

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Human beings differ from all other species on earth since they can communicate through the medium of language. In this sense, it can be said that language is purely human. It is language that enables people to carry out various communicative and social functions. In simple words, people use language for various functions like informing, requesting, ordering, lecturing, warning, and so on. In this regard, it can be said that people sometimes use a single word (e.g., *go to order*) and sometimes a stretch of words or a long sentence (e.g., *Tomorrow our school remains close on the occasion of chhath to inform*) to express their views, attitudes, feelings, emotions, etc. Needless to say, language is the asset that human beings are equipped with. The use of language in appropriate context leads to meaningful and successful communication, which human beings are capable of human beings while communicating use both linguistic and non-linguistic signs and symbols keeping their culture, context, social settings, roles and relationships, etc. into consideration, though without being able to analyse on their own. Humans not only use words, phrases, clauses, sentences but they also use non-linguistic (or extra linguistic) cues, signs and symbols while communicating. Therefore, the study and analysis of language limiting it to the linguistic elements only like phoneme, morpheme, word, phrase, etc. seems to be misleading. Furthermore, analyzing both linguistic and non-linguistic features in hunch without taking the account of societal and cultural factors does not give a clear picture of language. To quote Brown (1994, p.165), “a language is a part of culture and a culture is a part of language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.” Thus, there is two-way relationship between language and culture because language reflects culture and culture shapes the language. Therefore, attempting to analyze language without the due consideration of the culture is

just like the wild goose chase. Similarly, roles and responsibilities, power and status of interlocutors, social setting and scenes, etc. also determine the use of language. Therefore, we cannot eschew societal and environmental aspects while analyzing language.

Discourse, in narrow sense, refers to a continuous stretch of language larger than a sentence. However, broadly speaking, a meaningful and contextual linguistic (e.g., word, phrase, clause, etc.) or non-linguistic (e.g., gesture, smile, eye-movement, etc.) sign can be taken as discourse. Discourse analysis is a deep and detailed study of language in terms of the linguistic and/ or non-linguistic features used and the context of use. Critical discourse analysis is an approach to discourse analysis which offers the socio-political interpretation of a discourse and shows clearly the relationship between language and power.

This introductory unit on “Critical Analysis of Classroom Discourse” consists of general background, statement of the problem, objective, research questions, significance, delimitations and operational definition of the key terms.

1.2. Statement of the Problem

By profession I am a teacher. I am interested in language teaching. When I was in high school, the teaching and learning was entirely teacher-centered because we were engaged in passive learning. We were also instructed mostly about the grammar rules for learning English.

Therefore, we had to memorize all the rules of grammar and vocabulary all the time, so I had good understanding of English grammar. However, it did not help much in speaking. Usually, we were asked to explain the rules of grammar and in some cases to summarize the story in the class to make sure if we had understood the story but I was unable to express in English since the teaching learning environment was not interactive, though I understood. It was difficult to speak with people. After intermediate level, I started teaching English in a primary level School where I had to teach the learners in English medium. I

found the same situation when I taught English for 7 years in lower secondary and secondary level where I found the students unable to communicate though they could understand everything explained in English.

Just asking questions from the text and getting the students involved into practicing the difficult vocabulary into making sentence do not help them to communicate in English and cannot enhance speaking skills. On the other hand, teacher talking time (TTT) is more than the student talking time (STT). And power in the classroom is located with teachers. Because of those, students willingly seemed to accept a passive role, so that the learners fail to develop their speaking skills and lose their confidence in using English in real situation.

Thus, the learners are facing problem in communicating and are failing to express and share their opinions and thoughts with their friends and teachers in English. Since the students are deprived of learning language communicatively, they fail to build up their communicative skills and fail to interact in English. Still to confirm by finding out what exactly happens in the classroom discourse, I decided to carry out my study focusing on critical analysis of classroom discourse in the private school of Nawalparasi district.

1.3 Objectives of the Study

The clear objectives need to be structured that lead the researcher to undertake the study systematically in order to carry out the research. The objectives of this study were:

- a. To critically analyse the classroom discourse in terms of interactional control, politeness and power.
- b. To suggest some pedagogical implications.

1.4 Research Question

This study was carried out basically to find out answers to the following research questions:

- a. What are the control patterns in the classroom discourse in term of interactional control, politeness and power?
- b. What is the nature of interaction in classroom discourse from critical discourse analysis perspective?

1.5 Significance of the Study

This research aims to analyse classroom discourse critically in terms of power relations exercised and linguistic features used. Thus, this research study will be beneficial to both teachers and students in order to strengthen their relationship for the effective teaching and learning. This study will be equally useful for the researchers who want to carry out researches in the field of CDA. Besides, this research will be significant to the policy makers, curriculum designers, textbook writers, language teachers, trainers, and the students of language and linguistics.

1.6 Delimitations of the Study

This study focused on classroom discourse analysis. It was delimited only within the conversation of teacher and students. Thus the study had the following limitations:

- i. The study was limited to Nawalparasi district only.
- ii. The study was limited to three private schools only.
- iii. The study was limited to grade ten only.
- iv. The study was carried on the basis of the conversations of nine classes only.
- v. It was based on the subjective judgments of the researcher.
- vi. The study was based on the framework developed by Fairclough (1992).

1.7 Operational Definitions of the Key Terms

Conversation Analysis:	CA is the study of talk in interaction (both verbal and non- verbal in situations of everyday life).
Critical Discourse Analysis:	CDA deals with the explanation of how discourse is shaped by relations of power, ideology and at the same time, is used to construct social identities, social relations and systems of knowledge and belief.
Discourse Analysis:	DA is the description of natural spoken or written discourse. It is concerned with the study of what gives a stretch of language unity and meaning.
Interactional Control:	IC refers to the way people select topic, control the topic and take turns.
Motivation:	Internal drive that arouses someone to do something.
Private school:	The school categorized as institutional school by education act.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

According to view of Fairclough, categories and concepts of CDA have been borrowed from more mainstream pragmatics, discourse analysis and text linguistics, stylistics, social semiotics, social cognition, rhetoric, and conversation analysis. The most elaborate and ambitious attempt towards theorising the CDA programme is undoubtedly Fairclough's *Discourse and Social Change* (1992 a), later followed by Chouliaraki and Fairclough's *Discourse in Late Modernity* (1999). Fairclough (1992a) constructs a social theory of discourse, and he provides a methodological blueprint for *Critical Discourse Analysis in practice*. ' Fairclough sketches a three-dimensional framework for conceiving of, and analyzing, discourse. The first dimension is discourse-as-text, i.e. the linguistic features and organization of concrete instances of discourse.

Choices and patterns in vocabulary (e.g. wording, metaphor), grammar (e.g. transitivity, modality). Cohesion (e.g. conjunction, schemata), and text structure (e.g. episode marking, turn taking system) should be systematically analysed. The use of passive verb forms or nominalizations in news reporting, for instance, can have the effect of obscuring the agent of political processes. The second dimension is discourse-as-discursive-practice i.e. discourse as something which is produced, circulated, distributed, consumed in society. Fairclough sees these processes largely in terms of the circulation of concrete linguistic objects (specific texts or text-types that are produced, circulated, consumed, and so forth). Remarkably little time is spent, however, on the issue of (socio) linguistic resources – the language varieties, for instance – and other 'macro' conditions on the production and distribution of discourse such as literacy. Approaching discourse as discursive practice means that after the

analysis of vocabulary, grammar, cohesion, and text structure, attention should be given to speech acts, coherence, and intertextuality – three aspects that link a text to its wider social context. Fairclough distinguishes between 'manifest intertextuality' (i.e. overtly drawing upon other texts) and 'constitutive intertextuality' or 'interdiscursivity' (i.e. texts are made up of heterogeneous elements: generic conventions, discourse types, register, style). An important aspect of 'manifest intertextuality' would be discourse representation: how quoted utterances are selected, changed, contextualized (see Baynham and Slembrouck 1999 for recent contributions to the study of discourse representation).

The third dimension is discourse-as-social-practice, i.e. the ideological effects and hegemonic processes in which discourse is seen to operate. Hegemony concerns power that is achieved through constructing alliances and integrating classes and groups through consent, so that the articulation and rearticulation of orders of discourse [i.e. the Foucaultian regimentation and disciplining of and through discourse] is correspondingly one stake in hegemonic struggle' (Fairclough 1992a: 93). It is from this third dimension that Fairclough constructs his approach to social change: hegemonies change and this process can be witnessed in discursive change when the latter is viewed from the angle of intertextuality. The way in which discourse is being represented, re-spoken, or re-written sheds light on the emergence of new orders of discourse, struggles over normativity, attempts at control, and resistance against regimes of power.

2.1.1 Discourse and Its Types

Discourse is often said to be a stretch of language larger than a sentence. In Crystal's (2005) words:

Discourse is a continuous stretch of language which is larger than a sentence but, within this broad notion, several applications may be found. At its most general sense, a discourse is a behavioral unit which

has a pre-theoretical status in linguistics; it is a set of utterances which constitutes any recognizable speech event, e.g., a conversation, a joke, a sermon, an interview, etc. (p.118)

From this definition, it can be inferred that discourse is a suprasentential unit of language that is meaningful. According to Cook (1996, p.156) discourse refers to “the stretches of a language perceived to be meaningful, unified and purposive.” Similarly, Crystal (1992, p.25) says, “Discourse is a continuous stretch of language, larger than a sentence, often consisting of a coherence unit.” Coherence thus is a key term in discourse. Any stretch of language must be cohesive and coherent to be called a discourse. Discourse is said to be cohesive if it follows linguistic rules and regularities such as substitution, ellipsis, transformation, etc. On the other hand, if a discourse is meaningful and purposive in accordance with the culture, context, etc., then it is said to be coherent.

The aforementioned discussion that discourse is the supra-sentential level of language is not always true. A piece of discourse in context can consist of as little as one or two words, as in *stop, well, no smoking* and can convey complete and contextual meaning. Foucault (1992) defines discourse as “a practice not just of representing the world but signifying the world, consisting and constructing the world in meaning.” (as cited in Locke, 2005,p.5). This definition makes us clear that discourse is not just a sentence, a paragraph, a dialogue, etc. but representation of language in context. Discourse never occurs in isolation. All the models of discourse (e.g., advertisements, dialogue, speeches, etc.) are shaped by the nature of the institutions or social settings in which they are used. Mills (2007) supporting the role of society in discourse points out:

A discourse is not a disembodied collection of statements, but grouping of utterances, sentences or statements which are enacted within a social context, which are determined by that social context ... Institutions and social context therefore play an important role in the development, maintenance and circulation of discourses. (p.10)

Thus, discourse is any piece of text, written or spoken, which can be analysed and interpreted according to the culture, context and the social settings in which the text is used. Of course, discourse has some role to perform like entertaining, educating, informing, warning, threatening, asking, etc. Thus, for the full interpretation and analysis of discourse, its role in society should also be taken into account. Fairclough (1989, p.42) in this regard says discourse is just a particular form of social practice.

Discourse can be classified into various types on the basis of medium, formality, reciprocity, and so on. Nevertheless, there are mainly four types of classification of discourse which are discussion worthy. They are:

i) Spoken and Written Discourse

This classification is made on the basis of form and medium of expression. A spoken discourse is generally less formal and therefore less orderly. There are frequent interventions from the receiver's side. Some examples of spoken discourse are friendly talks, dialogues and conversations. Written discourse, in contrast, is formal and therefore, more orderly in its expression. There is more lexical density in the written text. It means written discourse consists of more content words as compared to spoken discourse. Written texts are more orderly than the spoken ones means that written texts (or, discourses) are more coherent and cohesive in comparison with the spoken texts (or, discourses). Some examples of written discourse are letters, notices, etc.

ii) Formal and Informal Discourse

Generally speaking, informal discourse is in spoken form while formal is in written form. Informal discourse is less orderly as compared to the formal discourse. Whereas interaction between two classmates can be taken as an example of informal discourse, a pupil asking his head teacher for leave is an example of formal discourse.

iii) Reciprocal and Non-reciprocal Discourse

This classification is made on the basis of reciprocity or say, by the degree of interruption and interaction from the recipient side. A discourse is said to be reciprocal when there is possibility of interaction by the other participant. The receiver can influence the course of direction of what is being said. A face-to-face conversation such as dialogue and interviews can be taken as an example of reciprocal discourse. A posthumous book by an author, on the contrary, is an example of non-reciprocal discourse where the sender and receiver have no chance of interaction. Reciprocity, however, is not an absolute matter. For example, an informal interaction between friends has more reciprocity than the speech delivered by a political leader. The speech delivered by a political leader, in the same way, has more reciprocity than a written discourse such as novel, poem, etc.

iv) Transactional and Interactional Discourse

This categorization is made on the basis of goals or functions of discourse in a given context. While transactional discourse refers to the use of language for content expression which is used for the exchange of goods and services, interactional discourse is used for phatic communion to establishing and maintaining social relations and expressing our personal feelings, sentiments, emotions and attitudes. Some discourses, however, serve both of these functions.

2.1.2 Discourse and Context

Discourse is a communicative event involving language in context, and discourse analysis is the functional analysis of Discourse (Nunan, 1993, p.118).

Discourse, therefore, is the amalgamation of linguistic/non-linguistic items and the context. If any spoken or written piece of text is merely analyzed in terms of language features being kept aloof from the context and culture, the analysis cannot be termed as discourse analysis; it is merely the linguistic analysis of the text. Discourse analysis, as pragmatics does, “studies the meaning of utterances in context” (Cutting, 2008, p.2). While talking of discourse, setting and context should be studied as accurately as possible since discourse can only be described, understood and interpreted in its specific context. While analyzing discourse critically, we find that there is great role of context and society in shaping the discourse. On the other hand, discourse contributes to structuring the same society. Therefore, context plays a vital role in the analysis of discourse.

As we know, discourse is “a continuous stretch of language which is larger than a sentence” (Crystal, 2005, p.118). We also know that discourse is “a communicative event involving language in context” (Nunan, 1993, p.118). Now the question is – ‘What is context?’ In the words of Gee (2005):

Context ultimately means the very shape, meaning, and effect of the social world- the various social roles people play, the socially and culturally situated identities they take on, the social activities they engage in, as well as the material, cognitive, social and political effects of these. (p. 1)

All these contextual elements given in Gee (ibid) play a vital role while analyzing and interpreting discourse. Therefore, the relationship between discourse and context can never be questioned.

2.1.3 Discourse Analysis (DA)

Discourse analysis refers to the description of natural spoken or written discourse. It is concerned with the study of what gives a stretch of language unity and meaning. In Cook's (1996) words:

Discourse is a stretch of language in use, taking on meaning in context for its users, and perceived by them as purposeful, meaningful, and connected. This quality of perceived purpose, meaning and connection is known as 'coherence'. Discourse analysis is the study and the explanation of this quality of coherence. A discourse is a coherent stretch of language. (p. 25)

Discourse analysis, thus, is the study of how stretches of language give meaning and purpose in context. It serves the purpose of how the formal and functional properties of language help in serving as a means to communicate our thoughts and feelings efficiently and appropriately. It studies the various cohesive devices employed to bring out meaning and purpose of speech acts. It seeks to interpret how the cohesive devices and coherence in the discourse generate meaning, bring about a purpose and provide a unity in the given discourse.

Discourse analysis, in narrow terms, is the study of language in use that extends beyond sentence boundaries. This is not the broader consensual view however, as context and social factors are not subsumed in this view. The wider consensual view of DA is that it studies meaning of words in context, analyzing the parts of meaning that can be explained by knowledge of the physical and social world, and the socio-psychological factors influencing communication, as well as the knowledge of the time and place in which the words are uttered or written (Yule, 1996). For the complete understanding of

the text in discourse, we must recognize the sociolinguistic, psycholinguistic, semantic and pragmatic contexts.

DA is a general term for a number of approaches to analyzing written, spoken, signed language use or any significant semiotic event. It covers an extremely wide range of activities, from the narrowly focused investigation of how words such as *oh*, *well* are used in casual talk, to the study of the dominant ideology in a culture as represented, for example, in its educational or political practices.

According to Richards et al. (1999), DA deals with:

1. How the choices of articles, pronouns and tenses affect the structures of the discourse
2. The relationship between utterances and sentences in a discourse
3. The moves made by speakers to introduce a new topic, change the topic or a higher role relationship to other participants (p. 52).

Thus, DA examines how words relate to each-other within the text and how the participants in the discourse use language in which context. In sum, DA is concerned with the study of the relationship between language and the contexts in which it is used.

2.1.4 Classroom Discourse

Classroom discourse refers to the type of language use that is found in the classroom situations. This student-teacher discourse is also referred to as pedagogic discourse, and it is different in form and function from language used in other situations due to the distinct social roles of students, teachers and the activities they are engaged in (Richards et al., 1999, p. 52). Also known as classroom interaction, it is not only concerned with the interaction between the teacher and learners but also amongst the learners in the classroom. According to Richards et al. (1999, p. 52), teachers tend to rely on a discourse structure with the pattern:

Initiation–Response–Evaluation

Teacher, in this structure, is the initiator of the conversation. The student, then, responds to what teacher has asked and finally the teacher evaluates the student's response.

Classroom discourse is an important area for the study of social relationship and their impact on language learning in classroom.

2.1.5 Conversation Analysis (CA)

CA is an approach to DA from the structural and situational point of view. CA examines discourse from the perspective of sequencing utterances within the context of language use. For example, the utterances may be sequenced as adjacency pairs, insertion sequence, side sequence, etc. CA views discourse as a process rather than a product, "it demonstrates that conversation is systematically structured" (Cutting, 2008, p.26). CA is the study of talk in interaction (both verbal and non-verbal in situations of everyday life). CA generally attempts to describe the orderliness, structure and sequential patterns of interaction, whether institutional (in school, a doctor's surgery, court, etc.) or in a casual conversation. It is an approach to the study of natural conversation, with a view to determining:

i) Participants' method of-

- turn taking
- constructing sequences of utterances across turns
- identifying and repairing problems, and
- employing gaze and movement

(ii) how conversation works in different conventional settings (e.g., interviews, court hearings, telephone conversations, card games, etc.)

2.1.6 Critical Discourse Analysis (CDA)

CDA is a socio-political approach to analyzing discourse. In the words of Crystal (2005):

Critical discourse analysis is a perspective which studies the relationship between discourse events and socio-political and cultural factors, especially the way discourse is ideologically influenced by and can itself influence power relations in society. (p. 123)

Discourses are based on power and ideology of the society, and society is changed and influenced by the content and structure of the discourse. The study of how power and ideology of the people or society structure discourses and how discourses change the society is the domain of CDA. For Holmes (2008, p. 389), “CDA is explicitly concerned with investigating how language is used to construct and maintain power relationships in society; the aim is to show up connections between language and power, and between language and ideology. CDA refers to the analysis of how texts work within specific socio-cultural practices.” It deals with the explanation of how discourse is shaped by relations of power, ideology and at the same time, is used to construct social identities, social relations and systems of knowledge and belief. Thus, CDA regards discourse as a form of socio-cultural practice.

Critical discourse analysis is nothing more than a deconstructive reading and interpretation of a text or a problem. It is not so much a direction, a school or a specialization as many believe it. Rather, it is an analytical approach which aims to offer a different mode of theorizing, analyzing and application throughout the whole field. CDA is used as an umbrella term for a number of methodologies that try to uncover how discourse and ideology are intertwined, how social structure and power relations are represented, enacted, constituted, maintained or challenged through language. Its main goal is to “describe and explain how power abuse is enacted, reproduced or legitimized by the text and talk of dominant groups or institutions” (Van Dijk, 1996, p.85). In Gee’s (2004) words, CDA is about how form-function correlations and language-context interactions are associated with social practices in terms of the

implications for things like status, solidarity, social goods and power (pp. 297-8). Thus, the purpose of CDA is to analyse opaque as well as transparent structural relationship of dominance, discrimination, power and control as manifested in language (Wodak, 1995, p.204). CDA attempts to find out the relationship between language and society; and the relationship between analysis and the practices analysed. Fairclough (1995) defines CDA as:

By critical discourse analysis, I mean discourse analysis which aims to systematically explore opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony. (pp. 132-3)

Similarly, Janks (1997, p. 26) writes “Where analysis seeks to understand how discourse is implicated in relations of power, it is called critical discourse analysis.” Fairclough (2010) lists the following characteristics of CDA:

- i) It is not just analysis of discourse (or more concretely a text), it is a part of some form of systematic transdisciplinary analysis of relations between discourse and the other elements of the social process.
- ii) It is not just general commentary in discourse; it includes some form of systematic analysis of texts.
- iii) It is not just descriptive, it is also normative. It addresses social wrongs in their discursive aspects of possible ways of righting or mitigating them. (pp. 10-11).

To sum up, CDA states that discourse is socially constitutive as well as socially conditioned. Furthermore, discourse is an instrument of power, of increasing importance in contemporary societies. The way this instrument of power works is often hard to understand, and CDA aims to make it more visible and transparent. Wodak (1996, pp. 271-280) have summarized the basic tenets of CDA, relating to society as follows:

- i) CDA addresses social problems
- ii) Power relations are discursive
- iii) Discourse constitutes society and culture
- iv) Discourse does ideological work
- v) Discourse is historical
- vi) The link between text and society is mediated
- vii) Discourse analysis is interpretative and explanatory
- viii) Discourse is a form of social action.

2.1.6.1 Language and CDA

Language is at the heart of critical discourse analysis. Meaning is socially constructed via the mediation of language and other sign systems. Meaning is something that inherits in text and corresponds with something out there, i.e., in the real world. Textual interpretation is psychological since it happens in the reader's mind. Not only do different types of texts require different ways of reading but the same text can also be read in different ways to generate different meaning. Textual meaning is indeterminate and multiple; the view propounded by Derrida through the principle of deconstruction.

2.1.6.2 Power Relation and CDA

There is a deep connection between the use of language and the exercise of power; CDA helps make clear such connections. It means CDA deals with the study of the use of language in society in relation to the various powers and status exercised by the people in the society.

The concept of CDA is mainly concerned with the idea that language and power are inextricably intertwined. Discourses are not neutral; on the contrary, they amount to effective means of reproducing, maintaining power relations. Eagleton (1991, as cited in Faralleli, 2009. p. 14) views that each and every discourse is the outcome of the social and political battles at the level of signs, meaning and. She further exemplifies the power relation as she puts “in western societies, we can say that the dominant discourse is usually heterosexual, male, white and middle class. Women, blacks, homosexuals and the poor are left as outsiders in the periphery.”(p.28). Power is the ubiquitous epithet attached to language. This view holds that language not only represents aseptic system of signs used for communication but also it does something more. Power has the decisive influence on the establishment of certain representation of the world through thpe use of language. Power is not something someone has and someone else does not. Rather, in discourse people have different kinds of power and exercise it in different ways, and these may change dynamically as a response to the behaviour of others.

2.1.6.3 Ideology and CDA

French philosopher, Althusser (1971, as cited in Faralleli, 2009, p.21) defined ideology as a “process which takes place behind our backs”. Everything which is underlying in our heads and which helps us to identify and understand the world is called ideology. Ideologies reside in the texts or discourses because texts or discourses contain the form and content that bear the imprint of ideologies. Ideology is the lens through which we perceive, realize, interpret and understand the world. Exploring these hidden and naturalized beliefs requires a lot of work and our estrangements from all these perceptions and dogmatic feelings. Critical understanding and interpretation of reality, however, does not mean that we should drop all our ideologies and belief systems. Rather, it suggests us that we take into account all the differences as well as affinities. CDA deeply analyses and interprets the texts and discourses that are intertwined with the ideologies.

2.1.7 Fairclough's Framework for Analyzing Discourse

Fairclough's analysis is based on the three components – description, interpretation and explanation. Linguistic properties of texts are described (text analysis), the relationship between the texts and interactions are interpreted and the relationship between the interaction and social contexts are explained (Fairclough,1989,p:26).

In all these stages, we are concerned with analysis, but the nature of it is different in each stage. Analysis in the first stage limits its boundaries to labelling the formal properties of the text and regards text as an object. In the second stage, CDA goes through the analysis of the cognitive processes of the participants and their interactions. Finally in the third stage, the aim is to explain the relationship between social events and social structures that affect these events and are also affected by them.

Text analysis can be organized under four main headings: 'vocabulary', 'grammar', 'cohesion', and 'text structure'. Vocabulary deals mainly with individual words, grammar deals with words combined into clauses and sentences, cohesion deals with how clauses and sentences are linked together, and text structure deals with large-scale organizational properties of the texts.(Fairclough, 1992, p. 75).Text analysis includes the analysis of interactional control (turn-taking, exchange structures, topic control, formulation, etc.), cohesion, politeness, ethos, grammar (transitivity, theme and modality), wording, word meaning and metaphor.

Similarly, interdiscursivity, intertextual chains, coherence, conditions of discourse practice come under the processing analysis of the relationship between discursive process and the text.

In social analysis, however, matrix of discourse, orders of discourse, and ideological and political effects of discourse are to be analyzed.

2.2. Review of Empirical Literature/ Previous Studies

Many research works have been carried out so far particularly at comparing different methods in terms of their effectiveness in the context of Nepal and abroad.

Of them, a few researches which are related to this study are reviewed below.

Sinclair and Coulthard (1978) carried out a dissertation on classroom discourse at University of Birmingham. They analysed the interaction of eight to eleven year old children and their class teachers in different subjects. Their analysis propounded a theoretical model of analysing classroom discourse in terms of five discourse units: lesson, transaction, exchange, move and act from top to bottom respectively. They found a rigid pattern of discourse where teachers and pupils spoke according to very fixed perception of their roles and where the talk could be seen to conform to highly structured sequences.

Edmondson (1981) carried out a study on spoken discourse. His dissertation is concentrated on the use of language in classrooms. He has also investigated the conversational behaviour in relation to its use and effects in terms of linguistic orientation. He came to an important conclusion that teacher's and student's social roles and relationships in the classroom play crucial role in classroom interaction. His study also revealed that teacher very often asked question as a teaching strategy and the turn taking in the classroom was controlled by the teacher.

Brown and Yule (1983) carried out a research on Discourse Analysis. They tried to examine how human beings use language to communicate and in particular, how addressers construct linguistic message for addressees and how addressees work on linguistic messages in order to interpret them. They have found some of the ingredients which would be required to construct an account of how people use language to communicate with each other. They viewed that the speaker is at the process of communication.

Greenleaf and Freedman (1997) conducted a study entitled “Linking Classroom Discourse and Classroom Content: Following the Trail of Intellectual Work in a writing Lesson” in the University of California. The main aim of the study was to suggest an approach to analyzing classroom talk that aims to account for the intellectual work of the classroom that shows what stands to be learned. The focus was on an eleven-minute, teacher-led, whole-class activity that contains Initiation-Response-Evaluation (I-R-E) exchanges, but that does not function to test students' knowledge. The analysis system extends the theoretical construct of preference organization from conversational analysis to the study of a whole-class, teaching-learning interaction in a ninth-grade English classroom, during which an expert teacher helps his students prepare to write a character sketch. Their analysis revealed the underlying intellectual structure of the interaction, including the teacher's pedagogical goals, the cognitive skills required for successful student participation in the activity, and the strategies students apply to the task.

Mohtar and Yusoff (1998) carried out a study on “Sustaining Student Engagement in Classroom Discourse” in the University of Malaya. They mainly focused on interaction between teacher and students. They also examined some possible reasons for the lack of participation among students in the classroom. They also discussed possible strategies for engaging students in classroom discourse. In their study, they suggested a number of factors which favor the sustenance of classroom discourse. The researchers tried to identify possible reasons for a lack of student interaction in the classroom. They mainly focused their attention on the following four areas: student characteristics; teacher characteristics; the teaching process; and lesson content. They drew a conclusion that the classroom lesson can provide a communicative context if, during the course of performing everyday classroom activities, the teacher and the students build on each other's communicative behaviour as they work towards fulfilling curricular objects. To be able to do this, both teacher and students must understand interactional rules. They suggested that student

interaction can be limited by student characteristics, teacher characteristics, the teaching process, and the content of the lesson. Finally, they made a conclusion belief that the teacher can encourage student participation and they have outlined a number of strategies to help teachers do so.

Shah (2003) carried out a research on the classroom Discourse of Grade Nine of the Public Schools of Kathmandu Valley'. The objective of his study was to describe the classroom discourse between the teacher and students. He found twenty six discourse acts, three moves, three exchanges, and five sub-exchanges. His study also revealed that it was teacher who initiated and dominated classroom most of the time.

Aman and Mustaffa (2006) carried out a research on “Classroom Discourse of Malay Language Lesson: A Critical Analysis”. For their study they used Fairclough’s (1992) CDA framework. They aimed to find out the unseen social processes, i.e., teacher dominance in discourse, for which they based their study on several hours of teaching-learning case study in a secondary school classroom. They found out that teacher not only controlled the discourse but also the students. Their findings showed that teacher dominance was concealed in turn taking systems, types of questions posed by the teacher, discourse control and the overall structure of the discourse. In this research study, as they have found out, teacher played the central role while the role of the students seemed to be relegated.

Phyak (2006) carried out a study on ‘How does a Teacher Interact with Students in an English Classroom?’ He selected a government aided school out of Kathmandu valley using purposive sampling method. The major objective of his study was to find out the discourse strategies used by teachers to interact with their students in the classroom. Out of discourse strategies, his sole focus was on politeness and indirect speech acts. He reached a conclusion that there was only one-way interaction in the classroom. The classroom language used by both the teachers and students was not polite. He found that it was not

because of power relationship but because of influence of culture and lack of exposure. Because of influence of their cultural behaviour of their mother tongue, students were found using impolite language. His study revealed that one of the real problems in teaching of English in the context of Nepal was lack of classroom interaction strategies from both teachers' and students' side.

Neupane (2007) conducted a research entitled "Analysis of Classroom Discourse: A Case of Grade viii" in twelve English classes of grade eight of public and private schools of Morang district. His aim was to find out the features of classroom discourse. From his research it is concluded that classroom discourse was generally dominated by the teacher in both the schools. He also found that the teachers of public schools were more flexible and were found to initiate conversations most of the time. He concludes that private school students initiated the moves very often. But the students of public school responded moves initiated by the teacher.

Tiwari (2008) conducted a research entitled "An analysis of Classroom Discourse" in secondary level. His primary data for his study were the recordings of conversations between pupils and teacher of class ten. His main aim was to analyse the different parts of the classroom conversations viz. opening, pause, overlapping, repair and closing and to find out the frequency of these parts. He found that classroom conversation was initiated with greeting or phatic communions and ended with closing. The truth was that classroom discourse was found to be deviated and immediate correction without any pause was a common feature of classroom discourse.

Subedi (2011) carried out a research entitled "Critical Analysis of Spoken Discourse: A Case of the Film Twillight". He purposively selected an English film 'Twillight' and critically analysed the spoken discourse in terms of power relations and linguistic features. To carry out his research, he recorded the conversation by using tape recorder and then transcribed in orthographic form. He then minutely observed the conversation and analysed the discourse using

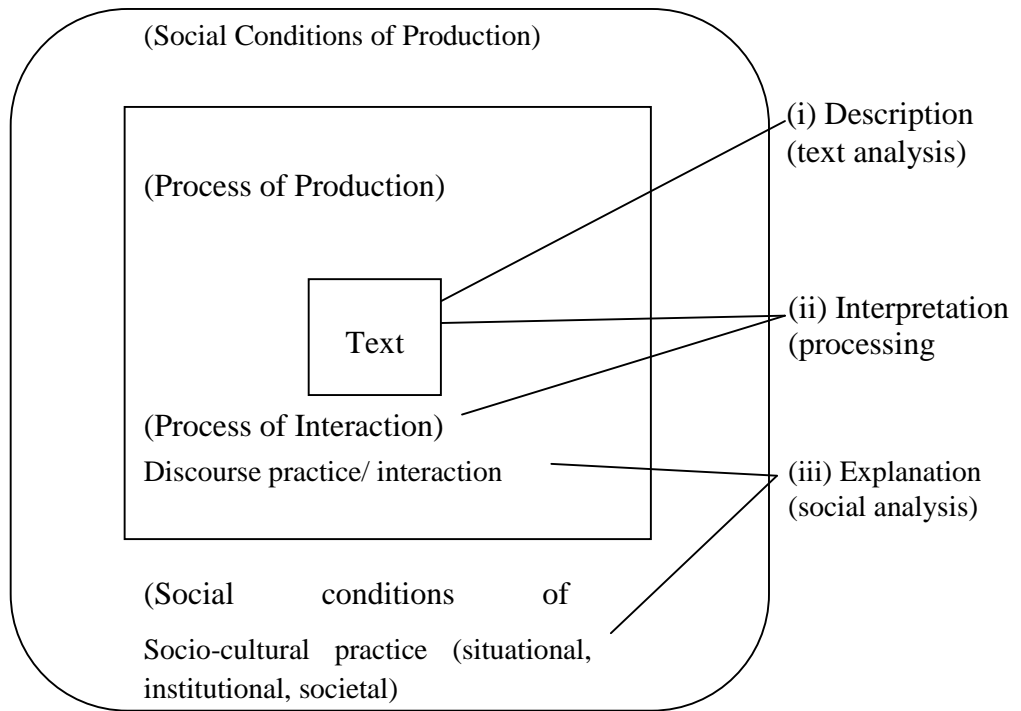
Fairclough's (1992) framework. His study showed that power relations are inevitable features of any functional use of language, and that interaction is mostly controlled by those who are familiar with the situation and most obviously by elders.

2.3 Implications of the Review for the Study

This is the review of the research works related to the study. Above review of study have been made in order to make this study different to other research. These reviews helped to complete the research very well. However, the study is different from the ones mentioned above in that most of the studies above analysed the classroom discourse non-critically. In contrast to non-critical linguistics, critical linguistics does not just describe discursive structures, but also shows how discourse is shaped by relations of power and ideologies, and the constructive effects discourse has upon social identities, social relations and systems of knowledge and belief, neither of which is normally apparent to discourse participants. This study, therefore, is the first study in the department on critical analysis of classroom discourse.

2.4 Theoretical/Conceptual Framework

Conceptual framework is the plan or frame for the whole research process on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole idea at the first glimpse. The whole study will proceed within this given frame work. This study is based on Fairclough approach. It is developed after the literature review as discussed above.



(Based on Faircloughs' 1989)

CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the research design and method of study, population, sample and sampling strategy, study area, tools for data collection, data collection techniques etc.

3.1. Design and Method of the Study

The current research is basically a discourse analysis. It analyses classroom discourse. So it is qualitative and descriptive in nature.

3.2 Population, Sample and the Sampling Strategy

The researcher used purposive non-random sampling method where the researcher's judgment and accessibility were taken into consideration. Since the study was qualitative one, the researcher selected three private schools of Nawalparasi to collect the primary data. She recorded nine conversations, three from each school.

3.3 Study Area/Field

As mentioned in the title, the field of the study was the secondary level private schools of Nawalparasi district from where the data were obtained from grade 10 in English classes, of the conversation between teacher and students.

3.4 Data Collection Tools and Techniques

The tools for data collection were observation and audio-recording. The researcher observed the classroom discourse, and recorded it using audio recorder and laptop. And questionnaires were also used, after observing the classroom discourse, these were asked to those teachers whose classes were observed

3.5 Data Collection Procedures

For the collection of data, the researcher, first of all, selected three private schools of Nawalparasi. Then, she went to the schools and asked the head teachers and subject teachers for permission. After getting the permission, she observed and recorded the conversations of Grade Ten taking place between teacher and students. She recorded nine classes in total, three from each school. And then, she transcribed the recorded conversation in orthographic form in order that she could minutely study and understand the details. At last, she analysed the discourse using Fairclough's (1992) model. And also collected oral answers of questionnaires from teachers and analyse them.

3.6 Data Analysis and Interpretation Procedure

In qualitative studies, Data analysis consists of reviewing and analyzing field notes to extract patterns of relationships among them. The researcher followed the steps suggested by Miles and Huberman (1994), which are as follows:

- a. Coding: all the raw data were categorized under the different themes that are relevant to address the research questions .For creating themes, The researcher identified the pattern in the data and then devised relevant themes that could best address my research questions.
- b. Memoing : After coding Memoing was done which is a process for recording the thoughts and ideas of the researcher that is evolving throughout the study. Memoing was used as an extensive marginal note and comments during data analysis.
- c. Integration: After coding and Memoing, The researcher integrated all details of the data to be interpreted in relation to my research questions. The researcher tried to integrate this information further to sense the information with respect to the theories that the researcher used in this study.

The researcher collected raw data and then those data were transcribed on the basis of Fairclough's (1992) model. After that the themes were created, and tried to explain meaning. Finally, the data were analysed and interpreted qualitatively and descriptively in terms of interactional control (turn taking exchange structure control), politeness and power on the basis of Fairclough's framework for analyzing discourse.

At last the researcher also interpreted the conclusion at the end of each theme. In this way, the researcher analyzed the data on the basis of qualitative approach which is appropriate for this to analyze the data to discover the new knowledge and concluded it with her own personal reflection.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter presents analysis of data that were collected through the tools class observation and audio recording. The researcher came to know critically analyze the classroom discourse in term of politeness and power would be beneficial to both teacher and students in order to strengthen their relationship for the effective teaching and learning; The researcher observed classroom discourse and did audio recording.

4.1 Teacher profile

The profile of each participant is below:

1. Ts (Teacher of Sayapatri H. S. School) is a 35 years old male teacher who has got B. A. and he has taught 7 years.
2. Tc (Teacher of Canal Center H. S. English Boarding School) is 30 years old male teacher who got B.A. in English, he has been teaching for 5 years.
3. Ta (Teacher of Adarsh H. S. English Boarding School) is 40 years old male teacher. He is an M.A. in English literature, and he has experience of 12 years.

4.2 Results Obtained from Class Observation and Recording

It deals with the analysis and interpretation of data. For this, the systematically collected data was transcribed on the basis of Fairclough's (1992) model. In the Fairclough's (1992) model of transcription, a spaced dot indicates a short pause, a dash a longer pause, extended square brackets overlap, and parentheses talk which was not distinguishable enough to transcribe. The main objective of the study was to analyse the classroom discourse qualitatively and

descriptively in terms of interactional control (turn-taking, exchange structures and topic control), politeness and power. And the transcribe data also have been presented on tables and also analysed the results. While analyzing the data from tables, the total number of conversation exchanges and moves specially interactional control (turn taking, exchange structures and topic control) politeness and power were counted and the total number of teachers' controlling and students chance of getting a turned to be speak were changed into percentage. If there was more than 50% or above teachers' controlling in classroom discourse, they were considered as teacher domination in classroom discourse. Similarly, the teachers controlling below 50% were considered as participation of students being good in classroom discourse.

4.2.1 Analysis of the Classroom Discourse

The classroom discourse has been analysed under the following heading.

4.2.1.1 Interactional Control (IC)

IC is one of the basic properties of spoken discourse. It refers to the way people select topic, control the topic and take turns. IC of the classroom discourse has been analysed in the following sub-headings:

a. Turn-taking

Conversation is an enterprise in which one person speaks, and another listens. Discourse analysts who study conversation note that speakers have systems for determining when one person's turn is over and the next person's turn begins. This exchange of turns or 'floors' is signaled by such linguistic means as intonation, pausing, and phrasing. Some people await a clear pause before beginning to speak, but others assume that 'winding down' is an invitation to someone else to take the floor. When speakers have different assumptions about how turn exchanges are signaled, they may inadvertently interrupt or feel interrupted. On the other hand, speakers also frequently take the floor even though they know the other speaker has not invited them to do so.

Listenership too may be signaled in different ways. Some people expect frequent nodding as well as listener feedback such as 'mhm', 'uhuh', and 'yeah'. Less of this than you expect can create the impression that someone is not listening; more than you expect can give the impression that you are being rushed along. For some, eye contact is expected nearly continually; for others, it should only be intermittent. The type of listener response you get can change how you speak: If someone seems uninterested or uncomprehending (whether or not they truly are), you may slow down, repeat, or over explain, giving the impression you are 'talking down.' Frederick Erickson has shown that this can occur in conversations between black and white speakers, because of different habits with regard to showing listenership. Due to that in the analysis of classroom discourse it also were displayed. So turn –taking tries to describe how teacher and students take turns, and under what circumstances they overlap turns or pause between them.

The researcher has found teacher domination in turn- taking. Domination in turn-taking means all the speakers (here, teacher and students) do not have equal rights in turn-taking. As the researcher has found, most interactions were initiated by the teacher and the teacher-initiated utterances received responses from the students, which were again followed by the teachers' acceptance or acknowledgement. Thus, the interactive movement in the classrooms can be structured into three parts: teacher initial-move – student response – teacher acceptance (T–S–T). This structure is reflected in example (1).

(1)

.....
9) T: now . in this chapter . umm ___in this drama . what is given . this drama deals with .

10) S: () family

11) T: family discussion . yeah . family conversation . yes

.....
71) T: ok . Suhila's mother was always asking her to obey her father and not to be so stubborn ___ yes . what is the cause . Pratigya please .

72) S: because Mrs Ojha got married according to her parents' desire and . she wanted her daughter also to do the same . and sir . she

73) T: yes you're right

.....
94) T: now I'll ask you one by one . catching the breath in surprise . who'll say ___from from from last bench . yes you Vivek .

95) S: gasping

96) T: good . gasping means catching the breath in surprise right .

.....
106) T: let's go to another exercise . tick the best answer . see the alternatives below and find the best answer ok . Sushila's parents are concerned about her

107) S: marriage

108) T: right . they are concerned about her marriage . not about career not about higher studies good

.....
345) T: *ok . so . first of all let me write some sentence here*

a. If you heat water, it boils

b. If you study hard, you will pass your exam

c. If I met her, I would say hello

d. If I had participated there, I would have won the contest ___ so . are these four sentences same or different

346) S: *different sir*

347) T: *ok they are different . the first sentence is conditional type zero . yes . some people call it zero type ok . similarly b is type one c type two . and d type three*

.....
699. T: *in the same way . tapestry .*

700) S: *a piece of cloth woven with a design .*

701) T: *a piece of cloth woven with a design . good .*

.....
The example (1) has six exchanges (each marked with dotted lines). Move in each exchange is initiated by the teacher, followed by response from the student and then acknowledgement/comment from the teacher. For example, in the first exchange, the teacher began move by asking a question and saying incomplete sentence in (9), and this was followed by students' move (10). In (11), the teacher made acknowledgement move by overlapping the student's move to emphasize the answer. A similar pattern was repeated in other exchanges. In the second exchange, the teacher began move by asking wh-question to a particular student in (71). (72) was made by the student as response to (71) and (73) shows the teacher acceptance. In exchange three, the teacher initiated the move by telling the meaning of a word and pointing a particular student to find out the suitable word that matches with the meaning

in (94). (95) shows student response and (96) shows teacher acceptance.

Exchange four shows that the teacher initiated the move in (106) by saying an incomplete sentence. The sentence was completed by the student move in (107) and it was followed by the teacher's move (108) where the teacher accepted the student response and emphasized the answer by saying other inappropriate words. In exchange five, the teacher started the move (345) by giving some examples and asking a display question. When the student responded in (346), the teacher accepted the student's response and elaborated it in (347).

Similarly, in exchange six, the teacher initiated the move by eliciting the meaning of a word from the student in (699), which was followed by students' response (700) and teacher's acceptance (701).

All these interaction structures lead to teacher control of the basic organization of interaction by opening as well as closing every move and accepting student response /answer. This reflects the existence of control or domination in turn-taking, where-by the student seldom has or even has no chance of getting a turn to speak unless given by teacher through wh-question, incomplete sentence, display question, prompting, and so on.

Table No. 1

Participation of Teacher and Students in Turn taking of Classroom Discourse

Participants	Percentage	Turn taking
Students talking time	33.33%	6 times
Teacher talking time	66.66%	12 times

As the above table displays that out of 18 turn of dialogues, 66.66% turn of dialogues have spoken by teacher and 33.33% turn of dialogue have spoken by students. Teacher turn taking times was 12 times and students turn taking times

was 6 times. Thus, it indicates that maximum classroom discourse is controlled by teacher.

b. Exchange Structures

A typical exchange in the classroom discourse consists of an initiation by the teacher, followed by a response from the pupil, followed by feedback to the pupil's response from the teacher (Sinclair & Coulthard, 1992, pg. 3). This coined the term Initiation, Response and Feedback (Coulthard and Brazil, 1992, pg. 65). This however does not mean that each exchange must include all three parts. Let us have a look at the teaching exchanges separately to illustrate how each one is structured.

The structure of exchanges was T-S-T as shown in example (1). The teacher was found to begin the interaction and the students were only asked to provide the answer to the question raised by the teacher, or to fill in the slot left by the teacher. In the exchanges, teacher preferred to ask closed questions like yes/no questions, questions that start with *who*, *which*, etc. that require one-word answer, or just confirmation-seeking questions. The use of open-questions beginning with *why*, *how*, *explain*, *describe*, etc. were rarely used by the teacher. The example (2) shows the use of closed questions in the analysed discourse.

(2)

.....
7) T: *in in in the drama . there was actually the involvement of . protagonist and antagonist ok . I mean characters . yeah .*

8) S: *yeah*

.....
11) T: *... actually . in this drama . how many characters are involved .*

12) S: three

13) T: three characters yes . who are they ___

14) S: Mr Ojha Mrs Ojha and Suhila

.....

45) T: what does Sushila want to become

46) S: nurse

47) T: right

.....

114) T: last one . according to Sushila who is lucky

115) S: Mrs Ojha

116) T: not Sushila

117) S: no sir

118) T: not Sushila's brother

119) S: no sir

.....

148) T: good good . he gave security to her life also yeah

149) S: yes sir

.....

277) T: right . that's why . the horse also feels very strange___he gives the
 harness bell a shake . who gives .

278) S: the horse .

279) T: *ok . what is the harness bell . the horse is tied with with leather straps . right___and the horse shakes the straps or harness . ok . to ask if there is some mistake . who is asking .*

280) S: *the horse .*

281) T: *horse is asking whom*

282) S: *that poet .*

.....

300) T: *.....was there chirping of birds .*

301) S: *no sir*

302) T: *was there roaring of lions .*

303) S: *no sir*

.....

353) T: *yes ___ if plus ___ yes ___ which tense*

354) S: *simple present*

355) T: *ok . if plus simple present . good . there is comma also . yes*

356) S: *yes sir*

.....

631) T: *so . the real mother cannot lose her baby yes .*

632) S: *yes sir .*

633) T: *a child is very much loved by every women . that's why we ___ we say that mother's love is supreme yeah .*

634) S: *yes sir .*

635) T: so is there any problem in this story .

636) S: no sir .

.....

The exchange structures presented in the above example show that the role of the students was minor to decide on the type of sentences to be used. Teacher decided on the structures and the student's role was just to agree or deny. Students were not given time to express their views freely and creatively. The exchange structures, thus, show that teacher talking time (TTT) was more than the student talking time (STT).

In the first exchange, the teacher's move (7) is a confirmation seeking question. Similarly, (11), (13), (45) and (114) were the closed questions used by the teacher to elicit information. In (116) and (118), the teacher uttered words in an interrogative tone to seek confirmation. (148) was used by the teacher to seek confirmation. The moves (277), (279) and (281) used by the teacher are also closed questions. (300) and (302) were the yes/no questions asked by the teacher, which demanded student to answer within a single word: *no*. Similarly, wh-question in (353), confirmation seeking utterances in (355), (631) and (633) show that discourse was centered on the teacher. The yes/ no question posed by the teacher in (635) also shows that TTT was more than STT.

Table No. 2

Talking Time of the Teacher and Students

S.N.	Talking time	Percentage	moves times
1	Student talking time	48.65	18
2	Teacher talking time	51.35	19
	Total	100	37

As the above table presents 51.35% teacher talking time in conversation and only 48.65% shows the students talking time. Thus we can say that TTT was

more than STT. So it indicates that students did not provide long time for talking in the classroom discourse.

c. Topic Control

Topic control means the main participant (teacher, here) usually controls topics in discourse, interaction, or move. In other words, the main participant makes change to a new topic.

In the classroom discourse analysed, this textual feature is identified. Topic control took place when a new topic was proposed as a result of teacher question or statement, teacher disregard for student response/answer and also teacher selection in accepting student response. These phenomena are reflected in example (3).

(3)

.....
49) T: does Sushila agree to marry . no . what does she say ___ she says ____

50) S: that there is no security after getting married also .

.....
79) T: great . now . was their marriage a love marriage

89) S: no sir they got married without knowing each other .

.....
122) T: why don't Sushila's parents want to send her to university ___ you
please . yes girl stand up .

123) S: Sushila's parents don't want to send her to university because they want her to get married and their economic status is also low to afford for her higher studies .

.....

257) T: now there's again a question . please guess and answer . why do you think the poet says my horse must think it strange to stop in the middle of the woods . Why do you think

258) S: because there is no one in the jungle .

259) T: ok . ok .

.....

289) T: silent . and there are some noises . what are those . the first noise .

290) S: sound's $\left\{ \begin{array}{l} \text{the sweep} \end{array} \right.$

291) T: $\left\{ \begin{array}{l} \text{no . the first noise is the noise of the harness bell .} \end{array} \right.$

.....

440) T: good . now . you two . please stand up . one . give situation and the other . make a sentences please .

441) S₁: you want to take your friend's bike . but . you know that he doesn't give his bike to others .

442) S₂: excuse me . I'd be grateful if you could lend me your bike for a while.

443) T: thank you very much

.....

669) T:why do people kill the wild animals . indiscriminately .

670) S: ()

671) T: suppose___er___suppose it is a reptile . a reptile is killed for its .

672) S: skin .

673) T: yes skin and . some of the birds___I mean birds are killed for

674) S: feathers

675) T: feathers___by joining the feathers . they make some kinds of objects
yeah

676) S: yes .

677) T: and . rhinos are killed for

678) S: { horns

679) T: { horns . yes horns . and elephants are killed for

680) S: ivory .

681) T: for ivory . what is that

682) S: tusk .

.....

In the first exchange, the teacher controlled the topic by asking a what-question followed by an incomplete statement (49). Second exchange shows the teacher control on the topic through yes/no question (79). A why-question (122) posed to a particular student by a teacher in exchange three also reveals the teacher control on the topic. In the fifth exchange, topic control is shown by the teacher's question (289) and teacher denial to student response (291).

Exchange six reveals the teacher control through the teacher's request (440) to practice the structures presented by him. Similarly, exchange seven reflects the teacher control on the topic through the use of incomplete statements in (671), (673), (677), and (679). Overlaps in (675) and (679) also show that the teacher controlled the topics.

Table No. 3
Topic control of Teacher and Student

S.N.	Participants of Topic Control	Percentage	Moves times
1	Students	46.66%	14
2	Teacher	53.33%	16
	Total	100	30

As the above table presents the maximum number of topics controlled by teacher i.e. 53.33% topics. As result students had to be forced only to agree or deny the questions of teacher.

4.2.1.2 Politeness

Politeness is a complicated phenomenon related to the function of a language. It is a way one speaks in order to make other feel better. Much of what we say, and a great deal of how we communicate, is determined by social relationships of the participants. Politeness is also a component of social interaction pattern of a language. Being polite involves understanding not just the language but also the social and cultural values of the community. Therefore it is socially and culturally defined phenomenon.

Politeness, one of the characteristic features of spoken discourse, is concerned with the nature of speech act. Holmes (2008, p.281) makes a distinction between positive politeness and negative politeness. Positive politeness refers to the direct and less formal language. On the other hand, negative politeness is the language that expresses or shows respect to the addressee. The analysed classroom discourse shows that often the teacher used more direct form of language. That is to say, positive politeness was found in the teacher's language. While, on the other hand, learners seldom got chances to speak. Whenever the learners got chances to speak, they used indirect and very polite

language. It means, negative politeness was found in their language. Example (4) shows positive and negative politeness:

(4)

.....

41) T :..... *what does Sushila say at that time*

42) S: *sir Sushila takes a long sigh of breath and*

.....

150) T: *ok question number D __ what is Mrs Ojha's suggestion about money to pay for her studies __ ok raise your hand . I'm not pointing anyone __ raise your hands and answer the question . just try once __*

151) S: () *sorry sir . which number . please say again*

152) T: *D . nothing will happen if you make a mistake __ yes yes . yes you stand up .*

.....

543) T.....*what is the relationship between the king and the monkey*

544) S: ()

545) T: *yes what relation .*

546) S: *friends sir .*

.....

798) T : *ok __ wonderful . that's all for today .*

799) S : *sir . will you please tell what we need to do at home .*

800) T : *ok . do the exercise given in your book*

.....

First exchange shows the teacher's use of direct language through a wh-question in (41). The student in (42) used the address word 'sir' to soften the utterance. Similarly, the teacher's use of a wh-question and imperative sentences in (150) reveal positive politeness whereas the words like *sorry*, *sir* and *please* used by the student in (151) were used to make the language less direct and polite. Thus, the student's utterance reflects negative politeness. The third and fourth exchanges also reflect positive politeness in the teacher's utterance and negative politeness in the student's utterance.

Table No. 4

Politeness of Teacher and Students

S.N.	Politeness of Participants	Percentage	Moves time
1	Teacher	58.33%	7
2	Student	41.66%	5
	Total	100	12

As above table presents maximum i.e. 58.33% positive politeness of teacher and 41.66% negative politeness of student in the classroom discourse. And among 7 moves were initiated by teacher with positive politeness and 5 negative moves were found in student discourse.

It indicates that students had to use negative politeness in the classroom discourse. So they felt to be hesitated to involve in the classroom discourse.

4.2.1.3 Power

There is a close relationship between language and power. Power is the ubiquitous epithet attached to language. This view holds that language not only represents aseptic system of signs used for communication but also it does something more. Power has the decisive influence on the establishment of

certain representation of the world through the use of language. Power is not something someone has and someone else does not. Rather, in discourse people have different kinds of power and exercise it in different ways, and these may change dynamically as a response to the behavior of others.

Participants' power relation can be found out from the way they interact. It means, in a spoken discourse, we can dig out a lot of what is unsaid from what is said. In the discourse analysed, teacher had more power than the students. Teacher exercised power by overlapping the students' utterances with his own utterances as shown in example (5):

(5)

.....
285) T: *how is the horse asking then*

286) S: $\left\{ \begin{array}{l} \text{by shaking the harness .} \end{array} \right.$

287) T: $\left\{ \begin{array}{l} \text{by shaking the harness . wonderful idea} \end{array} \right.$
.....

387) T: *..... now please find the structure of this . as we did above*

388) S: () *if plus _ simple past in the if clause* $\left. \begin{array}{l} \text{. and} \end{array} \right\}$

389) T: $\left. \begin{array}{l} \text{and in the main} \\ \text{clause} \end{array} \right\}$
.....

569) T: *the king was killed . ok . and the housefly .*

570) S: $\left\{ \begin{array}{l} \text{flew away and the king was killed} \end{array} \right.$

571) T: $\left\{ \begin{array}{l} \text{flew away and he he hit the sword on the .} \end{array} \right.$

572) S: *king's face*

573) T: *king . yes*

.....

Similarly, teacher used commands and questions to get the works done. Students, on the other hand, either remained silent or spoke a few words to show acceptance. This also reflects teacher's power in the classroom. This is shown below in example (6):

(6)

.....

142) T: *..... you . Nilam stand up . why does Sushia say that her mother was lucky . yes why .*

143) S: *Sushila says that her mother was lucky because even though her mother married her father without having seen him before . her mother was happy ___ her mother was happy and she has got full love and affection . care and security from her father*

144) T: *ok sit down*

.....

411) T: *.... write the full structure yourself ___ your homework is to write five sentences each . ok . of all the conditionals . understood .*

412) S: *yes sir*

.....

449) T: *so . you all work in pairs . write ten different situations and . the way to make request . ok start*

.....

583) T: *.... again we have another story . Solomon's justice . an interesting story . read this story also*

.....
780) T: now next one . get a professional photographer to take my photo . you
two . you question and you answer . ok .

781) S₁: do you know where I can have a professional photographer take my
photo

782) T: yes . now you

783) S₂: you can get Ram to take your photo
.....

Apart from the above facts, teacher's power in the classroom can also be reflected in the way teacher addressed their students. While the teacher used the first name of the students, the students addressed their teacher with respect saying 'sir' and speaking politely. Example (7) reflects this phenomenon.

(7)

.....
138) T: ok ___ question number b . Resham . you stand please ___ was her
parents' marriage a love marriage . how do you know . yes .

139) S: no her parents' marriage was not love marriage
.....

369) T: when we say . if you heat water, it boils . The meaning is clear . yes .

370) S: yes sir
.....

758) T: Rajani you please . use make ___ ok .

759) S: sir ___ I . made . I made a mechanic repair my watch .
.....

All this conversation exchanges indicated teachers power in the class room discourse. The power were shown with the commands and questions of teacher to get the works done. The teacher used the first name of the student to address the student but the students addressed their teacher with respect saying 'sir' and speaking politely. As result the students felt hesitation to speak freely in the classroom. Teacher used power by overlapping the students' utterances. With his own utterances. Due to this reason the student did not have freedom to share there own views about the topic. As result the student roles were to be passive and limited in acceptance of teachers' opinions.

Table No. 5

The Power of Teacher and Students in the Classroom Discourse

S.N.	Participants	Percentage	Exchange/moves times
1	Student	39.28%	11
2	Teacher	60.71%	17
	Total	100	28

As the above table depicts that 60.71% discourse controlled by teacher. Similarly 39.28% indicated to students discourse as a result, the power of teacher seems more than students in the classroom discourse.

4.3 Summary of Findings

There was teacher domination in turn-taking. Students were not given freedom to express their views. Students willingly seemed to accept a passive role. It was shown by the exchange structures and teacher's control on the topics. Power in the classroom was located with teachers. Teacher talking time (TTT) was more than the student talking time (STT). The students were to be

hesitated to participant in the classroom. Students did not speak until and unless they are asked questions or directed to do something. Almost all teachers actively monitor and guide the students. Most of the teachers either forget or do not want to give home after speaking class. The speaking classes are teacher oriented. Almost all teacher initiated the classroom discourse. Most of the teachers have only partial knowledge about teaching strategies. The teachers need longer period for teaching speaking skills.

CHAPTER-FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter includes the conclusion derived from the summary and recommendations of the study on policy level, practice level and further research.

5.1 Conclusion of the Study

Based on the analysis and discussion made in the preceding chapter, it can be concluded that the classroom discourse analyzed in this study is embedded with teacher domination practice. Teacher domination means the teacher controlling not only the discourse but also the students. As a result of this control, the role of the student as the main target of education process seems to be relegated, and instead it is the teacher who plays central role.

Students did not speak until and unless they are asked questions or directed to do something. Students remained passive partners in maintaining a classroom where agency resides with the teacher. Students willingly seemed to accept a passive role. It was shown by the exchange structures and teacher's control on the topics. There was inequality between teacher's and students' status.

Whereas teacher's status was high, student's status was low. Power in the classroom was located with teachers. Teacher talking time (T T T) was more than the student talking time (S T T). There was teacher domination in turn-taking. Students were not given freedom to express their views.

5.2 Recommendation

On the basis of the above discussion, the following recommendation can be drawn :

5.2.1 Recommendation on the Policy Level

- i. The teachers lack the knowledge of student centered method. They need training and development in critical discourse analysis. The concerned authorities like SMC, DEO, SEDU (Nepal), CDC and PABSON should make plans and policies to train the teachers .
- ii. There should be conducted teacher training about critical analysis of class room discourse in secondary level teachers.
- iii. The government should make plan to teach English in task- based approaches for increasing student involvement.

5.2.2 Recommendation on Practice Level

- a. Teachers should give more time to students to speak.
- b. Teachers should use communicative and task-based approaches to increase student involvement.
- c. Students should be given freedom to offer opinions, ask questions, summaries, and discuss in groups.
- d. Teachers should not overlap while students are speaking. Students' English should be carefully listened.
- e. Discourse should not be centered on the teacher.
- f. Rather than using commanding type of language, teachers should use polite and non-threatening language (e.g., *come on, yes you are right, good job, etc.*) so as to overcome the students' fear and hesitation.
- g. Students should be asked to examine the texts on their own rather than being told everything vividly.
- h. Students also have skills and talents. So, teachers must be sensitive to students, and recognize and polish the students' skills and talents.
- i. Teachers should create encouraging and interesting classroom atmosphere so that the initiation of conversation will be done by the students.

- j. Teachers should set classroom discourse in such a way that the students will feel empowered and emancipated.
- k. Students should be asked to make a judgment on their friends' utterance. The teacher should not intervene to correct the language, or to complete the students' utterance.
- l. Rather than providing the students with direct teaching, the students should be provided with stimulus for learning in order that direct teaching will be done by the students themselves through discussion and arguments.
- m. The teachers do not seem to have adequate preparation of techniques before they employ them in the classroom. They need to prepare well and they should read various books articles, journals, related to the strategies for teaching speaking.
- n. Shy natured students should be more focused.

5.2.3 Recommendation for Further Research

This study is limited in scope. It is delimited to analyzing classroom discourse in terms of interactional control (turn-taking, exchange structures and topic control), politeness and power. In this research the systematically collected data was transcribed on the basis of Fairclough's (1992) model. The main purpose of my research is to help to inform the pedagogical choices teachers make by understanding the pattern of interactions in the classroom. It didn't analyse the techniques and methods of teaching in the classroom. It only analysed the teacher and students' involvement in the classroom discourse.

Other researcher can analyse the constructive effects of classroom discourse which has upon social identities, social relation and systems of knowledge and belief, neither of which is normally apparent to discourse participants.

The research tools were designed for qualitative research. There were open ended questions in the questionnaires. Some off the answers of the teachers were found more ideal because there was difference between their understanding and their practice. Classes were observed with prior notice. Audio recording were also taken openly with the consent of teacher and administration. In such situation the classes automatically became controlled and formal.

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Appendix I

Sayapatri HS School, Day 1

- 1) T: ok . now we are going to ____that ____er . read unit six . yeah .
yesterday . we discussed a little bit about this lesson . um ____ what did
we discuss yesterday . please ____
- 2) S: yesterday . [we discussed
- 3) T: [yesterday we discussed about.
- 4) S: drama
- 5) T: about a drama. Yes.
- 6) S: yes
- 7) T: in in in the drama . there was actually the involvement of .
protagonist and antagonist ok . I mean characters . yeah .
- 8) S: yeah
- 9) T: now . in this chapter . umm ____in this drama . what is given . this
drama deals with .
- 10) S: () [family
- 11) T: [family discussion . yeah . family conversation . yes
____actually . in this drama . how many characters are involved .
- 12) S: three
- 13) T: three characters yes . who are they ____
- 14) S: Mr Ojha Mrs Ojha and Sushila
- 15) T: Mr Ojha Mrs Ojha and . [Sushila
- 16) S: [Sushila
- 17) T: and about what are they talking
- 18) S: () the future of Sushila
- 19) T: yeah . they are talking about .
- 20) S: the future of . [Sushila
- 21) T: [Sushila . do you think they are economically rich or
backward _____

- 22) S: they are backward
- 23) T: and . are the parent really traditional or modern to some extent
- 24) S: ()
- 25) T: are they very traditional or not ___ what is your opinion .
- 26) S: they are ()
- 27) T: [ok stop stop . you stand up . you girl . ok tell me the answer ___
- 28) S: they are not traditional because . [they _
- 29) T: [hm
- 30) S: er they have provided their children with education [but .
- 31) S: [yes yes
- 32) S: because of their poor economic condition . they refused to send Sushila for higher studies
- 33) T: ok sit down . now ___ you boy . please stand up . actually . Mrs Ojha wanted her daughter to obey Mr Ohja . yes . but Sushila was stubborn yes . why did Sushila refuse to marry
- 34) S: () sir [she refused
- 35) T: [ok was she born in Nepal or abroad
- 36) S: she was ___ born in Nepal .
- 37) T: no . she was not born in Nepal . she was born in foreign land ok . sit down . ok just see here . Sushila says . I'm sorry mother . I'm not rude but only anxious . it means that . er . Sushila is also very much worried about her future life ok .
- 38) S: yes [sir
- 39) T: [parents wanted their daughter to get married yes . are parents not worried about the child
- 40) S: they are [sir
- 41) T: [they are also worried right . then Mr Ojha tells the daughter that . it is the right time for her to marry . what does Sushila say at that time

- 42) S: sir Sushila takes a long sigh of breath and . and
- 43) T: and she hesitates to speak
right . it means she does not want to marry now yes .
- 44) S: yes sir
- 45) T: what does Sushila want to become
- 46) S: nurse
- 47) T: right . nurse . Sushila says that many girls that she knows are nurse and and . they are working well in some private institutions . however . Mr Ojha says that there is no future security in becoming nurse . and adds that nurses do not earn well . it means by hooks or crooks parents want their daughter to marry .
yes
- 48) S: yes sir
- 49) T: does Sushila agree to marry . no . what does she say ____ she says ____
- 50) S: that there is no security after getting married also .
- 51) T: good . she also says that she does not know who her husband will be yes .
- 52) S: yes sir
- 53) T: then the mother blames her daughter for being impatient . and says that . she married Mr Ojha without having seen him and without even knowing his name before marriage . what does Sushila say then .
- 54) S: she says that her mother was lucky
- 55) T: right . but mom says . its not the matter of luck . she also said that they have shown her horoscope to the astrologist . and and and that . Sushila's marriage with the proposed boy is seen to be very successful ____ similarly father says that . he doesn't have sufficient amount of money for her nursing course . yes .
- 56) S: yes sir
- 57) T: what happens then
- 58) S: daughter says that if they have no money . then how can they arrange for her marriage
- 59) T: yes . and at last . the mother agrees with Sushila and tells Mr Ojha . to spend the money for her education instead of marriage . so this is a very interesting story . isn't it
- 60) S: yes sir . really interesting

- 61) T: now . will you please tell me what message this drama gives . yes ___you
boy .
- 62) S: this drama tells us that we should think about our children's
- 63) T: {hmm
- 64) S: demands and we should not go after horoscope and traditional
- 65) T: {yes . good
- 66) S: beliefs for their marriage . we should also consider the age of the children
before forcing them to get married .
- 67) T: yes yes . come on
- 68) S: er . we should provide our children with education to make them self
dependent {so that they can choose their life partner on their own
- 69) T: {good thank you
please . now . Nistha stand up ___ what does Sushila want .
- 70) S: Sushila wants to study nursing and . she doesn't want to marry at this age .
- 71) T: ok . Suhila's mother was always asking her to obey her father and not to be
so stubborn ___ yes . what is the cause . Pratigya please .
- 72) S: because Mrs Ojha got married according to her parents' desire and . she
wanted her daughter also to do the same . and sir . she
- 73) T: {yes you're right
- 74) S: was traditional ___ Mrs Ojha's parents were the people who followed
religious beliefs {and . the main reason is that Mrs Ojha got married
- 75) T: {good. wonderful
- 76) S: without having seen her husband. in spite of this . she was getting love
security and everything from her husband
- 77) T: nice
- 78) S: that's why she was forcing Sushila to get married .
- 79) T: great . now . was their marriage a love marriage
- 80) S: no sir they got married without knowing each other .
- 81) T: thank you very much . that's all for today .

Appendix II

Sayapatri HS School / Day 2

- 82) T: now . lets do the exercise ok . find the words that have similar meanings of these phrases from the text . I'll ask you one by one is it ok
- 83) S: yes sir
- 84) T: now please see .
- 85) S: sir page number
- 86) T: page number . 46 . find the words from the drama which have the meaning given below
- 87) S: ()
- 88) T: ok . feeling fear and uncertainty means . yes ___ feeling fear and uncertainty
- 89) S: anxious
- 90) T: anxious yes . anxious spelling
- 91) S: ANXIOUS
- 92) T: right . A . N . X . $\left[\begin{array}{l} I . O . U . S \\ I . O . U . S \end{array} \right.$
- 93) S: $\left[\begin{array}{l} I . O . U . S \\ I . O . U . S \end{array} \right.$
- 94) T: now I'll ask you one by one . catching the breath in surprise . who'll say ___ from from from last bench . yes you Vivek .
- 95) S: gasping
- 96) T: good . gasping means catching the breath in surprise right . similarly you please . read the third one
- 97) S: thoughtfulness . for the feeling of others
- 98) T: yes can you find its similar meaning
- 99) S: sir consideration
- 100) T: that's right . consideration . sit down . now . lucky means
- 101) S: fortunate
- 102) T: yes . now read the last one yourself and find the meaning
- 103) S: horoscope

- 104) T: good . horoscope is a chart showing the position of the star at birth
used for fortune telling understood
- 105) S: yes sir
- 106) T: let's go to another exercise . tick the best answer . see the alternatives
below and find the best answer ok . Sushila's parents are concerned
about her
- 107) S: marriage
- 108) T: right . they are concerned about her marriage . not about carrier not
about higher studies good . ok now ___ Sushia wants to be a
- 109) S: nurse
- 110) T: yes . next one . Sushila was brought up in India Nepal or
- 111) S:

{	an overseas country
	an overseas country
- 112) T: yes . yes .
- 113) S: an overseas country
- 114) T: last one . according to Sushila who is lucky
- 115) S: Mrs Ojha
- 116) T: not Sushila
- 117) S: no sir
- 118) T: not Sushila's brother
- 119) S: no sir
- 120) T: now___we have already read the drama twice . so . no need to read
it again . please answer the following questions one by one ___ I'll ask
right .
- 121) S: ok sir
- 122) T: why don't Sushila's parents want to send her to university ___ you
please . yes girl stand up .
- 123) S: Sushila's parents don't want to send her to university because they
want her to get married and their economic status is also low to afford
for her higher studies .

- 124) T: ok you're correct . now . that boy ____ please answer the same question____ why don't Sushia's parent want to send her to university ____ yes .
- 125) S: it is because according to drama [economic status of her family is not
- 126) T: [hmm
- 127) S: so good and her parents cannot afford that much money required for her higher studies . and ____ as they are the people of Nepalese society . [their thinking was that [Sushila's age was the right age to get
- 128) T [yeah [hmm
- 129) S: married. Sushila' mom also got married in that age [so she was
- 130) T: [hmm yes yes
- 131) S: forcing Sushila for marriage. Moreover Mrs Ojha believed upon religion . [so we can say that there are two reasons . one is religious
- 132) T: [yes good . yes
- 133) S: and traditional beliefs . and the other is poor economic condition of the parents . [that's why the parents don't want to send her to the
- 134) [good
- 135) S: university
- 136) T: sit down please. [very nice answer thank you
- 137) S: [thank you sir
- 138) T: ok __ question number b . Resham . you stand please ____ was her parents' marriage a love marriage . how do you know . yes .
- 139) S: no her parents' marriage was not love marriage [because Mrs Ojha
- 140) T: [yes yes
- 141) S: tells Sushila that she hadn't even seen her husband before marriage
- 142) T: ok good . please sit down ____ question number C . you . Nilam stand up . why does Sushia say that her mother was lucky . yes why .
- 143) S: Sushila says that her mother was lucky because even though her mother married her father without having seen him before . her mother

was happy ___ her mother was happy and she has got full love and affection . care and security from her father

144) T: ok sit down . Mohit . same question please

145) S: Sushila says that her mother was happy

146) T:

because
yes tell the class why

147) S: because her marriage was performed in a traditional manner without having seen her husband . despite this fact her husband gave her love consideration

148) T:

and care
good good. he gave security to her life also yeah

149) S: yes sir

150) T: that's why Sushila says that her mother was lucky . sit down ___ok question number D ___ what is Mrs Ojha's suggestion about money to pay for her studies ___ ok raise your hand . I'm not pointing anyone ___ raise your hands and answer the question . just try once .

151) S: () sorry sir . which number . please say again

152) T: D___ nothing will happen if you make a mistake ___ yes yes . yes you stand up .

153) S: Mrs Ojha's suggestion is that instead of saving money for Sushila's marriage . it should be spent on her studies

154) T: nice answer sit down . now last question please if you were Sushila's father yeah . what would you do . yes Anup please . what would you do if you were Sushila's father .

155) S: if I were Sushila's father

156) T:

I would send her for nursing course because
yes yes

157) S: for both marriage and education money is needed ___ but marriage in early age might create some problems in future . and sending her for nursing course will make herself dependent and successful in her future life

158) T: wonderful . sit down please

Appendix III
Savapatri HS School / Day 3

- 159) T: everyone look at the picture under “ Have your say” . under the picture some clues are given . use them and interact please __ now . roll number 3 4 5 and 6 stand up __ ok . one example is given for you yes .
- 160) S: yes {sir
- 161) T: {in a similar way make sentences of picture number b . first of all look at the picture to know the situation and then__
- 162) S: ()
- 163) T: yes
- 164) S: ()
- 165) T: Ok . use the clues given below the picture and talk . ok . Ramesh you are A __ you are B ok Jyoti . and he is C . he is D . ok .
- 166) S₁: what would you do if you found a burglar in your home
- 167) S₂: I'd immediately call the police and you
- 168) S₃: I'd immediately call the neighbour to catch the burglar
- 169) S₄: I'd {ask
- 170) T: {and what about you
- 171) S₃: and what about you
- 172) S₄: I'd beat him very hard and break his bones .
- 173) T: finished __ok . sit down . now . You four stand up __ look at the third picture and make sentences . see someone shoplifting .
- 174) S: sir shoplifting means __ stealing from shop
- 175) T: yeah __ now start .
- 176) S₁: what would you do if you see someone shoplifting
- 177) S: ()
- 178) T: who is B .
- 179) S₂: I'd immediately call the police and you
- 180) S₃: I'd beat him . what about you

- 181) S₄: I'd kill him .
- 182) T: oh . you'd kill him . sit down all ___ now look at the next picture .
score the highest marks in the class . ok . you are A . you are B that girl
C and he D . ok start
- 183) S₁: I' m A . yes
- 184) T: yes you are
- 185) S₁: what would you do if you scored the highest marks in the class
- 186) S₂: if I scored the highest marks in the class I'd distribute chocolates
to my friends___and you
- 187) T: { good . yes ok your turn now
- 188) S₃: I'd frame the mark sheet and keep it because that's the result of my
hard work .
- 189) T: yes . nice nice
- 190) S₄: I'd provide all my friends with chocolates
- 191) T: huh . same sentence ___ can't you make a new sentence___
- 192) S₄: I'd call my friends and . give them a treat
- 193) T: ok . sit down . now look at the next picture . find someone's
certificate . ok ___ Nistha, Anup, Anita and Krishna . please .
- 194) S₁: What would you do if you find someone's certificate ___
- 195) S₂: I'd give it to the police .
- 196) T: police___ok . and ask and you
- 197) S₂: { and you
- 198) T: { who's C
- 199) S₃: I'd try to contact him and hand it to him . { what about you
- 200) T: { nice . yes
- 201) S₄: I'd see the organization's name and return it .
- 202) T:ok . you all sit down ___ next one now___ see a friend in a fight . if you
saw your friend in a fight what would you do . all four from the last
bench . stand up please .
- 203) S₁: what would you do if you saw your friend in a fight .
- 204) S₂: I'd join him and beat his opponent . and you ___

- 205) S₃: I'd call my teacher . what about you
- 206) S₄: I'd go and tell them not to fight
- 207) T: ok . sit down please __ now the last one __ lend money to your friend
who doesn't return it . now I'm not pointing anyone . yes . please raise
your hand and stand up yourselves__ please . raise your hands __ please
__god __how lazy you are . ok you four . stand up .
- 208) S₁: what would you do if you lent money to a friend who doesn't return it
- 209) T: who is B . you
- 210) S₂: yes sir __ if hmm . he didn't return my money, I'd convince him to
return my money in time saying that I'm in difficulty . and what about
you
- 211) T: yes good
- 212) S₃: I'd give him certain period of time to return the money . and you
- 213) S₄: I'd take his important things and only give them back to him when he
pays me
- 214) T: ok . wonderful sit down please

Appendix IV

Canal Center HS English Boarding School / Day 1

215) T: good afternoon everybody.

216) S: good afternoon sir .

217) T: sit

218) S: thank you sir .

219) T: how're you children

220) S: fine sir and you

221) T: pretty well thanks____so . today . where are we . ok . today we'll read a poem . stopping by woods on a snowy evening . this is a wonderful poem . ok . the poet , Robert Frost has explained the natural beauty of the nature . and he has also talked about the pleasure of . of of being in peace and tranquil nature . so, Robert Frost is a nature-loving poet . right .

222) S: yes sir .

223) T: one day what happens you see____ the poet was riding his horse . he was on the horse back . he was returning home in the evening . and he saw beautiful woods . ok . woods here mean a small jungle or say say . forest . ok .

224) S: ok sir

225) T: he stopped there____ he he saw everything there____ I mean I mean decorated jungle . it was snowing there . frozen lake was there . it was chilly cold . so so the woods were beautiful____and the poet was really fascinated . attracted by the woods . he stopped____ but . after sometimes . he realized . oh my god it is not my destination I've to go . go somewhere else . he left . understood

226) S: yes sir .

227) T: I know . some boys what you do . I know that what you do . ok . we always march forward to reach our destination to reach our aim . don't we ____ do we or not

228) S: yes .

229) T: we do . you people . I mean some boys . you come to school . and
and on the way . you see some some some beautiful girls . yes

Laughter follows

230) T: and you look at those girls . you you start . say day dreaming . this
is so beautiful . oh . yes . you wish to be her boy friend . and and

Laughter follows

231) T: but in the mean time you think that if you don't reach your school in
time . your teacher will punish you . you leave and you go___ do you do
that

232) S: yes sir

233) T: yes . he does that

Laughter follows

234) T: ok___ the poet loves the nature but you love girls .

Laughter follows

235) T: ok . ok . the poet says, whose woods these are . I think I know . his
house is in the village though . right .

236) S: yes sir .

237) T: ok . he will not see me stopping here to watch his woods fill up with
snow . he stopped . he was going home on his horse . he stopped he
said whose woods these are . I think I know . his house is in the village
though . his house is in the village though . why do you think . now .
now this is a question for you . why do you think that the poet said his
house is in the village though___any idea___ the poet said, "I think I
know the owner of the woods and though his house is in the village . I
think I know him___he didn't say that his house is near the woods . he
said the house is in the village . any idea___can you guess .

238) S: because people live in villages .

239) T: sorry

240) S: all people live in villages .

241) T: all people live in villages . that's wonderful . any more idea

242) S: there is not any kind of society . er___community in that jungle .

- 243) T: wonderful . there's no community of people near the
jungle___wonderful idea . anymore___yes . yes . anyone . ok . ok .
maybe . because we haven't read everything . maybe the poet said
because he didn't see any house nearby . he saw no house nearby . right
- 244) S: yes sir .
- 245) T: he said there was no community___what did you say . I forgot . what
did you say
- 246) S: there is no society or community of people near the jungle
- 247) T: ok . ok . and he said everyone lives in .
- 248) S: {village
- 249) T: {village right . ok he will not see me stopping here to watch his
woods fill up with snow . the poet again says that . I am I am getting the
full fledged pleasure in this jungle . he will not see me stopping here . so
who cares . his house is in the village . here's no one nearby . let me get
the full pleasure . the poet stops there . didn't you understand me
- 250) S:yes sir
- 251) T: you got the point . yes
- 252) S: ()
- 253) T: you got the point
- 254) S: yes sir .
- 255) T: ok . to watch his woods fill up with snow . he said . ok I'm getting
full pleasure . who cares .the owner resides in the village . I'm getting
pleasure . the woods are are are fill up with snow and I'm getting
pleasure___my home . oh I'm sorry . my little horse must think it queer
. the poet now says that . oh I'm getting pleasure . but my horse isn't .
my horse must think in queer . The meaning of queer – anyone . tell me
.S: surprise strange .
- 256) T: ok . something difficult something strange . now there's again a
question . please guess and answer . why do you think the poet says my
horse must think it strange to stop in the middle of the woods . Why do
you think

- 257) S: because there is no one in the jungle .
- 258) T: ok . ok .
- 259) S: because it is very cold in the jungle .
- 260) T: ok .
- 261) S: there are only woods .
- 262) T: good .
- 263) S: they haven't reached their home .
- 264) T: they haven't reached their home . wonderful idea
- 265) S: the horse has no idea about what the poet was thinking .
- 266) T: the horse has no idea about what the poet was thinking . right___ok
ok . yes . you've given wonderful ideas . I also think that . what I
think is that poet followed the same way everyday but but . he never
stopped there . but . that day he stops . So the horse felt it strange .
right .
- 267) S: right sir
- 268) T: anyway . now why did the horse feel it strange . it is explained in the
second line . my little horse must think it queer . to stop . without a
farm house near . why do you think . the horse . the horse felt felt felt .
strange because there was no farmhouse near the woods . ok
- 269) S: ok sir .
- 270) T: ok . previously what the poet used to do was . the owner of the horse
. or . say the poet used to take the horse near the farmhouse . and stop it
there . but that day . he stopped it . in the jungle . that's why the horse
felt queer and strange . isn't it clear
- 271) S: ()
- 272) T: no .
- 273) S: yes sir .
- 274) T: yes . ok . between the woods and frozen lake the darkest evening of
the year . ok . ok . he stopped his horse without a farmhouse near
between the woods . and there was a frozen lake and and it was the
darkest evening evening . of the year___ and . now let me ask you a

question . for example . you've hired a taxi and told the taxi driver to take you to to to say . to a particular place . but he takes you to another place and stops the taxi in the middle of the jungle . where there is a frozen lake and and in the evening . will you . feel it very easy or difficult

275) S: very difficult sir

276) T: right . that's why . the horse also feels very strange___he gives the harness bell a shake . who gives .

277) S: the horse .

278) T: ok . what is the harness bell . the horse is tied with with leather straps . right___and the horse shakes the straps or harness . ok . to ask if there is some mistake . who is asking .

279) S: the horse .

280) T: horse is asking whom

281) S: that poet .

282) T: the owner or the poet___because the poet has stopped him . stopped the horse and the horse is moving giving harness bells a shake . to ask the poet, if there is mistake . hey my owner why have you made . er . why have you . made me stop here . what is the mistake . the horse is asking . is he asking verbally or or . er . I mean through the use of words

283) S: no sir

284) T: how is the horse asking then

285) S: { by shaking the harness .

286) T: } by shaking the harness . wonderful idea___the only other sound's the sweep . of easy wind and downy flake___was the jungle noisy or silent .

287) S: silent sir .

288) T: silent . and there are some noises . what are those . the first noise .

289) S: sound's { the sweep

290) T: } no . the first noise is the noise of the harness bell .

- 291) S: ()
- 292) T: one noise . and what are the other noises
- 293) S: sound of {wind
- 294) T: {ok . the only other sound's the sweep of easy wind and
downy flake___wind was blowing gently creating sound . one sound
was that . and the other was .
- 295) S: downy flake
- 296) T: downy flake . what does that mean___ ok downy means .
- 297) T: downy means very soft very light . ok . and flake means thin
substance or say say . cotton like hair like material . ok . now . downy
flake here means snow . ok . coming down slowly . didn't you
understand me
- 298) S: understood sir
- 299) T: and it was also making a very gentle sound . didn't you
understand___gentle sound of that that that snow___gentle sound of the
wind and the sound of that harness bell . three sorts of sounds where
there___was there chirping of birds .
- 300) S: no sir
- 301) T: was there roaring of lions .
- 302) S: {no sir
- 303) T: {no . nothing..... up to now what is the poet doing?___up to now . up
to third stanza the poet is explaining the beauty of the jungle . ok . the
poet is enjoying in the beautiful woods . he is going home and he is lost
there he is lost . he was saying oh, woods are lovely . no one can see me
. ok . here is downy flake . frozen lake etc etc . bla bla bla . yeah . but
. now at last he realizes . oh no . this is not my life . I have to reach my
destination . didn't you understand me .
- 304) S: yes sir .
- 305) T: I gave you the example of a school goer boy . yes . in the very
beginning . yes
- 306) S: yes sir .

307) T: you know a teenager college boy . while going to college . sees a beautiful girl on the way to school and stops there for a while . and and starts day dreaming___but suddenly he realizes that . he had to reach to his college in time . and he rushes from there . right .

308) S: ()

309) T: ok . now . at last the poet says yes . the woods are lovely dark and deep . he says no doubt of course the woods are lovely dark and deep . but . I have promise to keep . he thinks . ok if I am lost here . if I remain here watching the natural beauty . then then . I . I cannot accomplish my duties . I cannot carry out my obligations . I have some responsibilities in my life . that's why he says . woods are lovely dark and deep . no doubt they are lovely . they are dark and deep . they are enjoyable . but I have promise to keep and miles to go before I sleep and miles to go before I sleep___this girl will say miles to go before I sleep . what do you know___miles to go before I sleep . today er . what time do you go to bed . at 9 or at 10 .

310) S: at 10

311) T: ok . at 10 . do you walk miles and miles before you sleep

312) S: yes .

313) T: yes . you think so . anyway___who can tell me . anyway . it does not mean the sleep of every night . the sleep here means the last sleep of life . that is death . ok . it means to say that . I've to do many things before I die . I have many responsibilities . I've many accomplishments to do . I have lots of obligations to fulfill . that's why . I have to move forward from here . if I remain here enjoying all the time I can't do anything in my life . so we have to take only a momentary pleasure . the poem gives this message . don't lose yourselves in enjoyment . of course of course enjoy . of course entertain in your life but along with entertainment . think what your aim is . don't ever ever ever forget your destination . am I clear .

314) S: yes sir .

- 315) T: good . this is it . can you summarize the poem . can you
- 316) S: ()
- 317) T: ok . who can . ok . that boy can you tell me what message this poem
wants to give . the message . ok .
- 318) S: sir___we should not forget our future and our aim . it . it er . does
not mean that we should not enjoy . but er . but we also should enjoy .
we . we should always . we should always keep in mind . our aim
and
319) T: so you got that message
- 320) S: yes sir
- 321) T: good . anyone___who wants to add . Bikash . what message did
you get . will you please tell .
- 322) S: we should not run after enjoyment all the time . pleasure should be
taken . momentarily and we have to do something before our death___
er . er . and we need to reach our destination before the time finishes
- 323) T: yes yes ok .
wonderful . any boy___any boy___any one___any one . now .
girls___any girl . you . you . you . oh no___ok you girl . ok . this
girl___what message did you get from the poem .
- 324) S: that we should not forget our destination___er___we
should___not___er___we should try to fulfill our aim . and___we
shouldn't forget our aim . by entertaining .
325) T: yes . ok .
- 326) S: sir this much .
- 327) T: ok . this much . wonderful . she said . do not forget your aim and
future just by enjoying all the time ok . you___did you understand the
poem .
- 328) S: yes sir
- 329) T: yes
- 330) S: yes sir .
- 331) T: yes . yes . please .

332) S: we are studying now . our parents our teachers want us to be great in future . moreover we also have our own aims and responsibilities . in this age___ we . we should not go for___er___enjoyment only . we also should be serious .

333) T: yes . yes . good . good .

334) S: in the poem___when the poet was lost___the horse warned him by shaking the harness bell___and the poet realized that . he had a lot of things to do in his life . in the same way, in our real life also . when we go out of the track___our . parents teachers . also guide us . so we need to realize our aim . er___aim at the time and march forward to meet our aims and goals .

335) T: superb yes . thank you very much . please sit down .

336) S: thank

337) T: I like your originality. Thanks.

Appendix V

Canal Center HS English Boarding School / Day 2

338) T: shall we start?

339) S: ok sir

340) T: ok . today . we are going to study conditional sentences . I think you know about conditional sentences . yes .

341) S: ()

342) T: did you study in class eight . nine . yes .

343) S: yes sir .

344) T: ok . so . first of all let me write some sentence here

- a. If you heat water, it boils
 - b. If you study hard, you will pass your exam
 - c. If I met her, I would say hello
 - d. If I had participated there, I would have won the contest__ so .
- are these four sentences same or different

345) S: different sir

346) T: ok they are different . the first sentence is conditional type zero . yes . some people call it zero type ok . similarly b is type one c type two . and d type three . understood .

347) S: yes sir

348) T: so now . let me say one more sentence of type zero . please write it __ if you heat gold, it melts__ finished .

349) S: yes sir .

350) T: ok . now . can you . can you find out the structure of type zero .

351) S: ()

352) T: yes __ if plus __ yes __ which tense

353) S: simple present

354) T: ok . if plus simple present . good . there is comma also . yes

355) S: yes sir

356) T: now . after comma__ I mean which tense is there after comma .

357) S: sir __ simple present .

358) T: right . so . there are two clauses . ok . one is if clause and the other is __ main clause . ok .

359) S: {sir which

360) T: {the part before comma . that is that is joined with if . is called

361) S: if clause

362) T: good . and . the part after comma is __

363) S: main clause

364) T: right . and . we also say dependent clause to if clause . and independent clause to the main clause why . why . do you know .

365) S: no sir

366) T: now listen . if clause is dependent clause . why . why because it cannot stand on its own . just just see the sentence on the board . er . if you heat water __ is the meaning clear without the second part or or without the main clause .

367) S: no sir

368) T: when we say . if you heat water, it boils . The meaning is clear . yes .

369) S: yes sir

370) T: so for the full meaning . if clause is dependent on __ the main clause . that's why it's also called .

371) S: dependent clause

372) T: good . but but now see the main clause . it boils . it is independent . so in all the conditionals . may it be type zero type one type two . or type three there are two clauses __ dependent clause and independent clause . understood .

373) S: yes sir

374) T: now . I'm telling you one more sentence . that is similar to the question number b on the board__ please write __ if you give her twenty rupees, she will be happy . now please . as we did in the above case that is of of type zero . find the structure of type one also .

375) S: () if plus simple present

376) T: good . yes yes .

- 377) S: er er ___ then . simple future
- 378) T: er ok . ok . lets say . if plus simple present in if clause and in main clause . subject plus will . shall . can . may plus first form of verb ok
- 379) S: ok sir
- 380) T: here also . there are ___ how many clauses
- 381) S: two [sir
- 382) T: [yes . if clause and .
- 383) S: main clause
- 384) T: right . ok . type one conditional deals with the possible case ___ if you work hard, you'll pass . isn't it possible .
- 385) S: yes sir . it is possible
- 386) T: now . conditional two . write a sentence please ___ if i were the Prime Minister___ I would change . the . system of governance ___ this is similar to number c on the board . now please find the structure of this . as we did above
- 387) S: () if plus ___ simple past in the if clause [. and
- 388) T: [and in the main clause
- 389) S: subject plus ___ would plus [. verb
- 390) T: [ok . not only would . But we can also use . could . might . should also . yes
- 391) S: yes sir
- 392) T: ok . go on please . from the beginning .
- 393) S:sir . if plus . simple past . and then comma
- 394) T: yes yes . good
- 395) S: then . subject plus . would should could might . yes sir ___ and first form of verb .
- 396) T: correct . please write it . sit down . all of you please write the structure . so . type two talks of hypothetical . you know hypothetical ___ imaginary sentence . ok . like like . if I were a bird I would fly . isn't it clear .

- 397) S: clear sir
- 398) T: now . conditional type three . er . ok . we use conditional type three to express unfulfilled past . ok ___ just see example number d on the board . what is there .
- 399) S: if I had participated there I would have won the contest .
- 400) T: ok . can you say one sentence using the same structure used there ___ yes___ yes or no .
- 401) S: ()
- 402) T: ok . first . what is there
- 403) S: sir . if plus past perfect tense .
- 404) T: right . now say . using it . ok
- 405) S: ()
- 406) T: please . say clearly .
- 407) S: if plus no no . ok . if Ram had seen me .
- 408) T: yes good . now say the main clause also . use the structure above .
ok
- 409) S: he . would have . er ___ he would have given me a book .
- 410) T: very nice . sit down please . write the full structure yourself ___ your homework is to write five sentences each . ok . of all the conditionals .
understood .
- 411) S: yes sir
- 412) T: good . that's all for today
- 413) S: thank you sir .

Appendix VI

Canal Center HS English Boarding School / Day 3

414) S: good morning sir.

415) T: morning. sit down

416) S: thank you sir

417) T: so . where are we ___ ok . today let's study making requests . is it in your book .

418) S: ()

419) T: anyway . let's practice it ___ you did it in grade nine yes .

420) S: yes sir

421) T: ok . you make requests when ___ when you want some works to be done . yes . ok . for example ___ you say . please bring me a glass of water and similarly you also say . er . I wonder . if you could open the window . yes .

422) S: yes sir

423) T: er ___ there are many ways of requesting . for example . er ___ can you give me some examples .

424) S: ()

425) T: ok could you . ok let me write on the board . er .

a. Could you + V¹

b. Will you + V¹

c. Would you mind + V⁴

d. I'd be grateful if you + V²

e. I wonder if you could + V¹

f. Is it ok /alright if I + V¹ . Any more .

426) S: ()

427) T: now make a request

428) S: sir . please $\left\{ \begin{array}{l} \text{give} \\ \text{yes please give me your pen . what else ___ anyway there} \end{array} \right.$

429) T: $\left. \begin{array}{l} \text{yes please give me your pen . what else ___ anyway there} \\ \text{are several other ways of requesting . didn't you get me .} \end{array} \right\}$

430) S: yes sir . it is easy .

- 431) T: generally . you see . er . we use modal verb for . for say .
 requesting . like could . would will may . and so on as you can see on
 the board __ now . you can make your own sentence . can't you .
- 432) S: we can sir
- 433) T: if so . I will provide some situations to you ok . on the basis of the
 hints on the board or . using your own mind . you will make requests .
- 434) S: ok sir
- 435) T: now . you're walking along the street but you forget the way to the
 post office . and and . er . and you met a person there . so . what will
 you say .
- 436) S: excuse me . could you please tell me the way to the post office .
- 437) T: excellent . this is the correct way of asking . good . in the same way
 . you're feeling very hot . you want your friend to switch the fan on .
- 438) S: hello . will you switch on the fan
- 439) T: good . now . you two . please stand up . one . give situation and the
 other . make a sentences please .
- 440) S₁: you want to take your friend's bike . but . you know that he doesn't
 give his bike to others .
- 441) S₂: excuse me . I'd be grateful if you could lend me your bike for a while.
- 442) T: thank you very much . please sit down . in the same way . you two
 please .
- 443) S₁: you want your teacher to drop you to your home . because . you lost
 your purse . and you have no bus fare .
- 444) T: good . now you say .
- 445) S₂: sir . I wonder if you could drop me my home today .
- 446) T: nice way __er . I think you can easily do it . so __ please work in
 pairs and write . ok . on every bench there are two students right .
- 447) S: ()
- 448) T: so . you all work in pairs . write ten different situations and . the way
 to make request . ok . start .

Appendix VII

Adarash HS English Boarding School/ Day 1

449) T: today what we will be doing is what I was teaching the previous week . so . we will be discussing the topic we've already started___I'm not teaching anything new today___let's discuss the confusing part then ___uhh just as we discussed . question tag that confused you last week . we are going to discuss the area of confusion today also . ok .

450) S: ok sir .

451) T : ok . tell me now . what were we doing .

452) S: story

453) T: story writing . alright story writing___did I say something about the way of writing story .

454) S: no sir .

455) T: no ___ alright . what did I talk about then .

456) S: ()

457) T: do you know the marks allotment for story writing in SLC exam .

458) S: six

459) T: six . yes . now . can you tell me which tense we use while writing story .

460) S: () { simple

461) T: { simple

462) S: past .

463) T: clear . ok ___ first while writing a story . first of all what we need to do is ___first of all we have to be confirmed that the tense ___simple past tense . generally simple past tense is used yeah . and since it carries only six marks we don't have to go for the details . right .

464) S: { yes sir

465) T: { just we can write the story in short no . just in the form of a paragraph ok .

466) S: ok sir .

- 467) T: that's why ___ so . first of all we write a topic yes ___ and generally tell me the way . tell me the way of writing a topic .
- 468) S: () [once upon a time . oh no .
- 469) T: [suppose you have studied that the tortoise and the hare no . they had a race . and then at last the tortoise won the race . and and . what was the topic of the story .
- 470) S: the hare and the tortoise
- 471) T: can you ___ can you guess the way of writing a topic . just . just looking at the topic . can you guess anyone . should we derive the theme of the story or . or . we should just know who the characters are . or what .
- 472) S: theme
- 473) T: theme . ok one says theme . next one . what could be the next way .
- 474) S: what does the story reflect .
- 475) T: yes reflection . yes . means without reading or without understanding the story, we cannot give topic . is it so . hmm .
- 476) S: topic cannot [be
- 477) T: [topic cannot be given . without . reading the . [story .
- 478) S: [story .
- 479) T: even the story writer . do you think story writer chooses his topic at first or at last .
- 480) S: at last .
- 481) T: yes, at last . just after finishing writing . he thinks what the best topic would be for the story no . So, the best way or very simple way of writing the topic is knowing the characters of the story ___ who are the characters in the story ___ just write down their names ___ the major character's name . can you tell me some examples where topics were given from the characters name involved in the story ___ yes yes ___ we dealt with some stories the previous week no .
- 482) S₁: the hare and tortoise .

- 483) T: the hare and the tortoise is what I just now said . $\left\{ \begin{array}{l} \text{any others} \\ \text{king and a monkey} \end{array} \right.$
- 484) S₂ :
- 485) T: yes .
- 486) S₂: a king and a monkey .
- 487) T: a king and a monkey . third one .
- 488) S₃: a greedy boy
- 489) T: a greedy boy . greedy boy is also the character there no .
- 490) S₄: $\left\{ \begin{array}{l} \text{lion and} \\ \text{yeah} \end{array} \right.$
- 491) T: $\left\{ \begin{array}{l} \text{lion and} \\ \text{yeah} \end{array} \right.$
- 492) S₄: the lion and the mouse
- 493) T: the lion and the
- 494) S₄: $\left\{ \begin{array}{l} \text{mouse} \\ \text{mouse ok . what else} \end{array} \right.$
- 495) T: $\left\{ \begin{array}{l} \text{mouse} \\ \text{mouse ok . what else} \end{array} \right.$
- 496) S₅: the friendless crow .
- 497) T: the friendless crow . there also crow is the character no .
- 498) S₆: an ambitious girl
- 499) T: yes yes say again
- 500) S₆: an ambitious girl
- 501) T: an ambitious .
- 502) S: girl
- 503) T: yes . a girl who happen to break her pot due to her high ambition . so
 ___ all these ___ say by observing all those stories we find that we take out
 the topic from the story itself by choosing the main character's name no

___ so___ first ___ take the name of the characters yes ___ generally . and while writing story which tense should be used

504) S: past tense .

505) T: ok right . we also need to write the moral . which tense do we use for the moral

506) S: simple present

507) T: present tense . fine . moral should be in simple present tense . Why . can you say why .

508) S: ()

509) T: because morals are always true ok . morals express truth yes

510) S: {universally true

511) T: {truth . yes . the sun rises in the east . which tense do we apply

512) S: simple present

513) T: simple present no . so this is one way of writing the moral . and the next way is writing the proverb___proverbs also ___ quotations proverbs etc . which express general fact ok . now ___ I'll ask you to read the story and then I'll ask you what the story is about. you don't have much time __ok . 4 minutes . please read it carefully . the story . opportunities bats

Students read the story silently

514) T: now . have you finished reading

515) S: yes sir .

516) T: what is the topic of the story .

517) S: the opportunists bats

518) T: characters of the story yes .

519) S: {yes sir

520) T: {and is the story written in past tense .S: yes sir

521) T: is moral also there

522) S: yes

523) T: if so what did you understand from this story ___ Mr Mahat ___ you please . explain this story ___ what is this story about .

524) S: this story talks about the harms of being selfish and opportunists . the person who is opportunist does not succeed in the end . in this story .

there is a war between bird and beasts . the birds thought that they would lose the war and they requested the bat to join

525) T: { them . then the birds
uhm yes

526) S: got victory over the beasts { . but after achieving victory over
527) T: { right

528) S: the beast the bats attacked the birds and defeated them . therefore the bats are { opportunists . and at last both birds and beasts decided to

529) T: { they are opportunists . ok .

530) S: attack the opportunist bats and the bat were beaten severely .

531) T: so this is the story yes . sit down . very good .

532) S: { thank you sir

533) T: { ok . the moral has been given there ___ what

534) S: ()

535) T: ok . opportunists are ultimately hated and punished by others . this is the moral . one with opportunist nature leads himself to failure ___ so ___ do you see the same situation in your society also ___ you know some people in our society are also opportunists ___ have you seen or heard .

536) S: yes sir often

537) T: we often see yeah people are opportunists in nature . they want to grasp the opportunities even by betraying others no ___ very often people do like this but it should not be done ___ we should be sincere ok ___ now let's go to the second story . king and a

538) S: { monkey

539) T: { monkey . ok . again please read for sometimes .

Students read silently

540) T: now ___ there are two characters mentioned in the topic of the story . a king and a

541) S: monkey

542) T: monkey yes . maybe they have some major roles in the story . ok ___ what is the relationship between the king and the monkey

543) S: ()

544) T: yes what relation .

545) S: friends sir .

546) T: king's friend was monkey .

547) S: yes sir

548) T: were they friends

549) S: yes sir

550) T: monkey was his friend ok ___ how did monkey help him ___ did he help him .

551) S: () tried to help .

552) T: did the monkey help or not

553) S: the monkey wanted to help but ___ but

554) T: ok ok he helped him in his own way . yes ___ he was a stupid monkey no .

555) S: he was on the way to help ___ but . he

556) T: anyway anyway, he tried his best to help the king .

557) S: yes .

558) T: but because of because of . his stupidity . he he he did something wrong .

559) S: yes sir .

560) T: what mistake did the monkey commit . Ganga

561) S: ()

562) T: yes, please

563) S: monkey wanted to ___ monkey wanted to kill the

- 564) T: yes
- 565) S: housefly but . but he hit on the king's face .
- 566) T: still still I mean I'm not clear . you sit down . Sikchya could you please . make me clear now . tell me the story in detail .
- 567) S: a king was fond of having a monkey . one day when the king was sleeping ___ his friend monkey was looking after him ___ the king was having a sound sleep . and at the same time one housefly came and sat on the king' nose ___ which er er . which made the monkey angry . and in order to chase the housefly . he took out his sword and hit heavily on the king's face thinking that it would kill the housefly but . unfortunately the king was killed .
- 568) T: the king was killed . ok . and the housefly .
- 569) S: {flew away and the king was killed
- 570) T: {flew away and he he hit the sword on the .
- 571) S: {king's face
- 572) T: {king . yes . so ___ what is the theme of this story .
- 573) S: stupid friend is always fatal .
- 574) T: stupid friend is always fatal . fatal___fatal means causing death yes .
- 575) S: yes sir
- 576) T: sit down .
- 577) S: thank you .
- 578) T: so ___ are there any difficult words in the story .
- 579) S: ()
- 580) T: sometimes when we read stories we find word we are not familiar with . any difficult words you are not familiar with .
- 581) S: ()
- 582) T: may be not yeah___ again we have another story . Solomon's justice . an interesting story . read this story also .

Students read silently

- 583) T: now tell me the vocabularies you're not familiar with
- 584) S: ()

- 585) T: Mr Sandesh . tell me ___ do you know the meaning of all these words___ others please __ yes___ anyone __what is there .
- 586) S: () smother
- 587) T: yes yes . what .
- 588) S: smother appear er___
- 589) T: appear . ok . appear means to come into sight . to come into
- 590) S: [sight
- 591) T: [sight ___ someone appeared . yeah___I waited for him for a long time but he did not
- 592) S: [appear
- 593) T: [appear right . so appear ___ means to come into sight . spelling . S I G H T ___ next one is smother . for example___the baby was smothered to death . smother___ smother means to kill somebody by covering their face so that they cannot breathe . understood .
- 594) S: yes sir
- 595) T: in the same way ___guilt___ this is what___fault ok .
- 596) S: ok .
- 597) T: so . in this way . now ___ you two please stand up . you please . ask her . suppose ___ok . ask anything you like from the story to her .
- 598) S1: if you have understood the story . yes ___ what decision would you take
- 599) S2: question once again
- 600) T: he wants to say . ok . suppose you're not satisfied with the king's decision . what would you do that time . do you mean to say so .
- 601) S1: yes sir .
- 602) T: ok . please
- 603) S2: if I ___ if I ___
- 604) T: suppose you were in front of Solomon . A decision was made there yes .
- 605) S2: yes sir .
- 606) T: what decision was made there .

- 607) S2: King Solomon decided to cut the baby
- 608) T: that the baby would be cut .
- 609) S2: into two halves and to divide the two pieces of the baby to both
- 610) T: $\left\{ \begin{array}{l} \text{the mothers} \\ \text{and and suppose you were one of the mothers and that the baby was} \\ \text{yours . at that time . what . what would you do . maybe ___ I think} \\ \text{your friend wants to ask you this question .} \end{array} \right.$
- 611) S2: if I were the mother of that child ___ I ___ I would ___ I would claim for
that baby ___ and if the . if the decision came against me then I would ___
then then $\left\{ \begin{array}{l} \text{___ I} \\ \text{please say again .} \end{array} \right.$
- 612) T: $\left\{ \begin{array}{l} \text{___ I} \\ \text{please say again .} \end{array} \right.$
- 613) S: If I were the mother of the baby and if the king Solomon's justice
came $\left\{ \begin{array}{l} \text{against ___ me ___ my favor then} \\ \text{against you yeah . against your favor ok .} \end{array} \right.$
- 614) T: $\left\{ \begin{array}{l} \text{against you yeah . against your favor ok .} \\ \text{I} \end{array} \right.$
- 615) S: then $\left\{ \begin{array}{l} \text{I} \\ \text{would you react in the same way as the mother in the story or} \\ \text{you'd do something next} \end{array} \right.$
- 616) T: $\left\{ \begin{array}{l} \text{I} \\ \text{would you react in the same way as the mother in the story or} \\ \text{you'd do something next} \end{array} \right.$
- 617) S: I'd react in the same way ___ because ___ because that's my own baby .
- 618) T: $\left\{ \begin{array}{l} \text{no} \\ \text{ok it's your own baby .} \end{array} \right.$
- 619) S: and I'd not $\left\{ \begin{array}{l} \text{agree} \\ \text{you you you'd not agree cutting the baby . yeah .} \end{array} \right.$
- 620) T: $\left\{ \begin{array}{l} \text{agree} \\ \text{you you you'd not agree cutting the baby . yeah .} \end{array} \right.$
- 621) S: yeah sir .
- 622) T: now ___ Mr Bhatta ___ King Solomon decided to cut the baby into two
halves to settle down the dispute between the mothers . do you think this
is the right way to solve the problem .
- 623) S: Solomon had made a plan ___ I think ___ to solve the problem and ___
and his plan was successful ___ so so I think it was right way to solve the
problem .
- 624) T: actually what had happened ___ explain .
- 625) S: Solomon $\left\{ \begin{array}{l} \text{decided .} \end{array} \right.$

- 626) T: you please ___ others ___ if you are not sure . listen to him carefully .
- 627) S: actually . Solomon used his mind to solve the problem and
- 628) T: no no ___ you just retell the story . ok .
- 629) S: once upon a time . there was a king named Solomon . he was very clever . he could easily solve the problem of his country . one day two mothers came with two babies . one was dead and the other was alive ___ both the ___ both the mothers said that ___ both the mothers said that the baby who was alive is theirs . and the ___ the king was in a big problem . then he ___ he ___ he used his mind . he said that the baby would be cut into two halves and divided between them ___ and ___ one mother easily agreed but the other mother ___ er . er ___ refused cutting the baby ___ er ___ so ___ at last Solomon knew that the mother who was refusing to cut the baby was the real mother ___ and gave the baby to her .
- 630) T: so . the real mother cannot lose her baby yes .
- 631) S: yes sir .
- 632) T: a child is very much loved by every woman . that's why we ___ we say that mother's love is supreme yeah .
- 633) S: yes sir .
- 634) T: so is there any problem in this story .
- 635) S: no sir .
- 636) T: I think this is not very difficult story .

Appendix VIII

Adarash HS English Boarding School / Day 2

637) T: ok . now keep quiet . here in page number 144 you'll see a text about some wild animals . ok . this text especially talks about why people are mercilessly . killing wild animals . right . people are killing the wild animals for their personal benefits___ok . they are not thinking of their rights ok . and so on___may be this text talks about all these . so___before reading the text we cannot discuss anything___now . I'll give you a couple of minutes to read . alright

638) S: ok sir .

639) T: so now read it for a few minutes .

Children read

640) T: finished

641) S: yes sir .

642) T: ok . stop___did you find any words that you are not familiar with___any words that you are not familiar with .

643) S: ()

644) T: yes yes . please

645) S: ivory

646) T: oh ivory . ivory means white and___substance like like bones . ok .

647) S: ok sir .

648) T: have you seen elephants' long teeth

649) S: yes sir .

650) T: they are called ivory . right

651) S: yes sir .

652) T: and___you'll see some other words also___like . endangered . do you think endangered___ok what is meant by endangered

653) S: ()

654) T: endangered species . endangered . they are likely to

655) S: disappear

656) T: yes . they are likely___I mean .

- 657) S: about to be extinct
- 658) T: they are small in number yeah___and and they are dying out___ they are decreasing day by day . understood .
- 659) S: understood sir .
- 660) T: and in the same way . there are some other words___you'll see there___indiscriminately . indiscriminately . it means .
- 661) S: ()
- 662) T: yes___without any care . it means without any
- 663) S: care
- 664) T: yes these animals are being killed indiscriminately___that is___without thinking about the result . ok . people are not taking care of these animals . and___just killing them indiscriminately . clear .
- 665) S: yes sir___sir tapestry means .
- 666) T: tapestry is a piece of cloth that is woven in a specific design . such as___er___ you see some colourfully woven clothes hung on the wall or say say your pillows are also covered with the clothes having___say tapestries yes .
- 667) S: yes sir .
- 668) T: er___other word___any ___no other difficult word yes___so this text talks about the reason behind killing the wild animals___can you tell me some reason___why do people kill the wild animals . indiscriminately .
- 669) S: ()
- 670) T: suppose___er___suppose it is a reptile . a reptile is killed for its .
- 671) S: skin .
- 672) T: yes skin and . some of the birds___I mean birds are killed for
- 673) S: { feathers
- 674) T: { feathers___by joining the feathers . they make some kinds of objects
yeah
- 675) S: yes .
- 676) T: and . rhinos are killed for

- 677) S: {horns
- 678) T: {horns . yes horns . and elephants are killed for
- 679) S: ivory .
- 680) T: for ivory . what is that
- 681) S: tusk .
- 682) T: ivory tusk yes . these things are very valuable___that's why people
are killing these wild animals indiscriminately . yes . for their personal
benefit___now come to page number 145 . these are some words and the
meanings are also given___we have to match them . ok . so .
extinction .
- 683) S: dying out
- 684) T: dying out yes . dying out___ plea
- 685) S: an urgent request .
- 686) T: an urgent .
- 687) S: request .
- 688) T: yes . indiscriminately
- 689) S: without care
- 690) T: without
- 691) S: {care
- 692) T: {care . and . diminishes
- 693) S: become smaller
- 694) T: yes . become smaller . reservoirs .
- 695) S: place where water is stored .
- 696) T: this is a place where water is .
- 697) S: stored .
- 698) T: in the same way . tapestry .
- 699) S: a piece of cloth woven with a design .
- 700) T: a piece of cloth woven with a design . good . now let's do the next
question . answering the questions ok .
- 701) S: yes sir .

702) T: now___there are five questions . you please look at the questions and think for a while before answering___if you're not sure please turn back to the text and find the answer___I'll ask you . ok .

Students read the questions and find the answer

703) T: now . let me ask___what are the two danger for the wild lives .

704) S: deforestation (and

705) T: (yes

706) S: cutting down of trees and killing of animals

707) T: ok one is . people are cutting down the trees and

708) S: they are killing the animals .

709) T: ok . people are killing them also yeah .

710) S: yeah .

711) T: ok . one is___ people are cutting down the trees . and . because of this their number is decreasing on the one hand yeah

712) S: yes .

713) T: and . on the other hand people are killing them directly___these are the two dangers for wild animals . now number b why are animals killed

714) S: ()

715) T: yeah___some animals are killed for skin some are killed for feathers . some for

716) S:(tusk . some for

717) T:(tusk some for horns etc etc . yeah

718) S: yeah .

719) T: number c . why are forests being cut down

720) S: ()

721) T: ok . you know it . in the same way would it matter if there were no animals in this earth .

722) S: yes () ecosystem () imbalance in nature .

723) T: nice . there would be imbalance in the ecosystem . and we we would be heavily affected . ok what would you do what would you do to preserve forest and those animals

- 724) S: () I would make the security sector strong . () public awareness . [afforestation
- 725) T: [ok . ok . first step . what would you do
- 726) S: afforestation
- 727) T: afforestation___and then
- 728) S: public awareness
- 729) T: public awareness . number three .
- 730) S: () security . conservation area
- 731) T: yes strong security and establishment of more conservation areas . similarly provision of incentives for the forest preservers yes .
- 732) S: yes sir .
- 733) T: and . say say . some strict rules for forest destroyers and
- 734) S: animal killers
- 735) T: yeah . poachers . poachers you know
- 736) S: yeah hunters .
- 737) T: ok . poacher is a person who kills wild animals illegally .

Appendix IX

Adarash HS English Boarding School / Day 3

738) S: good afternoon sir .

739) T: afternoon sit down .

740) S: thank you sir .

741) T: today we are going to talk about causative verbs . ok . we will deal with three causative verbs here right___have . make and get . yes___ok___let me first of all write three sentences on the board .

He writes and reads while writing

a. I made my mother wash my clothes .

b. I had my mother wash my clothes .

c. I got my mother to wash my clothes .

ok now . you boy . can you make one more sentence using make . yes . ok let me give some clues___Raju . cobbler . polish the shoes . ok . I'm writing the clues on the board .

742) S: Raju made the cobbler polish his shoes .

743) T: good . Raju made the cobbler . polish his . shoes . now Shanti use have and make the similar sentence . use the same clues . see on the board . ok .

744) S: Raju had the cobbler polish his shoes .

745) T: very good . now use get to make a similar sentence . please look at the examples carefully on the board before you speak . ok . the same clues .

746) S: Raju got the cobbler polish his shoes .

747) T: yes . Raju got the cobbler . please look at the example once again___you've done some mistake . ok .

748) S: oh . ok sir . Raju got the cobbler to polish his shoes .

749) T: thank you . sit down . so so there is structural difference . isn't there . that is to say we use to plus verb with get while we don't use . to in case of have and

750) S: make

- 751) T: make right___now can you make two sentences each using have make
and get on your own . ok please .
- 752) S: ()
- 753) T: ok . please wait . that boy at the corner . you try first .
- 754) S: I had . had . I had the barber cut my hair .
- 755) T: nice . so you've used have yes .
- 756) S: yes sir .
- 757) T: Rajani you please . use make___ok .
- 758) S: sir___I . made . I made a mechanic repair my watch .
- 759) T: ok . it's fine it's fine . you please . get . use get .
- 760) S: I got the tailor to stitch my clothes .
- 761) T: sit down . very good .
- 762) S: thank you sir
- 763) T: so you can make sentences . correct sentences . yeah___shall we go
to the exercise given in the book .
- 764) S: yes sir .
- 765) T: right . ok . look at question number 13 . use have or get to describe
the service performed for you by someone else . the clues are given for
you . ok . work in pairs . first read the example___one will ask and the
other will answer . ok .
- 766) S: ok sir .
- 767) T: in the example given . A asks . do you know where I can get
someone to read my palm . and then then B answers . you can have a
Jyotishi read your palm . now can you make your own sentence___yes .
- 768) S: yes sir .
- 769) T: ok . number b . the first one is done for you ok . have someone read
my horoscope___ you two please .
- 770) S1: do you know where can I
- 771) T: where . where I can yes .
- 772) S1: ok . do you know where I can have someone read my horoscope
- 773) T: yes . now you answer .

- 774) S₂: you can have an astrologist read your palm .
- 775) T: good . you can have an astrologist .
- 776) S: {read your palm .
- 777) T: {read your palm . now use get in the same situation .
- 778) S₂: you can get an astrologist to read your palm .
- 779) T: now next one . get a professional photographer to take my photo .
you two . you question and you answer . ok .
- 780) S₁: do you know where I can have a professional photographer take my
photo
- 781) T: yes . now you
- 782) S₂: you can get Ram to take your photo
- 783) T: yes . or you
- 784) S₂: you can have Ram take {your photo
- 785) T: {very good . the remaining questions you'll
do at home . ok . now . lets go to another question . question number
14 . time for grammar . change the following sentence by using the
correct form of make or get . do as in the example___ have you looked
at the example .
- 786) S: yes sir .
- 787) T: ok . Sabita . I asked the mechanic to fix my bike . please try .
- 788) S: I made the mechanic fix my bike
- 789) T: yes . I made the mechanic .
- 790) S: fix my bike
- 791) T: yes . I made the mechanic . fix my
- 792) S: bike
- 793) T: ok . using get___can you try . ok .
- 794) S: I got the mechanic to fix my bike .
- 795) T: yes . we use to with get . don't we .
- 796) S: yes sir . we do .
- 797) T : ok ___ wonderful . that's all for today .
- 798) S : sir . will you please tell what we need to do at home .
- 799) T : ok
- 800) Do the exercise given in your book.