

**MODE OF COMMUNICATION IN THE NOVEL
'TO KILL A MOCKINGBIRD'**

**A Thesis submitted to the Department of English Education
In the Partial Fulfillment for the Master of Education in English**

**Submitted by
Yam Kala Bhusal**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu,
Nepal, 2012**

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DECLARATION

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

Date :

.....
Yam Kala Bhusal

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Yam Kala Bhusal** has prepared this thesis entitled '**Mode of Communication in the Novel**' '**To Kill A Mockingbird**' under my guidance and supervision.

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ABSTRACT

The present study entitled 'Mode of Communication in the Novel 'To kill a mockingbird' aimed to find out the mode of communication and the forms of spoken discourse in the written text by female White American and Black American characters in the novel in the 1960s. The extracted text data is that of both adult and child female characters. With the help of a check list the text extracts were analyzed to identify the sociolinguistic aspects of the written discourse and the form and styles of speaking. The research study was based on library research and the study followed the norms of Qualitative method of data in the form of 'quotes' extracted purposively after reading the novel thoroughly two times. After analyzing the text extracts it was found that the communication style of the female characters differed. Black Americans' style of communicating and the white Americans' style of communication differed. The mode of communication was influenced by the context and also by the child female character and the adult female character discourse.

This study consists of four chapters. Chapter one deals with general background, review of related literature, objectives and significance of the study, Chapter two includes methodology of the study. Sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study were the components of this chapter. Chapter three consists of analysis and interpretation of the collected data. Chapter four discusses the findings and recommendations based on the analysis and interpretation of the data followed by references and appendices.

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CHAPTER ONE

INTRODUCTION

I. Introduction

One of the remarkable facts about a novel is that how the characters in that novel communicate with each other, especially through their dialogues. On one hand the exchanges in a dialogue in a novel reveals the attitudes of the characters towards each other and their interests of topics they discuss, on the other hand a novel also depicts the true picture of the mode in which the characters frame their statements and questions. The manner in which the characters speak, the language the characters use are also important along with the characters. This research study is related to the context and the modes of communication by the female characters of the novel. No research work has been carried out focusing on female characters of a novel in the faculty of English Education department. Therefore I am trying to conduct this research focusing on the written discourse in the speech.

As a researcher, I am interested to find out the social and human issues in the novel, and determine the social context of the sentences spoken by the White and Black Americans female characters in the novel.

1.1 General Background

Lee's (1960) novel 'To kill a mockingbird' deals with racial discrimination among the white and the blacks. The novel was written in the mid 30s. The background of the novel takes place in a small town Alabama. Lee tells the story in the first person from the perspective of Jean Louise 'Scout' Funch who ages from six to nine over the course of the novel. In the novel To kill a mockingbird, the characters demonstrate the value and the influence of conversation, however, the novel ends in violence, the moments of conversation through the dialogues create a special quality in the novel. The communication style in the novel mirrors time, location and status of the

people of Maycomb, reaction to the taunts of her cousin, the reader comes to know that Lee's goal seem more centered Alabama. In the mid 30s people in Maycomb, gathered and discussed issues in unhurried leisure time atmosphere, this is seen in the novel.

In the above mentioned novel we find three modes of discourses, that of a child, adult and parent. This research studies these three mode s of discourses. It is true that to achieve optimum communication, two or more people must speak at the same level. Atticus speaks to all people as if they are all reasonably adults. In the conversation between Jack and Atticus, Scout does not know she is been addressed. She thinks she is overhearing the conversation but she is able to receive the message intelligibly. Atticus understands the power of words and he also understands the limits. One of the best examples of this is when Scout begins to use 'swearing words'. Atticus reacts calmly, he knows that children go through and it dies with time as children grow, learn and accept the goodness of life. She wants her readers to think further about the social issues, racism and about the racial discrimination of Black and white, and their feeling about it. Lee does not try to evoke anger or discomfort among the readers. Atticus is responsible to defend a black man accused of raping a white woman , and the town people goes against Atticus. Atticus directs his statements at Jack, but they are as much benefited by Scout, when he knows Scout is secretly listening. In this context through his conversation Atticus attempts to educate Scout and develop the right attitude towards Black people. ...' I just hope that Jem and Scout come to me for their answers instead of listening to the crowd. I hope they trust me enough.' (Lee 1960,p 93) One of the non-confrontational persuasion is to use "I" phrase such as "I hope".

Next, we see that conversation wins out our mob sentiments. When the lynch mob show up at the jail. Scout inadvertently breaks up an angry mob by singling one man out and speaking with him. 'Don't you remember me Mr. Cunningham, I'm Jean Louse Finch. You brought us some hickory nuts one

time remember?'(Lee 1960,p 156)Once the mob divides back into individuals, the mob anger disappear.

Atticus is polite at all times. The importance of reasonable arguments and respect for others is shown in his conversation. Robert Ewell and Mayella Ewell (two witnesses) are used to rough talk and disrespect. Atticus's calm manner and respect helps him to point out the flaws in the Ewell's testimony and make it clear who is to blame for the incident. The Ewells fail to maintain their statement. Atticus gives the best possible defense under the circumstances.

The novel is certainly a rich material to exploit its content and language for communication analysis purposes, therefore I have selected this novel for the study purpose. Hymes (1989,p 201) rightly states that "Ways of speaking are to be characterized in terms of a relationship between styles, on the one hand, and the contexts of discourse, on the other."

According to Littlewood (1976)

Literary texts have a different relationship to external reality. They, too, depend upon it for their raw material and for their interpretability, but after selecting elements from it, aim to combine these elements into a new portion of reality which exists only within the text. The reader is asked to recreate this reality in his mind, using evidence from the language of the text and from his own knowledge of the world. His relationship to a literary text thus differs in important respects from that of the reader of an informational text. (cited in Carter and Brumfit, 1986 p. 14)

Therefore, truly speaking literature is the true manifestation of human language. Every human language has its literature, either oral or written. Without literature, the fragrance of language is lost. The language becomes dead without its literature. Thus, literature is the breath or blood of language which keeps it alive.

Likewise, for Lazar, (1993, p.1) “Literature is a world of fantasy, horrors, feeling, thoughts, vision etc which are put into words.”

Collie and Slater (2009, p. 3) say, “One of the main reasons might be that literature offers a beautiful and extremely varied body of written material which is important in the sense that it says something about fundamental human issues which is enduring rather than ephemeral.” They further state that engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspect of foreign language system” (p. 5)

According to Lazar, (1998, p .14) Literature should be used with language students because “It is very motivating. It has general education value and it is stimulus for language acquisition.” Giving the importance of teaching novel, he further says “A good novel or a short story may be particularly gripping in that it involves students in the suspense of unraveling the plot” (p. 15)

By studying the different definitions given by different scholars we can reach to the conclusion that literature is an art of writing and a medium to express thoughts, feelings and emotions reflecting the mirror of society.

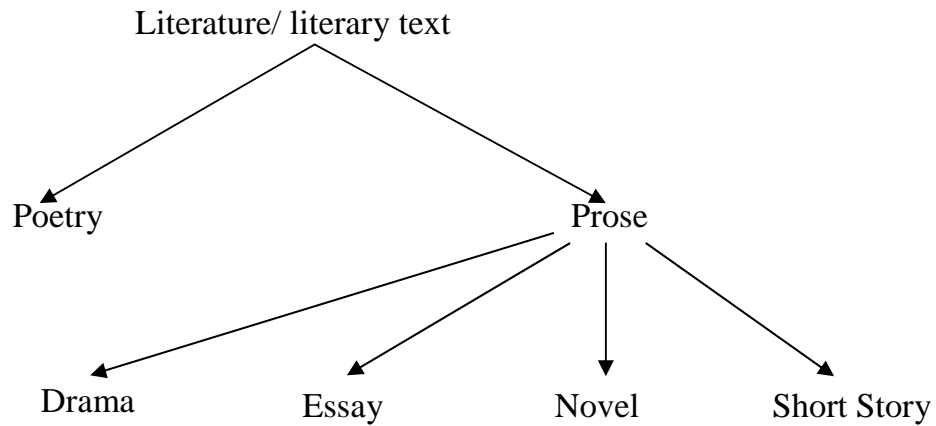
1.1.1 Genres of Literature

Literature is a full –fledged discipline of language. Literature is complete in itself with its many genres.

Genre is a particular form of literature. There are different genres of literature but the division of genres is not same and similar throughout the history. If we Google the time of Plato and Aristotle overall literary domain was classified into three streams; lyrics or epic, narrative and drama. Similarly, Joyce (1916) has classified literature works into poetry, prose, fiction and drama (as quoted in Abrams, 2005, p. 115).

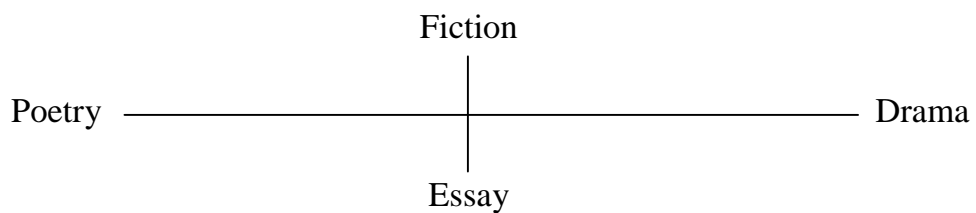
Especially literature can be divided into two forms:

Poetry and Prose. These two forms are different in structures and subject matter. They can be further classified into different genres tentatively.



(Adapted from: Regmi, 2003 P.9)

And further more literature can be broadly divided into four genres/forms:



(Adopted from Klaus, C.H. and Scholes, R. 1997 P.15)

Drama

Drama is a piece of creative writing which is composed to be performed on the stage. Especially, drama is not written for reading purpose but to be performed on the stage and to give entertainment on the spectators. Kalus, and Scholes (1997 p.15) views drama "as a genre of literature in which words are used to create imaginary persons and events and overheard by the reader- There are different elements of drama i.e. plot, character, dialogue, setting, conflict and theme. There are also different forms of drama, i.e. tragedy, comedy, tragic

comedy, farce and one-act play. The tragedies are the plays with sad endings and comedies are the plays with light and happy endings.

Poetry

Poetry is a piece of creative writing which is generally composed in verse. Kalus, and Scholes (1997, p.16) views poetry "as a genre of literature in which words are used to express ideas and feelings and overheard by the reader." The poetic language is different than prose and the language of daily use. Due to the deviation of linguistic norm poetry is different the other genres of literature. There are different forms of poetry, such as: epic, sonnet, ode ballad. Elegy, lyric, pastoral, etc.

Essay

Essay is a short prose work. The main purpose of writing essay is persuasion. Essay is not fictional but it shows the writers' own ideas on the particular subject matter. According to Charles Lamb (1823), "Essays may be long or short, factual or fictional and practical or playful." Klaus and Scholes (1997, p.17) writes essay "as a genre of literature in which words are used to express ideas and feelings and address directly to the reader."

There are different forms of essays according to their nature. They are descriptive essays, reflective essays, narrative essays, persuasive essays, argumentative essays and so on.

Story

Story is a creative writing which narrates the past events and incidents systematically from top to bottom. Klaus and Scholes (1997, p.28) views story "as an element of literature in which words are directly addressed to the readers and is used to create imaginary persons and events." Stories may be long or

short. The short stories are those stories that can be read easily in single setting. There are different elements of story. They are: Plot character, setting, style and theme.

They are different forms of stories according to their nature. They are: Myths, Legends, Fables, Parables, Fairly Tales. Stories might be fictional and non-fictional as well.

Novel

Novel is one of the genres of the literature. It is the extended piece of prose fiction. Novel is a long – long narrative writing elevated in style, rich in characters and with a single plot. Defining Novel Abrams (2005) says “it is an extended work of fiction written in prose” (p. 197).

Novel is regarded as a form of fiction which is based on imagination or facts. The novel deals with the event and actions which constitutes its plot. It does not contain only plot, character and dialogue but also scene and time of action. Thus, plot character, setting point of view and theme are the major elements of novel. The plot of the Novel may be tragic, comic, and satiric or romantic.

Thus, reading and writing novel is a part of human life. In novel there is a large cast of characters numerous flashbacks to the past events with highly complicated plots. Characters play a pivotal role in a novel. There lies conversation. Flashback, story, scene, setting, meaning which is expressed through the medium of language. The use of language differs according to characters and the language differs far whom it is addressed. Thus, I selected the novel ‘To kill a mocking Bird’ to analyze the language written by native writer of English’ to Show how differently the language is used while denoting different characters especially female and how they are characterized. What type of specific language is used by female.

1.1.2 Qualitative Research

The information in a qualitative study is elicited by using the variable measured in qualitative measurement scale, i.e. nominal and/ or ordinal. The purpose of a qualitative investigation is to describe some problems and analyze them without quantifying statistically. So, a qualitative study describes the variation in a situation, event or problem. In this study I selected the female characters' utterance as a situation and also as an event. If research is qualitative it does not mean that it is not quantitative. Because, most of the qualitative researches result in some sorts of quantification. The only point to understand according to Best Kahn (1993, p. 204), is that quantitative research is based on the logical-positive paradigm (which dominates educational research and is based on the assumption of the natural sciences) which utilizes experimental research methodologies. On the other hand, qualitative research is based on the phenomena logical paradigm which uses a variety of interpretive research methodologies. Qualitative research is not only a unitary approach but also is a variety of alternative approaches to the traditional positivistic research. Terms like case study, ethnography, participant observation, phenomenological studies can be taken as an example of qualitative study. Qualitative research makes use of naturalistic inquiry (Lincoln and Cuba: 1985, p.103). That is, it studies real world situations as they unfold naturally. So, it lacks predetermined constraints on outcomes. Qualitative study does not bring any hypothesis for testing to its research. It uses qualitative data which is analyzed in three steps; data organization, description of organized data and the interpretation of the described data. According to Best and Kahn (1993, p.204) qualitative research focuses on in-depth (investigative) interviews, observations and document analysis. This holistic perspective of research permits broader view of the complex issues related to the educational researches. Some qualitative research includes limited quantification; however it interprets data without numerical analysis. The following ten points, as suggested by Patton, (1990, p.108) can be taken as the essence of qualitative research.

Themes of Qualitative Inquiry

1.	Naturalistic inquiry	Studying real-world situations as they unfold naturally; nonmanipulative, unobtrusive, and noncontrolling; openness to whatever emerges lack of predetermined constraints on outcomes.
2.	Inductive analysis	Immersion in the details and specifics of the data to discover important categories, dimensions, and interrelationships; begin by exploring genuinely open questions rather than testing theoretically derived (deductive) hypothesis.
3.	Holistic prospective	The whole phenomenon under study is understood as a complex system that is more than the sum of its parts; focus on complex interdependencies not meaningfully reduced to a few discrete variables and linear, cause effect relationships.
4.	Qualitative data	Detailed, thick description; inquiry in depth; direct quotations capturing people's personal perspectives and experiences.
5.	Personal contact and insight	The researcher has direct contact with and gets close to the people, situation, and phenomenon under study; researcher's personal experiences and insights are an important part of the inquiry and critical to understanding the phenomenon.
6.	Dynamic systems	Attention to process; assumes change is constant and ongoing whether the focus is on an individual or an entire culture.

7.	Unique case orientation	Assumes each case is special and unique; the first level of inquiry is being true to, respecting and capturing the details of the individual cases being studied; cross-case analysis follows from and depends on the quality of individual case studies.
8.	Context sensitivity	Places findings in a social, historical and temporal context; dubious of the possibility or meaningfulness of generalizations across time and space.
9.	Empathic neutrality	Complete objectivity is impossible; pure subjectivity undermines credibility; the researcher's passion is understanding the world in all its complexity-not proving something, not advocating, not advancing personal agendas, but understanding; the researcher includes personal experience and empathic insight as part of the relevant data, while taking a neutral nonjudgmental stance toward whatever content may emerge.
10.	Design flexibility	Open to adapting inquiry as understanding deepens and/or situations change; avoids getting locked into rigid designs that eliminate responsiveness; pursues new paths of discovery as they emerge.

(Adopted from Best and Kahn; 1993 p.185)

1.1.3 Elements of Novel

Novel is one of the genres of literature and since this research study is concerned with novel it becomes to mention the elements of novel. A good novel is not outcome of overnight; it grasps time, patience and labour. Besides these, to be a good novel some elements are necessary without which a novel no longer remains a novel. Klaus and Scholes (1997, p.5) mention plot,

characters, meaning, point of view, perspective and language and design: Juxtaposition and repetition in the structure of fiction are the elements of good novel whereas, Regmi (2003, p.14) mentions plot, character, dialogue, point of view, language, style, setting and theme are the elements of literature.

) **Theme**

Theme is simply the moral of the story. It is the message which we wish to convey the lesson that we want the reader to learn. Theme is revealed through the values of character when confronting obstacles and resolving conflict in pursuit of their goal. It can be considered the foundation and purpose of our novel without purpose, the story becomes trivial.

) **Characterization**

Perhaps the single most important aspect of good novel is characterization. The reader must care about what our characters in order to care about what happens to them. To achieve this, character must be three – dimensional. Like real people, characters have hopes and fear, strengths and weakness, and one or more objectives. The characterization of the character in the novel is very important one.

) **Plot**

Plot means ‘a set of events, or story – line of a book or a play. Aristotle defined plot as the “arrangement of incidents” and the imitation of an action.” Plot is the movement in a story towards the resolution. Nothing happens at random. Thus, plot is the series of events which are connected to each other to forward the story smoothly ahead.

) **Point of view**

Point of view is who is telling the story. This can be done in several ways. In the first person, one character is speaking in the “I” voice. Second person which used “you” is the least common point of view. The third person, who can be handled in a variety of ways, is the most often used method.

) **Meaning**

Meaning, when we talk about a story (in a novel) after our experience of it, we talk about its meaning, is the quite important element of the novel. No novel is written without meaning. There are characters, plot, theme, point of view which are finally shaped by the meaning.

(Klaus & Scholes, 1997, p. 130) say, “Discovering meaning in a work involves us in making connections between the work and the world outside it. These connections are the meanings.” Thus, to find out meaning of the novel is important in one hand, and on the other hand to deduce the meaning of a fiction is a very difficult task.

1.1.4 Feminism, literature and sociolinguistics

Feminism is generally said to have begun in the 19th century as people increasingly adapted the presumption that women are oppressed in male centered society-patriarchal society. The feminist movement is rooted in the west and especially in the reform movement of the 19th century. The organized movement is dated from the first women's Right convention at Seneca Falls, New York in 1848 and till date.

Feminism is a social theory and political movement primarily informed and motivated by the experience of women. The basis of feminist ideology in the rights, privilege, status and obligation shouldn't be determined by gender. In Lee's novel (1960) *To kill a mockingbird* we see female characters both child and adult influenced by male characters as this study has included female mode of communication in the sociolinguistic contexts.

By patriarchal women Tyson (Tyson, 2006, p. 89) means of course, a woman who has internalized the norms and values of patriarchy, which can be defined, in short, as any culture that privileges men by promoting traditional gender roles. Traditional gender roles cast men as rational, strong, protective and decisive. They cast women as emotional [irrational], weak, nurturing and

submissive .Traditional gender roles dictate that men are supposed to be strong [physically and emotionally stoic] they are not supposed to cry because crying is considered a sign of weakness a sign that one has been overpowered by one's emotion .

Lee could not escape this universal fact in her novel. However, the female character, Mayella in the novel cannot control her emotion when she was given chance to tell about the rape case in court. She represents very much a normal female character.

(Tyson, 2006, p. 91) In fact, feminists share several important assumptions, which might be summarized as follows -

) Women are oppressed by patriarchy economically, politically socially and psychologically, patriarchal teleology is the primary means by which they are kept so.

In this novel the above traits seems not to be included.

) While biology determines our sex [male or female] culture determines our gender masculine or female. That is for most English speaking feminists, the word gender refers not to our anatomy but to our behavior as socially programmed men and women. According to Tyson behaving like a women' (e.g. submissively) is not because it is natural for her to do so but because she was thought to do so. In fact all the traits we associate with masculine and feminine behavior are learned, not in born (p. 92).

In my view, the statement is true, in this study.

) In every domain where patriarchy reigns, woman is other, she is objectified and marginalized, defined only by her difference from male norms and values, defined by what she [allegedly] lacks and that man [allegedly] have.

None of the utterances from the extracted texts shows the patriarchy reigns over own. Though Mayella claims that she was sexually harassed but unfortunately there is no evidence and strong prove of her claim .The lawyer Atticus also cannot prove of sexual abuse when they are in court because of rape case. Therefore, Meyella cannot be considered as 'objectified' but the differences of male norms and values the capabilities of male and female does exist universally.

) All of the Western (Anglo-European) civilization is deeply rooted in patriarchal ideology , as we see , e.g. in the numerous patriarchal women and female monsters of Greek and Roman literature and mythology , the patriarchal interpretation of the biblical eve as the origin of sin and death in the world , the representation of women as a non rational creature by traditional western philosophy, and the reliance on phallogocentric thinking (thinking that is male oriented in its vocabulary, rules of logic, and criteria for what is considered objective knowledge) by educational, political, legal and business institutions. Even the development of the western canon of great literature including traditional fairy tales, was a product of patriarchal ideology. (Tyson, p.92) Therefore the novel has not excluded itself. Atticus (a male character) dominates the novel. Although the novel is written by female character.

) Tyson says all feminist activity, including feminist theory and literary criticism, has as its ultimate goal to change the word by promoting women's equality. Thus all feminist activity can be seen as a form of activism , although the word is usually applied to feminist activity such as public demonstrations, boycotts , voter education and registration, the provision of hotlines for rape victims and shelters for abused women, and the like –Although. Frequently falsely portrayed in opposition to family values' feminists continue to lead the struggle for better family policies such as nutrition and healthcare for mother and children, parental leave and high quality affordable daycare. (p.92) However this

novel does not talk about this concept. Rather the flavour of racism (discrimination among Black and White one new concept is White lawyer defense the Black) is more than feminist theory.

) Gender issues play a part in every aspect of human production and experience including the production and experience of literature whether we are consciously aware of these issues or not. (Tyson, p.92) Following the tradition this issue has been dealt traditionally- women is the victim in this novel also.

Clearly feminism and gender studies are intimately related. They share some of the same subject matter as well as the desire for justice and a belief in the power of education to change our society for the better. For centuries feminism has worked for gender equality for a dissolution of the patriarchal gender roles that even today, continue to short circuit effort to achieve complete equality between women and man .and gender studies is working to broaden our understanding of how complex the concept of gender really is. Of course, there are many feminist issues than the ones discussed in this chapter. And as every field, there is a great deal of disagreement among feminist theories and literary critics concerning. E.g. how (and how much) women are programmed by patriarchal ideology whether or not there is a distinctive way of writing that might be called feminine, whether or not the work of women writer should be interpreted along different lines than writing by men, the ways in which various cultural factor intersect with sex and gender in creating women's experience and as we have just seen, the new horizons offered by the effort of gender theorists to enlarge and problematize our conception of gender raise. (Tyson, p.116 and 117).

Tyson *ibid* further states that

Feminist issues range so widely across cultural, social, political, and psychological categories, feminist literary criticism is wide ranging too. Whatever kind of analysis is undertaken. However the ultimate goal of feminist criticism is to increase our understanding of women's

experience, both in the past and present and promote our appreciation of women's value in the world. (p.119)

Tyson's above quote is mirrored in this novel very well because Mayella, a female character becomes victim of social criticism and her feelings, her limitations have been very literarily expressed by the author.

Sociolinguists studies language in relation in society. Language is not used in a Vacuum. It is used in society and very often use of language depends upon the social norms and language depends upon the social norms and beliefs. For effective communication, one needs to know not only grammatically correct form of language but also the appropriate use of it in a given text. Thus, a grammatically correct utterance may not be appropriate and acceptable. Social norms and beliefs dictate us to use some forms of language instead of others. In short, sociolinguists studies all aspects of the relationship between language and society.

Arguing about 'style' Hymes admits that (1974, p.59)

The great value of the notion is that it does insist that modes of organization of linguistic features, including the level of a "language" are not simply given, but are to be determined in relation to a community or other social context.

Lee's novel shows us that how during the 1960's the communication between a white American and a Black American differed. This issue has been dealt in detail in Chapter 3.

1.1.5 Introduction of the Writer

The novel 'To kill a Mockingbird' by Harper Lee is set against the background of the 1930s southern life and it tells about a white lawyer's attempt to defend a black man who is accused of raping a white women and about the trial ending with a tragedy of the accused black.

Nelle Harper Lee was born in Monroeville, Alabama on April 28, 1928. Lee is best known for writing the Pulitzer Prize winning bestseller 'To Kill a Mocking Bird' (1960), her one and only novel. Her father, who was a lawyer, a member of the Alabama state legislature, owned part of the local newspaper. For most of Lee's life, her mother suffered from mental illness, rarely leaving the house. It is believed that she may have had bipolar disorder.

One of her closest childhood friend was another, Truman capote (then known as Truman persons). Tougher than many of the boys, Lee often stepped up to serve as Truman's, protector. Truman, who shared few interests with boys of her age, was picked on for being a sissy and for the fancy clothes he wore .While two friends were very different, they both shared in having difficult home lives. In high school, Lee developed an interest in English literature. After graduating in 1944; she went to the all female Huntingdon College in Montgomery. Lee stood apart from other students. She could have cared less about fashion, makeup or dating. Instead, she focused on her studies on her writing Lee was a member of the literary Honor Society and the Glee club. (source:www.wikipedia.com)

1.1.6 General Introduction of the Novel

The novel 'To Kill a Mockingbird' by Harper Lee is one of the novels prescribed for M. ED. 2nd year students' compulsory course. This is a new course aimed at equipping the trainee teacher to be able to use literary text for language development purposes.

"To Kill a Mockingbird" is set in an imaginary Southern United States town called Maycomb that is roughly modeled on the author, Harper Lee's actual home town of Monroeville, Alabama Lee wanted to create a town that would symbolize any Southern US town in its structure, populace, social and racial segregation and ideals. As such, the setting creates an important aspect of the storytelling. Without a clear picture of Maycomb, any reading of the novel is incomplete. To help the readers with their imagination and perception of this

town, Lee describes the streets and land marks in detail. There are 38 characters. Among them 23 are males and 15 are females. (for detail see appendix I)

In the novel 'To Kill a Mocking Bird', the narrator describes the place of Maycomb of Alabama. This novel was published in 1960. It has been written in American culture. From the perspective of religion, it is Christian. The themes of the novel are The Mocking Bird, Racism, Bravery, Fear, Forgiveness, The death of childhood innocence. Any transgressions by black males that merely hinted at sexual contact with white females during the time the novel was set often resulted in a punishment of death for the accused. Tom Robinson's trial was juried by poor white farmers who convicted him despite overwhelming evidence of his innocence, as more educated and moderate white townspeople supported by Jury's decision. Furthermore, the victim of racial injustice in 'To Kill a Mocking Bird' was physically impaired, which made him unable to commit the act he was accused of, but also crippled him in other ways.

Just as Lee explores Jam's development in coming to grips with a racist and unjust society, Scout realizes what being female means, and several female characters influence her development Scout's primary identification with her father and older brother allows her to describe the variety and depth of female characters in the novel both as one of them and as an outsider. Scout's primary female models are Calpurnia and her neighbor Miss Maudie, both of whom are strong, willed, independent, and protective Mayella Ewell also has an influence Scout watches her destroy an innocent man in order to hide her own desire for him. The female characters who comment the most on Scout's lack of willingness to adhere to a more feminine role are also those who promote the most racist and classist points of view. E.g. Mrs. Dubose Chastises Scout for not wearing a dress and camisole, and indicates she is ruining the family name by not doing so, in addition to insulting Atticus' intentions to defend Tom Robinson. By balancing the masculine influences of Atticus and Jem with the feminine influences of Calpurnia and Miss Maudie, one scholar writes, "Lee

gradually demonstrates that Scout is becoming a feminist in the South, for with the use of first-person narration, she indicates that Scout/Jean Louise still maintains the ambivalence about being a Southern lady she possessed as a child."

One of the most significant impact 'To Kill a Mocking Bird' has had is Atticus Finch Model of integrity for the legal profession. As scholar Alice poetry explains, "Atticus has become something a folk hero in legal circles and is treated almost as if he were an actual person." Moris Dees of the Southern Poverty law center cites Atticus Finch as the reason he became a lawyer, and Richard Match, the federal Judge who presided over the Timothy Meveigh Trial, counts Atticus as a major Judicial influence- "Before questioning whether, "Atticus Finch is a Paragon of honor an especially slick hired gun".

This novel 'To kill a mockingbird' portrays a picture whereby a White lawyer defends a black man which is quite appreciable. In the text White lawyer, Atticus Finch defends a black who is accused of raping a White girl. He pretends to show that to create a racial reconciliation, the white people should help the black. Atticus Finch tries to defend a black man Tom Robinson to create social harmony in society but the actual reason is that this white man only pretends and this makes the whole black community a lesson that all whites are not ruler. The black people praise this man but the white lawyer's prime purpose is to make them servant only. As Atticus Finch states, "Cheating a colored man is ten times worse than cheating a white man. The novel 'To kill a mocking bird' shows the white superiority in the black community. The lawyer takes the case which is against the norms and values of the contemporary period. His intention is not to help but to earn popularity among white and black community.

If we go thoroughly, we find the history of African world full of suppression, humiliation, violence done by whites. These whites have white faces with black hearts. They compelled blacks to become colonized. There was no equality,

freedom, love for the innocent black as they were treated in humanly by the so called superior race whites. There was prejudice even in the time of giving justice.

In the name of desire or to fulfill desire, one doesn't have right to violate law and order of the society. Is it right to fulfill desire which is against norms and values of the society? Who is he who talks in favour of wrong doer? Who has given him authority? If he was true, then he wouldn't be the supporter of guilty woman. It is clear that all the white people are not true to black. They always create some discourse to cheat the black. They create discourse to throw dust into the eyes of black people. White people think themselves superior. But in fact that is not so. Their mentality is full of dogmatic and rigid so they can't come out of it. Colonialism has already wiped out from the world but it is still in their mind or in deep psyche, it is far difficult for them to change their concept and mentality.

For Atticus, to become a black is a sin (Lee 1960, p.162). Can a lawyer defend a person whose mind is preoccupied by thinking of white and black color? A man becomes a complete man by his mainly behavior but not from his color and caste. A man shouldn't be judged seeing his outer appearance.

1.2 Review of the related literature

Any research should draw knowledge from the previous studies since they provide foundation to the present study. Therefore, an attempt is made here to review the books, journals and researches that are related to the research topics. In the Department of English Education, T.U. Nepal some studies have been done on gender issues and discourse though not directly concerned to the female characters only. The studies are reviewed here.

Rajendra Adhikari (2011), (233 in Humanities) in his thesis 'The Discourse of Racial, Reconciliation in Harper Lee's 'To kill a Mockingbird' concluded that how the power persona Atticus Finch lives and become famous by defending

the black which is his pretention. He understands racial reconciliation as a strategy and aims to extend its control forcibly beyond his own border over black; such control is not just religious but economic, culture and modern.

Gautam (2010) conducted a research entitled 'Gender Issues in written Discourse in Novel' the main purpose of which was to analyze the written discourse and determine how language becomes sexist. He conducted a qualitative research based on the novel 'Seasons of flight' by Manjushree Thapa and checklist was his tool for collecting the data. The major finding of his research was that gender is a concept which deals with roles and relationships between man and women. These roles are determined by social, economical political and the linguistic contexts and not only by biology.

Ranjib Kumar Singh- (2010), in humanities in his thesis "Racial, Ambivalence" in 'to kill a Mockingbird' found that racial ambivalent relationship between the white and black in American society. Racist ideology is related to the discrimination, prejudice and stereotypes that bring injustice violence and conflict among racial groups due to the globalization culture the relation between white and black is ambivalent.

Lamichhane (2001), conducted a research entitled "Gender variation on language learning strategies". The main objectives were to discover the gender differences in the use of language learning strategies. He conducted survey research and used questionnaire for as tools for data collection. He concluded that there were significant differences between genders in the use of social strategies, Female using them more often. The mean of the female is 3.89 where as the mean of male is 3.28. This indicates that females are more social than males.

Ghimire (1998), in her thesis "Sociolinguistic account of gender difference in the language proficiency" tried to compare the English language proficiency in reading and writing among boys and girls in terms of gender. She conducted a survey research and used tests Questionnaire and interview as the tools for data

collections. She found that the boys took more part in extra -curricular activities and teaching learning activities than the girls. The findings of the above mentioned thesis provide insight into interpreting the gender issue and racial issue in their studies since they are just the beginning. However the results are inclusive further studies in different setting and issues are deemed necessary.

Regarding the context of faculty of education of T.U. Nepal, no research has been done relating to socio-linguistic point of view in the field of literary text focusing only on female character of a novel. Therefore, I have focused on the female character of this novel from social linguistic perspective to which mine is concerned. I have tried to analyze the utterances of female character as written in the novel and determine the social context of the spoken utterances as in the novel.

1.3 Objectives of the Study

- i) to determine the social context and the mode of communication as represented by the major characters in the novel under the following variables
 - a) The written discourse as represented by White Americans and Black Americans
 - b) The mode of communication
- i) to suggest some pedagogical implication

1.4 Significance of the Study

Understanding literary texts involves the reader to understand the social group and the language through which they understand the language of the literature. Novels contain a diversity of social languages. Therefore, by analyzing the text extracts of the novel to kill a mockingbird I have tried to help teachers and students interact with the language as spoken by African American in the 1930.s and the racial discrimination of the black and white Americans. This thesis will certainly help teachers and students to voice within the text inside

the classroom as well as express their own views to interact in the classroom. Therefore, this research will help the readers to interact fully with the novel as part of their course. The students will be lead to critiquing texts and the social world and thus understand the novel in a better way.

CHAPTER TWO

METHODOLOGY

Unlike quantitative research, qualitative research does not test a hypothesis. Through written argument it says what has been found. "It provides the storyline which gives structure to the data discussion. It is a part of the argument of the whole written study". This research is purely a library work.

2.1 Sources of Data

I have used direct quotations 'capturing people's perspectives and experiences' from Lee's novel *To kill a mockingbird*.

2.1.1 Primary Source of Data

The primary source of Data is the novel *To kill a mockingbird* by Harper Lee.(1960) United States of America: J.B. Lippincott Company

2.1.1 Secondary Source of Data

In order to justify my data texts I read secondary sources, the books related to research methodology and the theoretical basis for my text analysis. As the text extracts were limited to dialogues in the novel I read books on sociolinguistics, and discourse analysis. In addition, articles from journals were also used for data analysis. I also read on line reviews (www.wikipedia)

2.2 Sampling Procedure

I purposively selected the novel "To kill a Mocking Bird" a prescribed textbook for M.Ed. Second Year compulsory course 'Literature in English Language Teaching'. I extracted selected text data matching to my objectives.

2.3 Tools for data collections

For this study, I constructed a check list to record my data. The check list is attached in Appendix III.

2.4 Process of Data Collection

I purposively selected the novel 'To Kill a Mockingbird' by Harper Lee for three reasons. Firstly, it is a prescribed text book for the M.Ed. Second Year compulsory course. Secondly, it is written by a female writer and thirdly, for the reason that the writer was awarded Pultzer prize the only one novel written by her.

I read the book many times; I skimmed and scanned, and read the whole novel thoroughly twice in order to extract the dialogues. Next, I listed the dialogues according to main female characters and male characters and then tried to identify the context and the remarkable linguistic features found in the dialogues. Finally, I analyzed the text extracts from sociolinguistics (Hymes 1974) and ELT perspectives specifically in terms of analyzing written discourses. I also attempted to highlight feminism and literature from Tyson's view point.

2.5 Limitations of the Study

The study had the following limitations.

1. Selected dialogues were extracted.
2. Conversations with child, adult and female characters were extracted.
3. Text extracts from the novel were the literary texts
4. Quotes from the secondary sources were the basis for identifying and analyzing the situations and contexts.
5. Only mode of communication of selected characters were used for the analysis.

CHAPTER THREEE

ANALYSIS AND INTERPRETAION

This chapter provides analysis and interpretation of utterances by female characters of the Novel, 'To kill a Mocking Bird'. I analyzed the utterances in terms of checklist viz. utterances in the novel. (Speaker, context analysis, discourse analysis)

In the process of analyzing and interpreting, I analyzed the materials and explored various writers' approaches. The above mentioned materials have been analyzed simultaneously with the novel.

Analyzing the Communications and its Social Contexts of Female Characters of the Novel

Miss Caroline who is a White American Female Character speaks with Scout a child character and the main female child character of the novel

"Let's not let our imaginations run away with us, dear?", she said- "Now you tell your father not to teach you anymore. It's best to begin reading with a fresh mind. You tell him I'll take over from here and try to undo the damage. (p. 22)

The above mentioned discourse has been spoken by Miss Caroline (Scout's first grade teacher) with scout in the classroom about the subject matter of learning or reading. She uses the new-Dewey Decimal system of learning in her school, when she asks some questions to Scout, Scout couldn't reply answer. So, she discourages Atticus (Scout's father) from teaching Scout how to read and says to Scout to tell her father not to teach anymore, and Miss Caroline a typical female teacher suggests her to begin reading with a fresh mind.

The above advice of Miss Caroline is very appropriate in a classroom situation formal. The utterances are grammatically correct and meaningful.

Nunan (1993 p.5) says "Discourse can be defined as a stretch of language consisting of several sentences which are perceived as being related in some way".

The next text extract is a single word and abbreviated as spoken in speech

"Ma'am ?" (p. 22) Scout (White American Female Character)

The above mentioned utterance is spoken by Scout with Miss Caroline in the classroom. When Miss. Caroline asks Scout some questions, she couldn't give correct answer. At that time Miss Caroline doesn't like Scout's reading style and tells her reading method at home. After listening this, Scout expresses the utterance 'Ma'am?'- It means that she wants more clarification from her Miss. because her father taught her everything at home as she didn't have her mother. The word 'Ma'am' is single word but it works as one whole sentence. Scout seems not to understand what Miss Caroline is saying so she expresses the word 'Ma'am'. Such type of utterance can be used in spoken form and meaningful in spoken context and written in the dialogues in written form, not in formal written form.

"Discourse is stretch of language of perceived to be meaningful, unified and purposive" (Cook, 1989, p. 156)

The next example is an example of somewhat deviated form of writing for a non-native speakers of English Scout (White American Female Character) says that "He ain't company, cal, he's just a connigham." (p. 29)

The above mentioned discourse has been spoken by white American female character Scout. She is speaking with Calpurnia in the kitchen in informal situation and calls her "cal" very typical American style conversation They are taking about Walter Cunnigham. When Calpurnia says to Scout Walter Cunnigham is her company at that situation Scout says to Calpurnia he is not company he is just cunnigham.

In the above utterance the word ain't seems ungrammatical. This type of form of the word is used in verbal communication and written accordingly.

Speaker: Calpurnia (Black American Female Character)

"Hush your mouth! Don't matter who they are, anybody sets foot in this house's you comp'ny, and don't you let me catch you remarkin' on their ways like you was so high and mighty! Yo' folks might be better'n the cunnighams but it don't count for nothin' the way you're disgracin' em- If you can't act fit to eat at the table you can just set here and eat the kitchen !" (p. 29 line no. 21)

The above mentioned discourse has been spoken by Black American Female character 'Calpurnia'. She is the house keeper at Scout's house. She speaks the above discourse with Scout in the kitchen in informal situation. They are talking about Walter Cunnigham. (the poor but respectable man who is helped with his legalities by Atticus and pays with whatever he can farm produce) When Calpurnia says to cunnigham 'Scout's friend', scout disagrees with her and says he is not company he is only Cunnigham. At that situation Calpurnia becomes angry and shouts at her by the above expressions.

In the above utterance, the words comp'ny, remarkin' yo' better'n nothin' disgracin' 'em are used in contracted forms. They are used in spoken English as deviated forms not formally used in written English. Similarly, the utterance, 'you was' and 'It don't' are ungrammatical. They lack subject verb agreement. The subject 'you' takes the plural verb 'were' and the subject 'it' is singular so it takes singular verb 'doesn't'. They are the utterance spoken by black American lady character. They (such words) are accepted in their speech not in written form. They are meaningful in spoken context but grammatically incorrect.

Discourse is only the language which has been used to communicate something and is felt to be coherent and may or may not happen to correspond to a correct sentence or series of correct sentences so the language in use for communication is called discourse.

Speaker: Scout (White American Female Character)

"Atticus doesn't drink Whiskey, "I said-"he never drunk a drop in his life-nome, yes, he did. He said he drank some one time and didn't like it." (p. 50, line 1)

The above mentioned discourse has been spoken by white American Female character 'Scout'. She is talking with Ms. Moudie in her house about drinking Whiskey. When Scout listens from Maudie her father drinks then she tells he doesn't drink. According to him he had drunk one time but didn't like.

The above mentioned sentences are grammatically correct and meaningful in context. The word 'nome' is used to say "no" as a spoken discourse. Such type of word is found in American speech but not in written form. This word is not used by a non-native speaker using English as a foreign language

Speaker: Dubose (American Female Character)

"What are you doing in those overalls ? You should be in a dress and camisole young lady !, you'll grow up waiting on table, if somebody doesn't change your ways - a Finch waiting at the O.K. cafe hah !" (p.106)

The above mentioned discourse has been spoken by American Female character Mrs. Henry Lafayette Dubose (The bitter old woman) with white female character Scout in her house, when she sees them (Jem and Scout) going town to buy a miniature steam engine for Jem and a twirling baton (weapon) for Scout then. She scolds them by saying not to go and return but they don't agree. In this situation she becomes so angry and chastises to scout pointing an arthritic finger at her for not wearing a dress and camisole and indicates she is ruining the family name by not doing so. She is not capable in kitchen waiting tables.

In the above discourse the utterance camisole and hah are used as Slang words. These words are not spoken by non-native speakers. In their American's speech

such Slang words are meaningful or intelligible but for us (Nepali) they are not intelligible.

Speaker: Scout (White American Female Character)

"Nome", I said meekly (p. 102)

The above utterance has been spoken by Scout with Ms. Maudie in informal situation in their home. When Maudie tells to Scout's father not able to do anything in such situation, Scout responses by saying 'Nome'. It means she wants to say no. She has used the utterance 'Nome' very seriously or quietly in place of 'no'. The correct form of negation is 'No'.

In the novel 'Nome' simply indicates negative meaning. The word 'Nome' is not used by non-native speaker. It is basically not used in written discourse but it is a basic quality found in spoken discourse. Such type of word is found American speech. Here, it has been used in the communication and found it in written discourse.

Speaker: Scout (White American Female Character)

"Atticus don't ever do anything to Jem and me in the house that he don't do in the yard," (p. 50 line 32)

The above mentioned discourse has been spoken by White American female character 'Scout'- with her favorite neighbour. Ms. Maudie in her house in informal situation talking about Atticus. Ms. Maudie is a childhood friend of her dad's so she knows all about Atticus. Scout's father Atticus doesn't do anything to Jem and Scout in the house and yard in this situation she expresses the above discourse with Maudie. The above mentioned sentences are meaningful but grammatically not correct. The utterance 'Atticus don't' and 'he don't' are ungrammatical because the word Atticus is singular subject so, it should take singular verb form (V5) 'doesn't'. Similarly, he also singular. It also takes singular verb form 'doesn't'. The ungrammatical words are found in speech not in written. In the above discourse, Scout has read her father's name. She is an

American girl grown in American culture. So, telling father's name in American culture is normal.

Speaker: Ms. Maudie Atkinson (Black Female Character)

Example

"May be I can tell you," said Ms. Maudie. "If your father's anything, he's civilized in his heart. Marksmanship's a gift of God, a talent-oh, you have to practice to make it perfect, but shootin's different from playing the piano or the like. I think maybe he put his gun down when he realized that God had given him an unfair advantage over most living things. I guess he decided he wouldn't shoot till he had to, and he had to today." (p. 102)

The above mentioned discourse has been spoken by Ms. Maudie with Scout in informal situation that is taking about Scout's father's behaviour. Ms. Maudie is clarifying to Scout about her father's habit. When Scout becomes puzzle seeing her father's habit that he was not going hunting . In this situation Ms. Maudi adds some classification to Scout that is in the above utterance. She adds some more 'shooting is different from playing the piano or the like'. In her opinion, not going for hunting is the cause of putting down his gun because he realizes that God had given him unfair advantage over most living things. So she guesses he wouldn't shoot.

In the above discourse the utterance shootin' is informal. It is a deviated form of contracted form. It is used in spoken English as a dialect not formally used in written English. The contracted form of language is basically used in spoken form as it is the basic quality of dialogue. The utterance is grammatically correct and meaningful.

Speaker (Calpurnia Black American Female)

"What am I gonna do about you all's Church this Sunday?" (p. 119)

The above discourse has been said by Calpurnia with Scout in the Kitchen in informal situation. She is talking about going Church on Sunday. Actually Jem and Scout belong to white but she is going to take them in Black Church. In this situation, Calpurnia is taking the above discourse.

The above mentioned utterances are direct. In the above utterance, she has used the word 'gonna' incorrectly. The correct form of gonna is 'going to'. Similarly the word all's is also ungrammatical. Such words are not found in written discourse. They are used in spoken English. They are meaningful in speech.

Speaker: Lula (The Black American Female Character)

"I wants to know why you bringin' white chillun to nigger Church." (P. 121)

The above discourse has been spoken by the black woman Lula with Black female Calpurnia in formal situation that is in Church. Calpurnia (The black house keeper who works at Scout (white) house) takes the children (Scout and Jem) to their Church. Actually the children are not belonging to Black. In this situation. Lula (the black woman) becomes angry at Calpurnia for bringing Jem and Scout to their Church and says the above discourse.

In the above sentence, the utterances are not formal though they are used in formal situation in Church. The speaker Lula has used the utterance 'I wants' ungrammatically. It lacks subject verb agreement. The subject 'I' takes the plural verb (V1). So, the correct form should be 'I want'. Similarly the utterance 'bringin' is also not used in written form, It is used in spoken form. It is deviated form of contracted form. Similarly, the words chillun and nigger have been used informally. The word chillun has been used to indicate for children and nigger has been used to indicate black people. They are the colloquial or causal language in the black American community. The above utterances are meaningful in the spoken context in the black English community not in Asian community. They are found in only in non-standard spoken English, not in formal written English.

Speaker: Calpurnia (Black Woman Character)

They's my comp'ny- (p. 121)

The above discourse has been spoken by Calpurnia with Lula in Church. When Lula becomes angry for bringing the children in Church in that situation Calpurnia says that the children are her friend.

In the above sentence, the utterances used by Calpurnia are not correct. The utterance 'They's' is ungrammatical because it lacks subject verb agreement. The subject 'they' is plural so the verb also plural. So, the correct form should be 'they + are' but in the utterance she has used they + is. It is found in only in spoken form of non-standard English but not found in formal written English. Similarly, the word comp'ny also not used correctly. It is also contracted form of company. It is also not found in written form only found in spoken form. They are meaningful in spoken context in non-standard spoken English.

Speaker: Calpurnia (Black American Female Character)

"Sh, -h, " she said (p. 122)

The above mentioned utterance is the utterance of calpurnia. She is taking with Scout in Church. When They (Scout, Jem and Calpurnia) are confused whether they go home or inside the Church at that time from the crowd one (zeebo garbage collector comes and welcomes to them being very happy and says not pay any tension to Lula she' is contentious because Reverend Sykes threatens to Church. She is a troublemaker from way back, got fancy ideas an' haughty ways. After that they led to the Church door where they are greeted by Reverend Sykes, who led them to the pew. At this time, Calpurnia gives dime (coin) to them telling them they are her company. Scout doesn't see hyme-books and asks with Calpurnia when she gets answer they don't have, she (Scout) becomes puzzle and says without hyme books how they prey. In this situation, Scout wants to be more clear so, she makes loud voice so, Calpurnia makes the above pauze to make her silence.

The utterance 'Sh, _h' is meaningful in the context of spoken to make silence but lack grammatical correctness and meaningless in isolation. The word pauze is not found in written form.

Speaker: Scout (White American Female Character)

"You ain't grievin' Miss Maudi?" (p. 77)

The above discourse has been spoken by Scout with Miss Maudi in informal situation taking about house which has been caught by fire. When Jem and Scout go to meet Maudi at that time because of the fire Maudi has become sad when she sees Maudi at that situation Scout utters the above discourse.

In the above discourse, the word ain't is used ungrammatically. ain't is the contracted form. The correct form of the word ain't is 'aren't' in this sentence. Because the subject 'you takes the plural verb 'are'. This type of word is found in non-standard spoken English not in formal written form.

In the above sentence, there is violation of general rules of grammar. Actually the sentence used in the discourse is assertive form but it has used as interrogative. The assertive form with high intonation is used to ask question in spoken form of discourse.

Conclusion

In this research, discourse means written discourse I have tried to analyze written discourse of novel which has been written by Harper Lee. No doubt many conversation between the character lies in novel, but they are in the written form. The conversation are not recorded or voice text but lifted from the novel as codes or data text. Therefore in this research the utterance are written text. The analysis thus is based on written text in the mode of communication.

To conclude we can say that human utterance spoken or written are always within a social context of what has gone before and what will come after wards while a conversation takes place. The socio-cultural context in this novel is the communication among white American and African-American in the 1960's. Things have changed, now there is no term as 'gutter English' but 'Englishness' have accepted a variety of spoken form of English. Therefore, this novel published in the 1960s gives a glimpse of the deviated form or the variations in the spoken English language of standard American English as spoken by African American of those days.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

In this study, I have studied the texts as spoken by the female characters in the 1930s in the Novel and found the remarkable facts:

-) American's Female's speech aren't the same in every context. Speech varies according to the topic of discussion or type of situation.
-) Colloquial form is used for non-specialized purposes like colloquial conversation. Formal form or classical form is used for specialized purposes like religion, education classroom etc.
-) While speaking using colloquial words is common in America.
-) When we hear a person speaking we know many things about the speaker where a person is from and what her social class.
-) Speech reflects their Socio-cultural status of characters
-) Through speech we can determine the characters' personality
-) The same individual or group switch from one type of language to another in accordance with several pragmatic factors like occasion, subject, genre, medium and the necessary degree of formality.
-) In my study, I have found that the language used by female in the Novel, discourse is mostly informal, colloquial, day to day interactional and even impolite.
-) Due to the high persistence of informality politeness is hard to be observed and participants are found to enjoy informal and day to day colloquial language.
-) We can't figure out the intended and/or implied meaning without taking into consideration the various contextual features. So discourse is found to be context sensitive. It is easy for every listener to dig out whatever is said since the kinetic features are additional.
-) There are frequent violations of general rules of grammar.

-) People reflect their culture as they take part in communication because they are bound/guided by the cultural beliefs and customs. The cultural features are also reflected in the interaction.
-) The discourse used in Novel (speech) is different form written text. It contains a lot of incapable sentences, tag questions, contracted forms, hesitation, fillers pauses etc. written English contains strict grammatical sentences i.e. grammar rules are strictly followed. It often contains formal word and longer sentences as the writer has a lot of time to think and to organize his/her thought words are arranged or rearranged in written English.
-) In general, the grammar of spoken English is simpler and less strictly constructed. Some mistakes aren't regarded as the matter of insufficient knowledge of the speaker in English; however spoken language is regarded as the informal variety. The speaker has no time to think and arrange the words and on the other hand, s/he can't erase what s/he speaks therefore s/he speaks short sentences, s/he often repeats words or sentences and coherency is often broken.
-) While speaking the speaker becomes hesitated or s/he needs to think and s/he fills the gap with the utterances like er, ur, um which is also used in dialogues in the written texts.

Therefore, we can conclude by the opinion that the American variety of English differed to a great extent among White and Black female communicaton. The slangs had many incorrect spellings and grammatically deviated forms but to them the meaning might have been intelligible to we Nepali, It is not intelligible.

4.2 Recommendation and Suggestion

-) It is recommend that for a Nepali reader to understand the Novel the background knowledge of America in the 1960s is very much essential therefore students/readers must read the reference materials alongwith the novel
-) While teaching this novel in class to students learning English as a foreign language, the writer's background, the context in which the novel was written and the distinction between formal and colloquial speech can be explained.
-) Students should be made clear distinction between formal language in the form of speech and the written discourse.

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