected by class observation and questionnaires.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from primary sources. The main objectives of this study were to find out the activities of teaching communicative functions and to identify the problems faced by the teachers while teaching them in the classroom. For this, I tabulated the information and analyzed the data under the three main headings.

-) Class Observation of Teachers
-) Teachers' Views on Teaching of Communicative Functions
-) Students' Views on Learning of Communicative Functions

First of all, the obtained information was tabulated and then analyzed and interpreted by using simple statistical tools such as: percentage, tables, bar-diagrams and pie-charts.

3.1   Class Observation of the Secondary English Teachers

This section mainly concerns with the observation of thirty secondary English classes. I prepared an observation check-list and observed thirty classes of ten English teachers. Here, I have tried to observe how the teacher taught communicative functions and what kind of problems they faced while teaching them. I have tried to minutely analyze the activities used in teaching communicative functions and the problems they faced while teaching them. For analyzing the activities, I used five rating scales viz. excellent, very good, good, average and below average. These individual activities from the observation checklist have been discussed under the various headings.

3.1.1 Motivation to the Students

Motivation to the students by the language teachers certainly enhances the effectiveness of classroom teaching and accomplishment of objectives. Until and unless the students are ready to learn, the teaching does not become useful. Here, I wanted to find out whether the teachers motivated their students or not. The result of the observation was that most of the teachers motivated the students. The data can be presented as:

Table 1: Motivation to the Students

| Rating	No. of Classes	Percentage
Excellent	7	23.31
Very good	18	59.94
Good	2	6.66
Average	2	6.66
Below average	1	3.33

Among the classes under study, 23.31 per cent were found excellent, 59.94 per cent were found very good, 6.66 per cent were found good, the equal per cent classes were found average and only 3.33 per cent were found below average regarding the motivation to the students.

On the basis of the above result, motivation to the students was highly satisfactory.

3.1.2 Determination of Function and Purpose

I observed the classes to find out how far the teachers were able to determine the function and purpose in their classes for successful teaching. Out of the total 30 classes, 36.63 per cent were found very good, 49.95 per cent were found good and 13.32 per cent were found average. The data can be presented as:

Figure 1: Determination of Function and Purpose
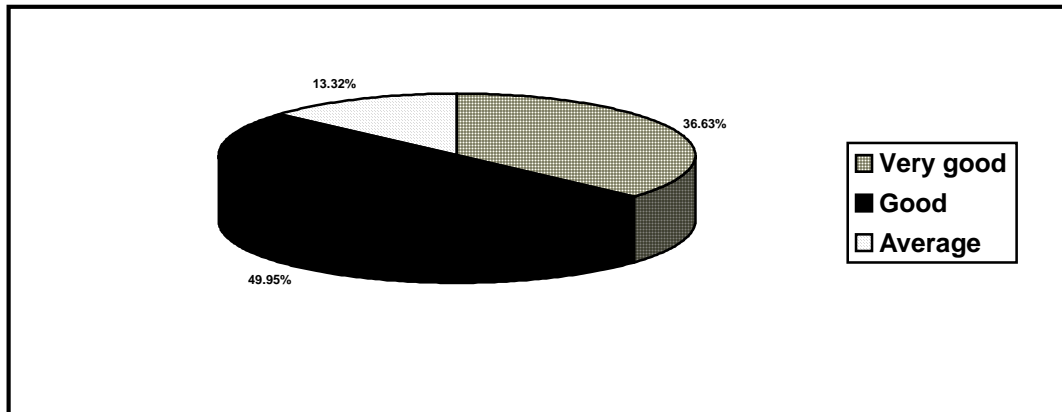
No class was found excellent and below average.

3.2.3 Identification of Participants

Identification of participants is one of the important pre-communicative activities. While observing the classes, in 16.65 per cent classes, this activity was found very good, in 43.29 per cent, it was found good, in 26.64 per cent, it was found average and in 13.32 per cent, it was found below average and no class was found excellent. The following table shows the result.

**Table 2: Identification of Participants**

Rating	No. of Classes	Percentage
Excellent	-	-
Very good	5	16.65
Good	13	43.29
Average	8	26.64
Below average	4	13.32

From the above table, it can be concluded that the identification of participants was not found much satisfactory.

3.1.4 Discussion on Role-relationship

The diagram below shows how far the teachers discussed role-relationship of participants while teaching communicative functions in the classroom.

Figure 2: Discussion on Role-relationship
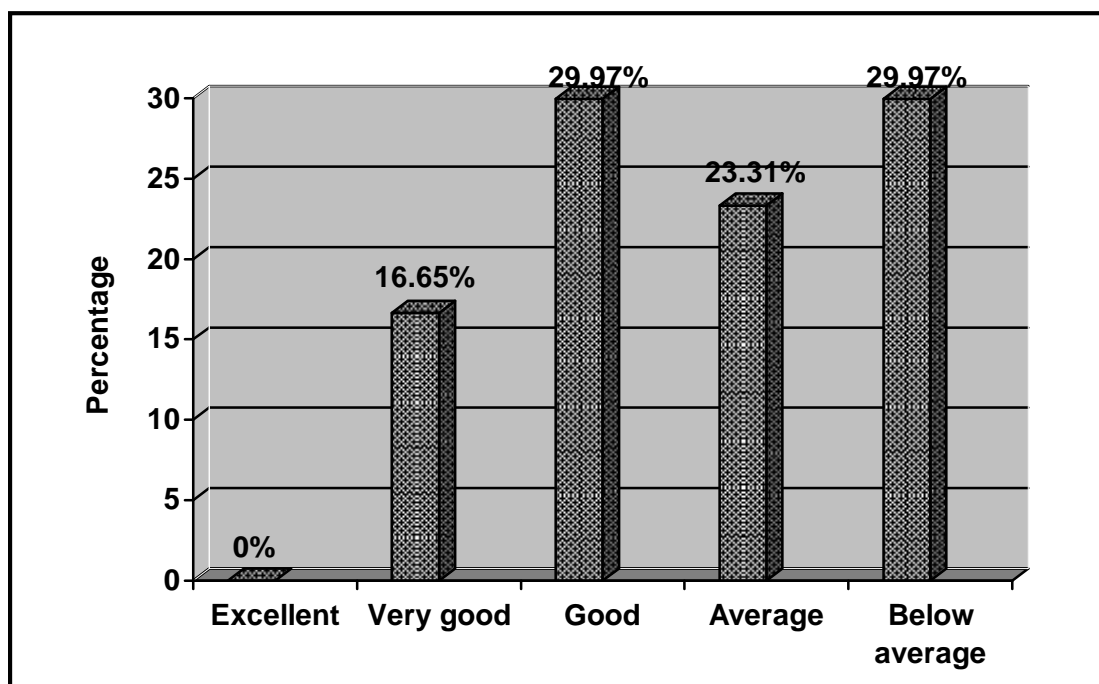
Among the thirty classes observed, 16.65 per cent were found very good, 29.97 per cent were found good, 23.31 per cent were found average, 29.97 per cent were found below average and no class was found excellent regarding the discussion on role-relationship of the participants.

Thus, it becomes clear that discussion on role-relationship of participants was not found satisfactory.

3.1.5 Presentation of Exponents Related to Function

I observed the classes in order to see how far the teachers presented the multiple exponents related to the function in question. The following table reveals the fact.

Table 3: Presentation of Exponents Related to Function

| Rating	No. of Classes	Percentage
Excellent	-	-
Very good	1	3.33
Good	11	36.63
Average	9	29.97
Below average	9	29.97

Among the classes under study, 3.33 per cent were found very good, 36.63 per cent were found good, 29.97 per cent were found average and the equal per cent classes were found below average. No class was found excellent.

Therefore, the presentation of exponents related to the communicative functions in question was not found satisfactory.

3.1.6   Division of Students into Pairs and Groups

A few teachers were found to divide the students into pairs and groups. Out of thirty classes observed, only 9.99 per cent were found very good, the equal per cent classes were found good, 46.62 per cent were found average and 33.3 per cent were found below average in the division of students into pairs and groups.

Figure 3: Division of Students into Pairs and Groups
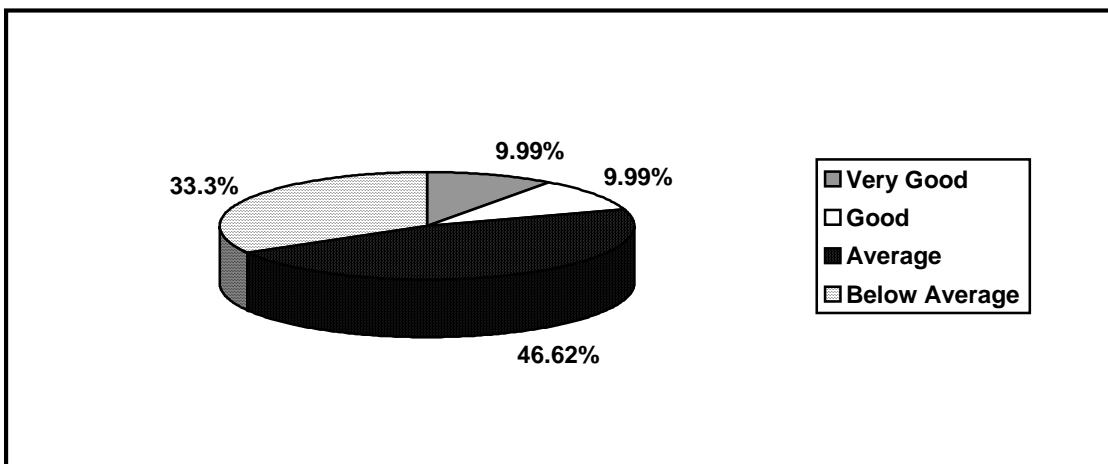
On the basis of the above data, it can be concluded that a very few teachers divide the students into pairs and groups.

3.1.7   Interaction in the Classroom

This part deals with the teacher-student interaction and student-student interaction in the classroom. Interaction is very essential for teaching of communicative functions. Here, the classes were visited to observe to what extent the teachers interacted with the students and allowed student-student interaction. The following table presents the data.

Table 4: Interaction in the Classroom

| Interaction Types	Rating				
	Excellent	**Very good**	**Good**	**Average**	**Below average**
Teacher-student	6.66%	49.95%	43.29%	-	-
Student-student	-	-	39.96%	49.95%	9.99%

In the interaction between teachers and students, 6.66 per cent classes were found excellent, 49.95 per cent were found very good and 43.29 per cent were found good. No class was found average and below average. In the same way, I found 39.96 per cent classes good, 49.95 per cent average and 9.99 per cent below average in maintaining student-student interaction in the classroom.

Thus, the above table shows that the teachers allow student-student interaction less.

3.1.8   Teacher's Assistance to Express the Recommended Expressions

In most of the classes, it was found that the students were assisted to express the recommended expressions. Among the classes under study, 63.27 per cent were found very good, 33.3 per cent were found good and 3.33 per cent were found average.

Figure 4: Teacher's Assistance to Express the Recommended Expressions
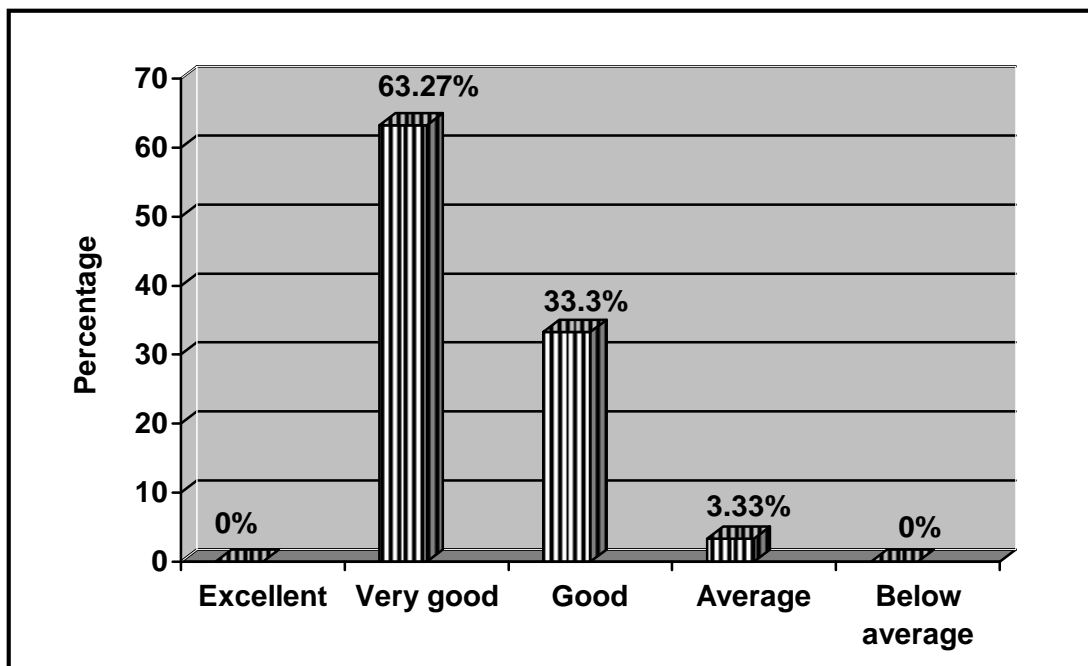
From the above figure, it can be concluded that the assistance provided by the teachers to express the recommended expressions was highly satisfactory.

3.1.9 Encouragement to the Students to Use and Practice in Pairs and Groups

A language classroom is not effective unless the teacher highly encourages the students to practice and use the teaching item in question The encouragement to the students to use and practice the communicative functions do not need any exaggeration. Here, I tried to observe how far the teachers encouraged the students to use and practice communicative functions in pairs and groups.

Table 5: Encouragement to the Students to Use and Practice in Pairs Groups

| Rating	No. of Classes	Percentage
Excellent	-	-
Very good	7	23.31
Good	8	26.64
Average	5	16.65
Below average	10	33.3

From the above table, it is clear that 23.31 per cent classes were found very good, 26.64 per cent were found good, 16.65 per cent were found average and 33.3 per cent were found below average.

On the basis of the above data, it can be concluded that the teachers' encouragement to the students was not much satisfactory.

3.1.10 Communication in Social Context

It is obvious that language cannot be taught well without good communication. Thus, communication takes place in every classroom. It should be socially contextualized. From the observation, it was revealed that teacher-student communication was limited only within syllabus rather than associating it with social context. This is shown in the following diagram.

Figure 5: Communication in Social Context
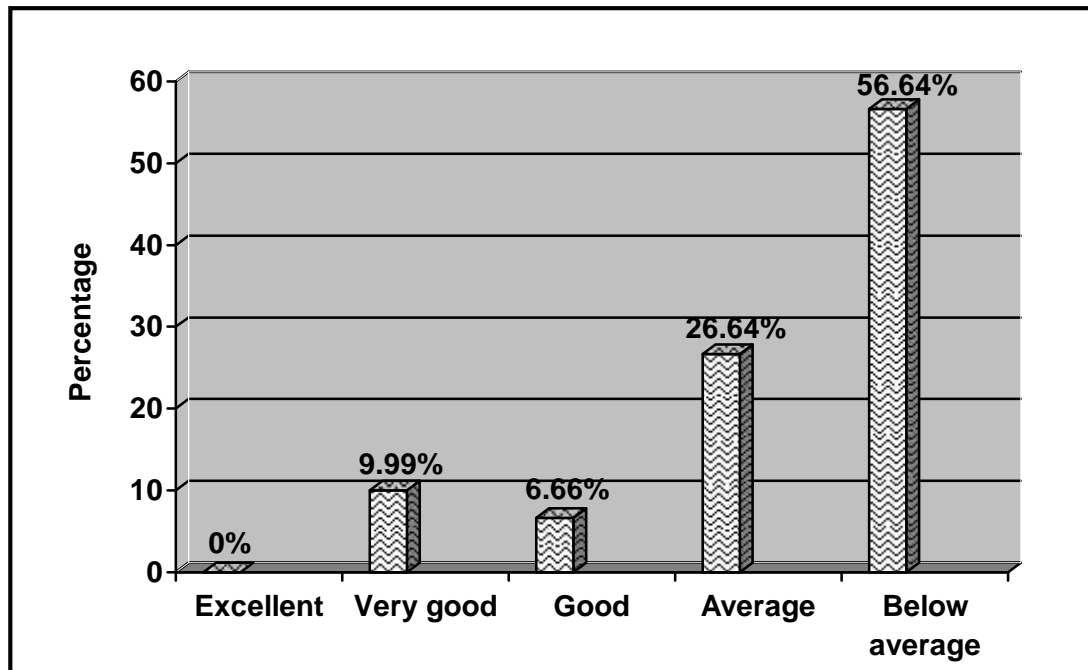
It was found that in 9.99 per cent classes, communication in social context was very good, in 6.66 per cent, it was good, in 26.64 per cent, it was found average and in 56.64 per cent, it was found below average.

3.1.11 Communicative Activities in the Classroom

Different activities are used in the language classroom to promote communication. I tried to observe some common activities in the classroom. The following table presents the data:

Table 6: Communicative Activities in the Classroom

Activities	Rating				
	Excellent	Very good	Good	Average	Below average
Role play	-	16.65%	33.3%	26.64%	23.31%
Dramatization	-	-	6.66%	16.65%	76.59%
Simulation	-	-	-	6.66%	93.24%
Picture description	-	13.32%	19.98%	23.31%	43.29%

The above table displays that role play was used frequently in comparison to others and simulation was less practiced in the classroom.

3.1.12 Classroom Management

Classroom management simply refers to the setting of the classroom. A properly managed class certainly plays a vital role for successful teaching. Here, I tried to observe the classes to find out how far the teachers were able to manage the classes properly for the successful teaching of communicative functions. The data obtained from the observation can be presented as follows:

Table 7: Classroom Management

Rating	No. of Classes	Percentage
Excellent	5	16.65
Very good	12	39.96
Good	4	13.2
Average	8	26.64
Below average	1	3.33

On the basis of the above data, 16.65 per cent classes were found excellent, 39.96 per cent were found very good, 13.2 per cent were found good. Similarly,
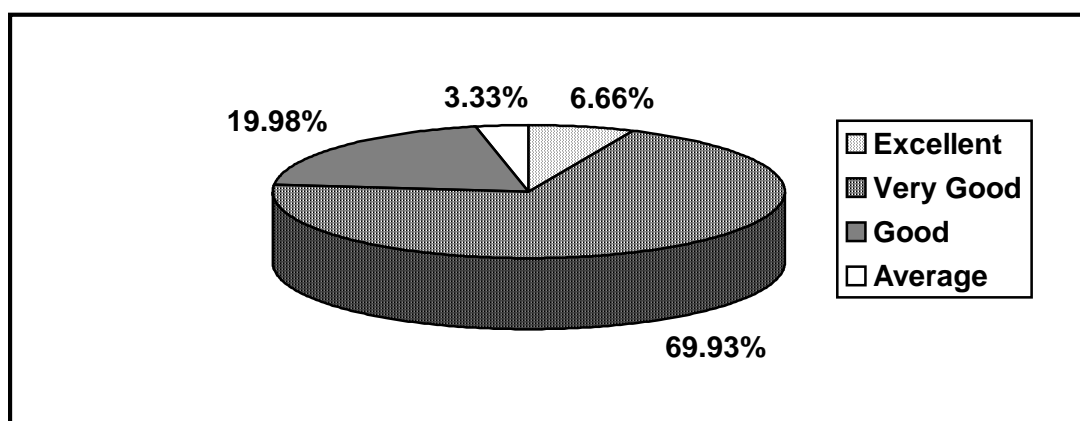
26.64 per cent classes were found average and 3.33 per cent were found below average regarding the classroom management.

From the data above, it can be concluded that classrooms were managed properly.

3.1.13 Student Participation

A language class is not effective unless the students highly participate in the classroom activities. Development of communicative skills need more practice in the language in question. Secondary English teachers' classes were observed and the result was found more satisfactory in private schools than in the community schools. The figure below presents the data.

Figure 6: Student Participation

Among the classes under study, 6.66 per cent classes were found excellent, 69.93 per cent were found very good, 19.98 per cent were found good and 3.33 per cent were found average. No class was found below average regarding the participation of students.

Thus, the above figure displays that student participation was highly satisfactory.

3.1.14 Students' Level of Interest

Anything doing with one's own interest certainly brings higher rate of success than doing the same thing in the pressure of someone else. Therefore, it is necessary to increase the students' interest in learning. In this section, I tried to observe the students' level of interest while teaching communicative functions in the classroom. The data can be presented as:

**Table 8: Students' Level of Interest**

Rating	No. of Classes	Percentage
Excellent	-	-
Very good	17	56.61
Good	10	33.3
Average	2	6.66
Below average	1	3.33

During observation, it was found that in 56.61 per cent classes, students' interest was found very good, in 33.3 per cent, it was found good. Similarly, 6.66 per cent classes were found average and 3.33 per cent were found below average. No class was found excellent regarding the students' interest.

3.1.15 Use of Teaching Materials

Teaching materials undoubtedly play a vital role in teaching and learning. They are useful to make the classroom lively, interesting and to make the concept of anything clear to the students. They are equally useful and important for the successful teaching of communicative functions. In this part, I tried to observe to what extent they were used and how appropriately they were used by the teachers while teaching communicative functions. The figure below presents the data.

Figure 7: Use of Teaching Materials
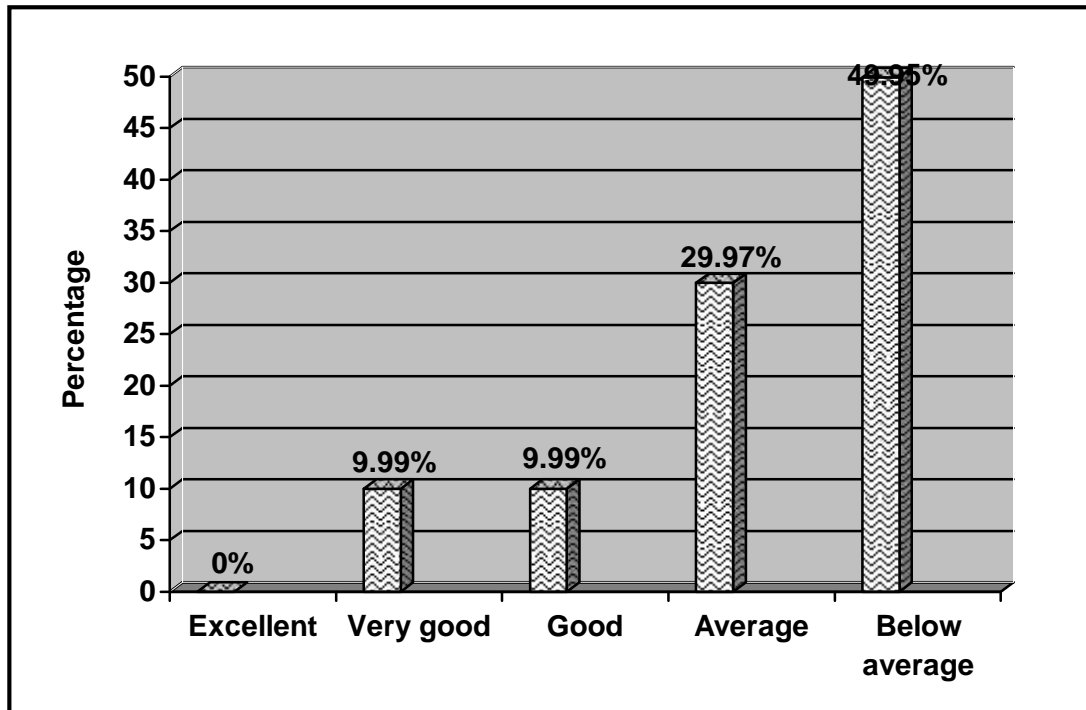
The figure above displays that 9.99 per cent classes were found very good, the equal per cent classes were found good in the use of teaching materials. Similarly, 29.97 per cent classes were found average and 49.95 per cent were found below average regarding the use of teaching materials while teaching communicative functions in the classroom.

So, the use of teaching materials in most of the classes was not found satisfactory.

3.1.16 Discipline in the Classroom

It is said that discipline without freedom is tyranny and freedom without discipline is chaos. Discipline is the precious ornament of a student. It has a great value in teaching and learning. In this section, the classes were visited to observe to what extent the students were disciplined in the classroom. The observed data can be presented as follows:

Table 9: Discipline in the Classroom

Rating	No. of Classes	Percentage
Excellent	4	13.32
Very good	11	36.63
Good	7	23.31
Average	8	26.64
Below average	-	-

The table above shows the condition of language classroom regarding the discipline of the students particularly while teaching communicative functions. Among the classes under study, 13.32 per cent were found excellent, 36.63 per cent were found very good. In the same way, 23.31 per cent classes were found good and 26.64 per cent were found average in maintaining the discipline in the classroom. No class was found below average.

Hence, discipline in the language classroom was found satisfactory.

3.1.17 Size of the Class

It has been a great challenge for the language teachers to teach the classes of 50-60 students in a single period of 45 minutes. For effective teaching, the number of students in a class has to be small. I, here, observed 30 secondary classes and collected the following data:

Table 10: Size of the Class

Rating	No. of Classes	Percentage
Excellent	4	13.32
Very good	9	29.97
Good	10	33.3
Average	7	23.31
Below average	-	-

Among the classes under study, 13.32 per cent were found excellent, 29.97 per cent were found very good, 33.3 per cent were found good. Similarly, 23.31 per cent classes were found average and no class was found below average regarding the number of students in the classroom.

Hence, the size of the class was found satisfactory.

3.1.18 Focus on Language Skills

The four major language skills: listening, speaking, reading and writing are very important in a language class. In this section, I observed the comparative use of these four language skills on the basis of observation. The table below presents the observed data.

Table 11: Focus on Language Skills

Skill	Rating				
	Excellent	**Very good**	**Good**	**Average**	**Below average**
Listening	9.99%	23.31%	29.97%	36.63%	-
Speaking	23.31%	19.38%	33.3%	23.31%	-
Reading	-	13.32%	33.3%	43.29%	9.99%
Writing	9.99%	23.31%	36.63%	29.97%	-

If not impossible it is very difficult to teach a particular skill without the combination of other skills. Language skills are to be taught interactively for the successful teaching. Teaching of communicative skill involves all the four language skills but the degree may vary.

During observation, speaking was found comparatively more focused than other skills while teaching communicative functions.

3.1.19 Problems Observed by the Researcher

    a. Less participation of the students

    b. Lack of prior preparation by the teachers and students

c. Hesitation of the students

d. Poor pronunciation and vocabulary of the students

e. Use of mother tongue in English period

f. Less emphasis on the language functions

g. Exam-oriented teaching

h. Teacher as an authority in the classroom

i. Lack of communicative language teaching

j. Students feeling shy

From the points given above, it becomes quite clear that teachers certainly face a number of problems while teaching communicative functions. They can teach language effectively if they proceed on to their teaching overcoming the above problems.

Conclusion

The secondary English teachers' classes were observed with the help of a checklist to find out the activities conducted and the problems encountered by them while teaching communicative functions in the classroom. The result in some activities was found satisfactory and in some activities it was not. The activities such as motivation to the students, determination of function and purpose, classroom management, use of pair work, group work activities, students' discipline, interest and participation in those activities were found satisfactory.

On the other hand, the activities such as discussion on role- relationship of participants, identification of participants, presentation of multiple exponents related to the communicative functions in question, student-student interaction, communication in social context, use of dramatization, picture description activities and use of teaching materials were not found satisfactory.

The major problems encountered by the teachers while teaching communicative functions were hesitation of the students to speak, teacher as an authority in the classroom, lack of adequate exposure to the students, use of mother tongue in the classroom and lack of required physical facilities in the classroom. In order to teach communicative functions effectively, the teachers should be given training to equip them with required skills and knowledge so that they can use the activities properly and the concerned authority should take necessary steps to solve the problems mentioned above.

3.2   Teachers' Views on Teaching of Communicative Functions

This section mainly concerns with the secondary level English teachers' views towards teaching of communicative functions. The analysis, here, is mainly based on the questionnaires in which the responses of the teachers are interpreted and analyzed in detail. I, with the help of ten different questionnaires, have tried to extract the views of teachers under different headings. Thus, teachers' views are analyzed minutely and interpreted in various sub-sections on the basis of their responses.

3.2.1 Use of Activities in Teaching Communicative Functions

The teachers were asked whether they conducted activities to teach communicative functions or not. Mixed responses were found. Majority of the teachers (8 out of 10) replied that they conducted different activities while teaching communicative functions. The table below presents their views.

**Table 12: Use of Activities in Teaching Communicative Functions**

Responses	No. of Teachers	Percentage
Yes	8	80
No	2	20

Thus, it is clear that 80 per cent teachers conduct activities and 20 per cent do not do so while teaching communicative functions.

3.2.2 Discussion on Role-relationship of Participants

Discussion on role-relationship of participants is an important pre-communicative activity. Here, the teachers were queried to respond to how often they discussed the role relationship of participants before they allowed students to practice communicative functions. The figure below displays the data.

Figure 8: Discussion on Role-relationship of Participants
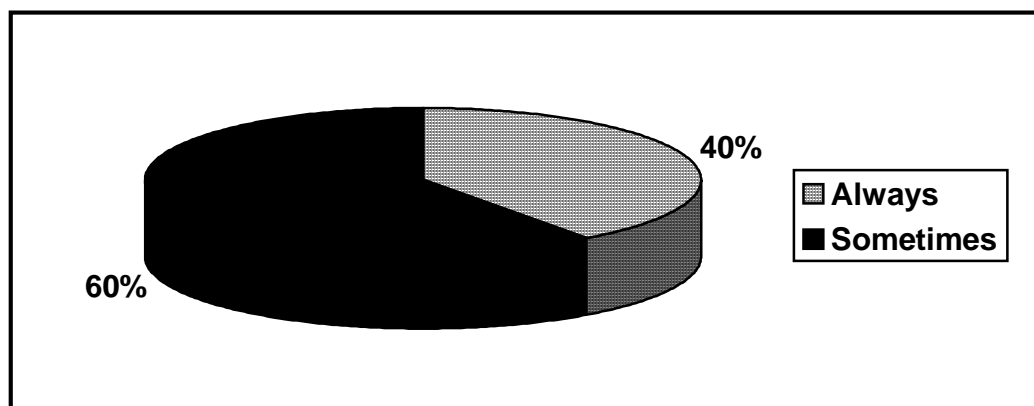
The above figure shows that 40 per cent teachers always discuss role-relationship of participants and 60 per cent sometimes discuss it before practicing communicative functions.

3.2.3 Creation of Social Context

In this section, the teachers were asked whether they created social context in the classroom or not for the teaching of communicate functions. A majority of teachers were found positive. The table below presents the data.

Table 13: Creation of Social Context

Responses	No. of Teachers	Percentage
Yes	9	90
No	1	10

From the above table, it is clear that 90 per cent teachers think that creation of context is an important activity and they do so and 10 per cent do not create social context in the classroom.

3.2.4 Focus on Language Skills

When we teach one skill of a language, there comes teaching of any other skill automatically. In order to make the teaching meaningful, the language skills

need to be taught interactively. The table below shows the responses from the teachers when they were asked to respond to the skills focused while teaching communicative functions.

Table 14: Focus on Language Skills

| Skills	No. of Teachers	Percentage
Speaking	6	60
Listening and speaking	2	20
Speaking and writing	2	20

This shows that majority of teachers i.e. 60 per cent gave emphasis on speaking skill and 20 per cent on listening and speaking combined and the equal per cent teachers focused on speaking and writing skills.

3.2.5 Interference by the Teachers

In this section, the teachers were asked whether they interfered the students when they committed mistakes in practicing communicative functions or not. The result was as follows:

Figure 9: Interference by the Teachers
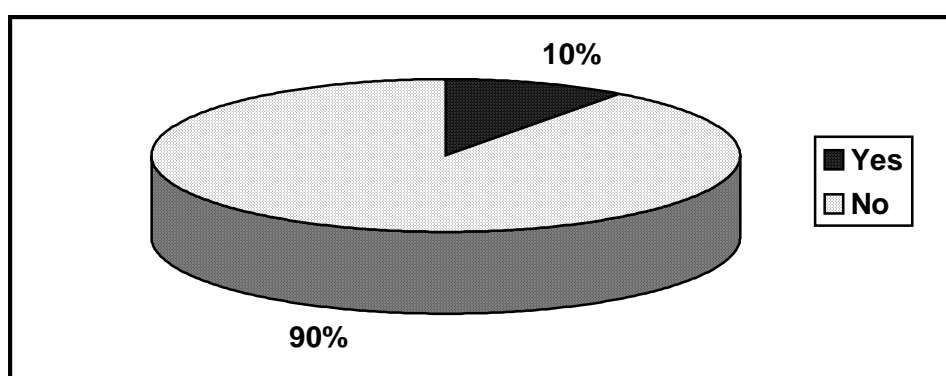
The figure above shows that 90 per cent teachers do not interfere the students and 10 per cent teachers interfere the students when they commit mistakes while practicing communicative functions

3.2.6 Students' Interest

This section deals with whether the students were interested in learning communicative functions or not as expressed by the teachers. A majority of the teachers expressed that the students were highly interested in learning communicative functions.

Table 15: Students' Interest

Responses	No. of Teachers	Percentage
Yes	9	90
No	1	10

The table above shows that 90 per cent teachers replied that the students were interested and only 10 per cent replied that the students were not interested in learning communicative functions.

3.2.7 Games for Teaching of Communicative Functions

Since games are very effective sources in language teaching, they are equally important for teaching communicative functions also. In this part, the teachers were asked whether they conducted any games for teaching communicative functions or not. The result showed that majority of teachers conducted games for the teaching of communicative functions. The data can be presented as:

Figure 10: Conducting Games for Teaching of Communicative Functions
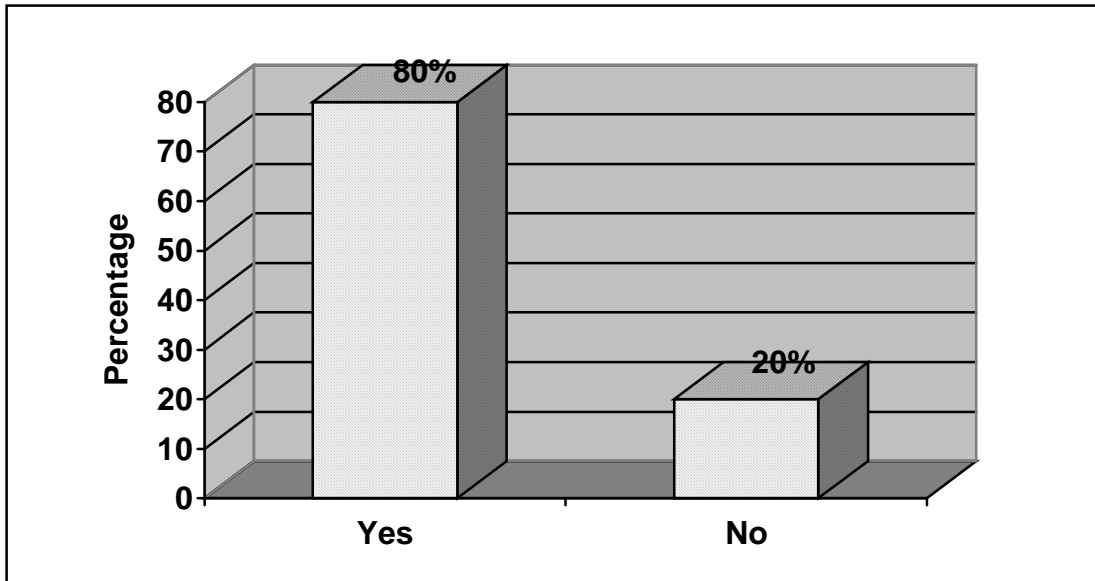
The figure above reflects that 80 per cent teachers conduct games and 20 per cent do not do so for the teaching of communicative functions. The teachers were also asked to specify some of the games they conducted in the classroom.

The games that were conducted by the teachers were as follows:

- Role play
- Pair work
- Group work
- Reading newspaper
- Interviews
- Telephone conversation
- Bingo
- Debate
- Describing pictures
- Finding hidden things
- Describing friends
- Telling jokes
- Command giving games

〕 Request your friend

〕 Quiz

〕 Speech of students with counter questions

〕 Find the way

〕 Guessing games

3.2.8 Presentation of Multiple Exponents

The teachers were asked whether presentation of multiple exponents related to the communicative function was an important activity or not. Among the teachers under study, 70 per cent replied positively, 20 per cent replied negatively and 10 per cent had no reply. The data can be presented as follows:

Table 16: Presentation of Multiple Exponents

Responses	No. of Teachers	Percentage
Yes	7	70
No	2	20
No response	1	10

This shows that majority of teachers presented multiple exponents related to the communicative functions while teaching in the classroom.

3.2.9 Prioritized Teaching Activities

In this part, the teachers were asked to assign no. 1-5 to the activities on the basis of the priority they gave in the classroom. There is a difference in selection from one teacher to another. The table below shows the activities those got priority in the classroom as expressed by the teachers.

Table 17: Prioritized Activities for the Teaching of Communicative Functions

Activity/priority	1st	2nd	3rd	4th	5th
Discussion	3	1	2	1	-
Role play	2	2	2	2	-
Pair work	2	2	2	1	
Describing pictures	1	1	1	-	2
Recitation	-	2	-	-	3
Dramatization	-	1		1	1
Drill	1	-	-	-	-
Group work	-	1	3	3	1
Information gap	-	-	-	-	1

On the basis of the above data, it can be concluded that role play, discussion, pair work and group work got more priority in comparison to other activities in the classroom.

3.2.10 Student-Student Interaction

Interaction between students is at the core of communicative language teaching. The more the students interact with each other, the more they learn. In this part, I tried to find out how often the teachers allowed students to interact with each other. So, they were asked whether they allowed student-student interaction in the classroom or not. The table below reflects the data.

Table 18: Student-Student Interaction

Responses	No. of Teachers	Percentage
Always	1	10
Sometimes	9	90
Never	-	-

It is clear from the data given above that majority of teachers, i.e. 90 per cent sometimes allow students to interact with each other in the classroom and 10 per cent always allow student- student interaction in the class.

3.2.11 Problems in the Teaching of Communicative Functions

There are so many problems faced by the teachers which have been the major obstacles for the successful teaching. Teaching has become a challenging profession in the sense that they have to overcome these problems for effective teaching. Here, the teachers were asked whether they faced any problems in the classroom or not. The data can be presented as:

Table 19: Problems in the Teaching of Communicative Functions

Response	No. of Teachers	Percentage
Yes	8	80
No	2	20

The table above shows that the majority of teachers, i.e. 80 per cent face problems while teaching communicative functions and 20 per cent do not face any problems.

Here, the teachers were also asked to specify some problems they faced in the classroom. Some of the problems mentioned by the secondary English teachers were as follows:

⟩ Students' hesitation

⟩ Large number of students in the classroom

⟩ Lack of interest in the students

⟩ Discipline of the students

⟩ Students' unwillingness to participate

⟩ Lack of confidence in the students

- Teachers' inability to make them understand
- Lack of adequate vocabulary in students
- Lack of adequate exposure to the students
- Noisy classrooms
- Difficulty in controlling the students
- Students feeling shy
- Poor pronunciation of the students
- Lack of required physical facilities
- Use of mother tongue in the classroom
- Students feeling uncomfortable to interact

Conclusion

The selected English teachers were requested to complete the questionnaires to extract their views on teaching of communicative functions. Most of the teachers were found positive in teaching communicative functions using different activities such as role play, discussion, pair work and group work. More than 50 per cent teachers were found positive in discussing the role-relationship of participants while teaching communicative functions. Similarly, more than 60 per cent teachers focused on speaking skill while conducting activities for teaching communicative functions. A majority of teachers, i.e. 90 per cent replied that their students were interested in learning communicative functions. Only 10 per cent teachers interfered the students while practicing communicative functions.

The teachers were asked to mention the games that were conducted by them while teaching communicative functions. Some common games mentioned by them were debate, command giving games, request your friend, finding the way, describing pictures and guessing games. The major problems in teaching communicative functions as expressed by the teachers were students' unwillingness to participate in the activities, lack of confidence in students, difficulty in controlling the class, use of mother tongue in the classroom, lack of adequate exposure to the students, poor pronunciation of the students, teachers' inability to make them understand and lack of required physical facilities.

3.3 Students' Views on Learning Communicative Functions

This section deals with the views of secondary level students on learning communicative functions. The questionnaires were distributed to 50 students and they were asked to express their views on different queries. Here, an attempt has been made to extract the views of the students on learning communicative functions. The analysis is based on the responses of the students on different queries. Their views are analyzed and interpreted in the following headings.

3.3.1 Motivation in the Classroom

Motivation plays an important role in teaching and learning. In this subsection, the students were asked whether they were motivated by the teachers in the class or not. The table below shows the obtained data.

Table 20: Motivation in the Classroom

Response	No. of Students	Percentage
Yes	42	84
No	8	16

The above table shows that the majority of students, i.e. 84 per cent responded that their teachers motivated them before teaching communicative functions and 16 per cent responded that their teachers did not motivate them in the classroom.

3.3.2 Interaction in the Classroom

Here, the students were asked whether they were encouraged to interact in the class or not. The figure below shows the data.

Figure 11: Interaction in the Classroom
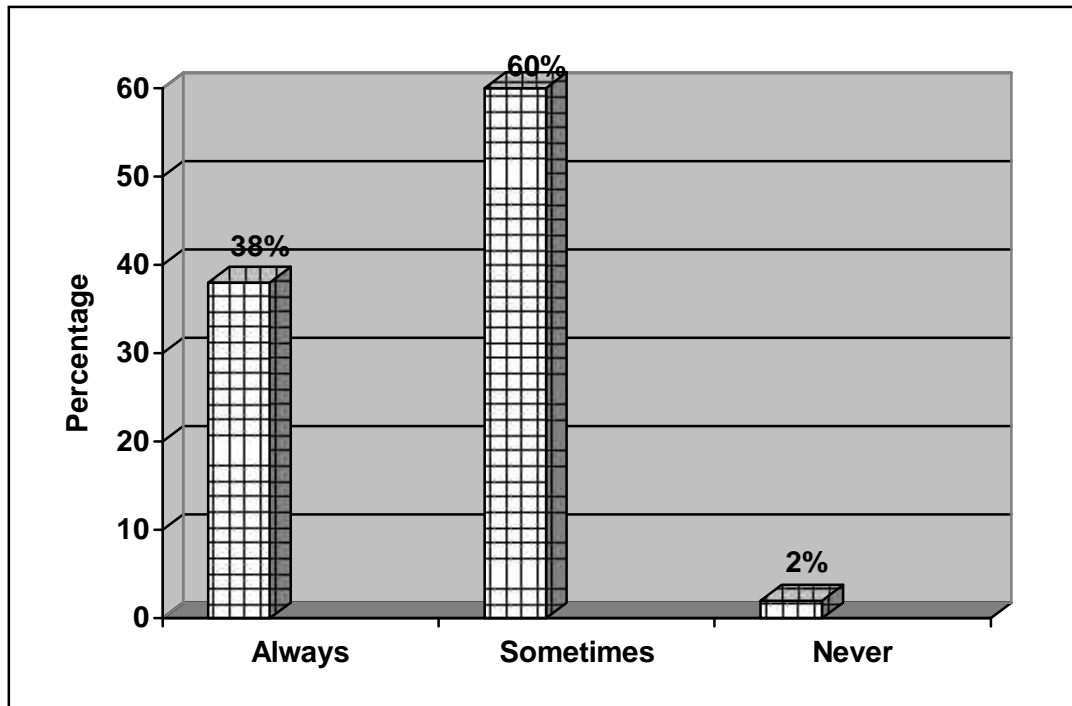
From the above data, it is clear that 60 per cent students responded that they were encouraged to interact sometimes, 38 per cent replied that they were always encouraged to interact and 2 per cent replied that their teachers never encouraged to interact in the classroom.

3.3.3 Discussion on Role-relationship Among Students

Discussion on role-relationship among students is one of the important pre-communicative activities. The students were asked to respond to whether they discussed role-relationship before practicing communicative functions or not. Majority of students, i.e. 64 per cent replied positively and 36 per cent replied negatively. The figure below makes it clear.

Figure 12: Discussion on Role-relationship Among Students
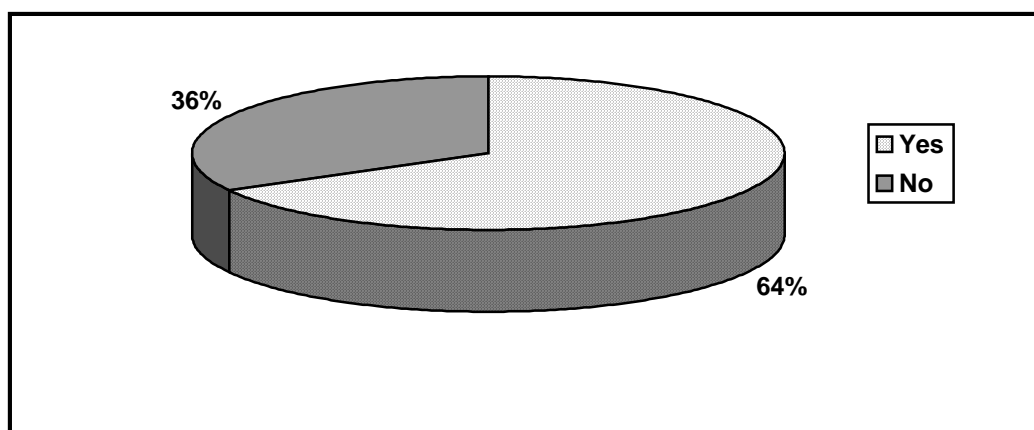
3.3.4   Communicative Games in the Classroom

Learning by doing is the best technique to learn anything. Communicative games make the classroom interesting and lively. For the effective teaching of communicative functions, the teacher should conduct different games in the classroom. Here, the students were asked how often they were involved in communicative games.

The table below shows the frequency at which the students are involved in communicative games in the classroom.

Table 21: Communicative Games in the Classroom

| Frequency	No. of Teachers	Percentage
Always	-	-
Sometimes	38	76
Never	12	24

The majority of students, i.e. 76 per cent replied that they were involved in communicative games sometimes and 24 per cent replied that they were never

involved in communicative games. None of the students was always involved in communicative games.

3.3.5 Common Activities

In this part, the students were asked which activities were frequently used in their classroom. The following figure presents the data.

Figure 13: Common Activities
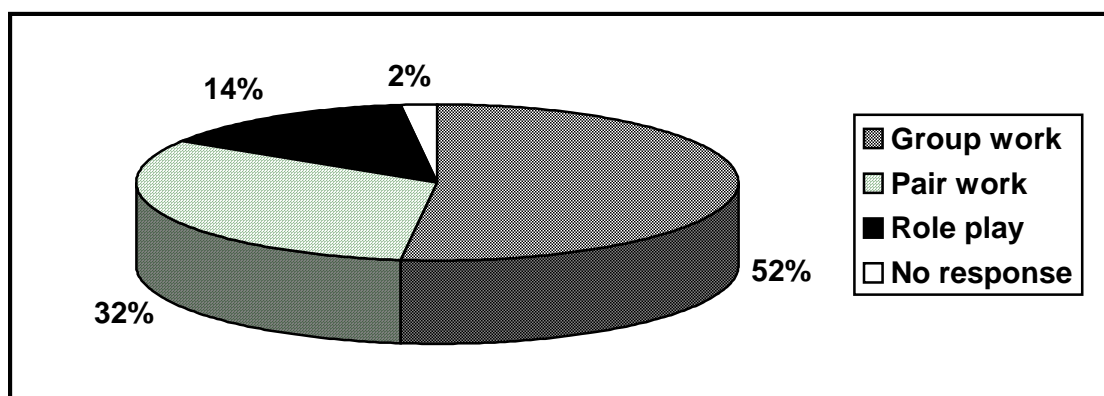
From the data above, it is clear that 52 per cent students replied that group work was the most frequently used activity in the classroom. Similarly, 32 per cent students replied pair work, 14 per cent replied role play and 2 per cent did not respond at all.

3.3.6 Opportunity to Participate in the Activities

Every student should get opportunity to participate in the activities for effective teaching and learning. Here, the students were asked how often they got opportunity to participate in the activities. The obtained data can be presented as follows:

Figure 14: Opportunity to Participate in the Activities
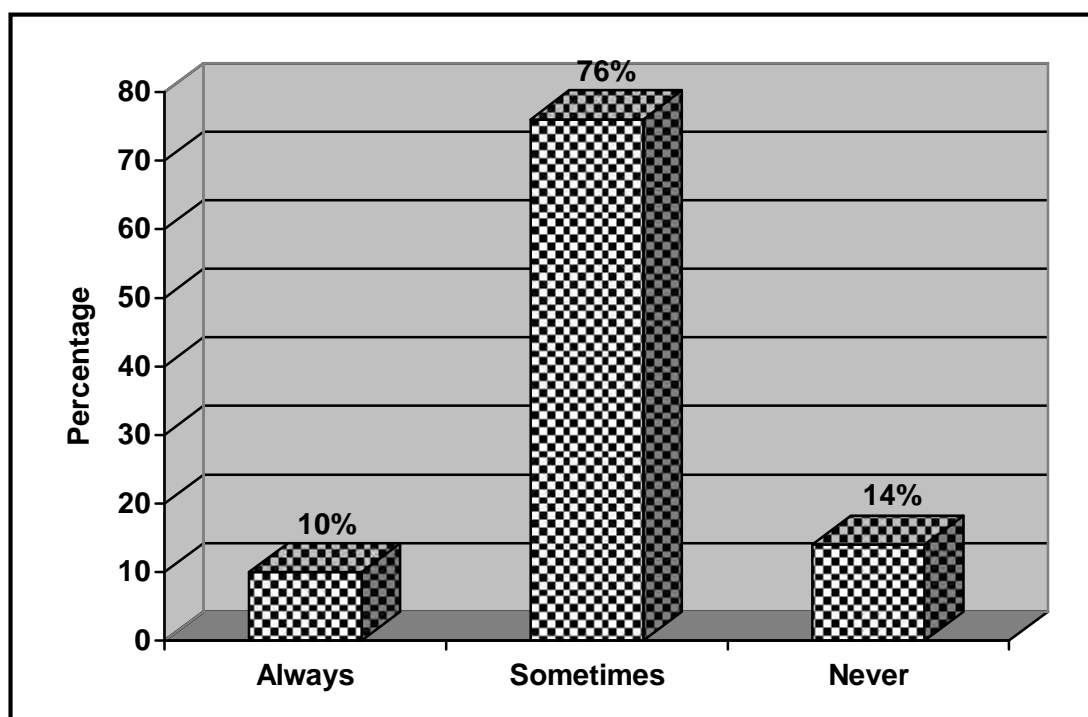
The figure above reflects that 10 per cent students always get opportunity to participate in the activities, 76 per cent get opportunity to participate in the activities sometimes and 14 per cent never get opportunity to participate in the activities.

3.3.7 Focus on Weak Students

The students were asked whether their teachers gave emphasis on the weak students or not. The majority of students (i.e. 88 per cent) replied positively and only 12 per cent replied negatively. The table below presents the data.

Table 22: Focus on Weak Students

Response	No. of Students	Percentage
Yes	44	88
No	6	12

The table above displays that the teachers' focus on weak students is satisfactory.

3.3.8   Use of Mother Tongue in the Classroom

Lack of adequate exposure has been a major problem in English language teaching in the context of Nepal. Mother tongue interference is one of the major problems in the teaching of communicative functions as expressed by the teachers. First language of the learners can be used in language classroom but it should be used judiciously. In this section, the students were asked how often they used their mother tongue in the classroom while learning communicative functions. The following table presents the obtained data.

Table 23: Use of Mother Tongue in the Classroom

Frequency	No. of Students	Percentage
Always	3	6
Sometimes	31	62
Never	16	32

From the table above, it is clear that 6 per cent students always use mother tongue, 62 per cent use their mother tongue sometimes and 32 per cent never use their mother tongue while learning or practicing communicative functions in the classroom.

Conclusion

An attempt had been made to extract the students' views on learning communicative functions. For this, fifty students were selected from ten secondary (five community and five private) schools, five students from each school by using simple random sampling. Fifty different sets of questionnaires were distributed to them and asked to complete them. After the analysis and interpretation of data, it was found that a majority of students, i.e. 84 per cent responded that their teachers motivated them while teaching communicative functions. Similarly, 60 per cent students were always encouraged to interact in the classroom. Most of the students, i.e. 62 per cent replied that they used their mother tongue sometimes, 6 per cent always used their mother tongue and 32 per cent replied that they never used their mother tongue while practicing communicative functions in the classroom. The students were also asked to specify the activities that were frequently used in the classroom while learning communicative functions. The activities such as role play, group work, pair work and discussion were the common activities as expressed by the students.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

4.1   Findings

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

1. A majority of teachers, i.e. 80 per cent were found using different activities for the teaching of communicative functions.

   a. Among the activities, discussion, pair work, role play and group work were found more common in the classroom whereas dramatization, picture description and information gap activities were used very less.

   b. Basically, the activities were based on speaking skill.

   c. Students' level of interest and their participation in those   activities were found satisfactory.

2. The activities such as determination of function and purpose, division of students into pairs and groups, students' discipline and classroom management were found satisfactory whereas discussion on role-relationship of participants, identification of participants, presentation of exponents related to the communicative functions in question and student-student interaction were not found satisfactory.

3. More than 49 per cent teachers were found below average in the use of teaching materials related to the communicative functions in question.

4. It was found that teacher-student communication was limited only to syllabus rather than associating it with social context. More than 56 per

cent teachers were found below average in communicating in social context.

5. Teachers were found to have given less importance on language functions other than prescribed in the textbooks.

6. It was found that 80 per cent teachers faced different problems in the teaching of communicative functions. The major barriers to the teaching of communicative functions were hesitation of the students to speak, lack of adequate exposure to the students, teacher as an authority in the classroom, use of mother tongue in the classroom and lack of required physical facilities.

7. In some cases, the teachers' responses on questionnaires were found slightly different than the ones found in class observations. For example, 90 per cent teachers responded on the questionnaires that they created social context while teaching communicative functions but it was found through the observation that 56.64 per cent classes were below average in creating social context in the classroom.

4.2   Recommendations

On the basis of the findings, the following recommendations have been made:

1. Teachers should involve all the students in discussion, pair work, role play and group work. They should also use the activities such as dramatization, information gap and picture description.

2. Teachers should give emphasis on student-student interaction while teaching communicative functions. They should also give emphasis on discussion of role-relationship of participants, identification of them and the presentation of multiple exponents related to the communicative functions in question.

3. Teachers should use teaching materials related to the communicative functions in question for the effective teaching of them.

4. Teacher-student communication should not be limited only to syllabus but it should be associated with social context. The teachers should create social context in the classroom.

5. More marks and time should be allocated to communicative functions so that they get emphasis in the classroom teaching. The teachers should give emphasis on communicative functions prescribed in the textbooks as well as others.

6. The concerned authority should take steps towards the solution of the problems faced by the teachers in the teaching of communicative functions. The teachers should be given appropriate training to equip them with required knowledge and skills for the effective teaching of them.

7. Most of the teachers were found positive in the activities on questionnaires but they could not use them practically in the classroom. So, they are suggested to be practical.

8. This should be the area of interest to the syllabus designers, subject experts, textbook writers and language trainers.

9. It is suggested to carry out further researches in this field including a large number of population at different levels from different parts of the country.

10. Seminars, interaction programs, conferences and workshops of the ELT experts, syllabus designers, linguists, teachers and prospective researchers should be organized from time to time to discuss about the effective teaching of communicative functions.

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S.N.	Name of the Schools	Address
1.	Shree Sanskrit Secondary School	Ranipokhari, Kathmandu
2.	Durbar High School	Ranipokhari, Kathmandu
3.	Baghbhairav Secondary English School	Nayabazaar, Kathmandu
4.	Panga Secondary English School	Panga, Kathmandu
5.	Shree Kirtipur Secondary School	Kirtipur, Kathmandu
6.	Pushpasadan Secondary English School	Kirtipur, Kathmandu
7.	Hill-Town Secondary English School	Baghbhairav, Kathmandu
8.	Shree Vaishnavi Secondary School	Bhajungle, Kathmandu
9.	Shree Gorakhnath Secondary School	Kirtipur, Kathmandu
10.	Kirti Secondary English School	Kirtipur, Kathmandu

School: Shree Sanskrit Secondary School

Name of the Students:

1. Ananta Dhodari

2. Surendra Ghimire

3. Madhusudan Ghimire

4. Apsara Ghimire

5. Priya Ghimire

School: Durbar High School

Name of the Students:

1. Ashish K. C.

2. Avinash Kumar Gupta

3. Sangita Mishra

4. Rashmita Shrestha

5. Susan Shrestha

School: Baghbhairav Secondary English School

Name of the Students:

1. Prashanta Ghimire

2. Ribesh Maharjan

3. Rukesh Maharjan

4. Nabina Maharjan

5. Sanjita Lama

School: Panga Secondary English School

Name of the Students:

1. Etna Khatiwada

2. Alka Maharjan

3. Smarika Maharjan

4. Rashes Maharjan

5. Shirish Maharjan

School: Shree Kirtipur Secondary School

Name of the Students:

1. Dipesh K. C.

2. Sapana Thapa Magar

3. Ranjita Gurung

4. Bhim Bahadur Bal

5. Rojina Lama

School: Pushpasadan Secondary English School

Name of the Students:

1. Eriba Shrestha

2. Dilly Raj Sharma

3. Jenisha Maharjan

4. Bina Chapagain

5. Kohil Man Shakya

Hill-Town Int'l Secondary English School

Name of the Students:

1. Astha Khanal

2. Pramila Poudel

3. Jamuna Maharjan

4. Salina Maharjan

5. Oshan Shrestha

Shree Vaishnavi Secondary School

Name of the Students:

1. Krishna Gurung

2. Anita Maharjan

3. Buddha Maharjan

4. Jyoti Marjan

5. Sachin K. C.

Shree Gorakhnath Secondary School

Name of the students:

1. Bhawana Karki

2. Laxmi Tamang

3. Satish Shakya

4. Arjun Adhikary

5. Puja Shakya

Shree Kirti Secondary English School

Name of the Students:

1. Reshuna Shakya

2. Elisha Maharjan

3. Dilmaya Neupane

4. Urusha Maharjan

5. Rajya Laxmi Maharjan