

AN ANALYSIS OF DISCOURSE PATTERN IN SECONDARY ENGLISH CLASSES

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

**Submitted by
Basudev Mishra**

**Faculty of Education
Tribhuvan University
Sukuna Multiple Campus, Morang**

2013

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Basudev Mishra** has prepared the thesis entitled "**An Analysis of Discourse Pattern in Secondary English Classes**" under my guidance and supervision.

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DECLARATION

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

Date: 2069/09/17

Basudev Mishra

DEDICATION

Dedicated to
My Parents

ACKNOWLEDGEMENTS

The thesis entitled "**An Analysis of Discourse Pattern in Secondary English Classes**" has been prepared. This research work has a long course of time in the past. It is finally prepared as a product with the various previous procedures. Until the completion of this research work, a series of people and organization, I am grateful to, are acknowledged below.

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ABSTRACT

This study entitled "An Analysis of Discourse Patterns of Secondary English Classes" tries to present an analysis of classroom discourse patterns of secondary English classes in government aided schools. The main objectives of this study were to analyze discourse patterns of those classes and compare the patterns with those suggested by Sinclair and Coulthard (1975). For the completion of the study, sixteen English classes of grade nine were observed and four of the observer classes were audio-recorded. The recorded classes were transcribed and analyzed following Sinclair-Coulthard model of discourse analysis. The study clearly revealed English classes of those VDCs have a great lack of exposure in the classrooms interaction and two way communication.

This book contains four chapters. The first chapter deals with introduction, which presents the study in terms of general background, review of related literature, objective and significance of the study. The second chapter two deals with methodology used for the study. This includes source of data, sampling procedure, tools for data collection and limitation of the study. The third chapter consists of the analysis and interpretation of the data. The data have been analyzed and interpreted under the guideline model of discourse analysis provided by Sinclair and Coulthard (1975). The fourth chapter discusses the findings of the study also draws a conclusion and suggests some recommendations on the basis of the findings. The final part of the thesis contains references and appendices.

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List of Symbols and Abbreviations

acc:	Accept
ack:	Acknowledgement
b:	Bid
c:	Clause
CD:	Classroom Discourse
ch:	Check
cl:	Clue
com:	Comment
con:	Conclusion
cu:	Cue
d:	Direct/Directive
e:	Evaluate
el:	Elicitation
ELT:	English Language Teaching
et al.:	and Other People
etc:	Et Cetera
ex:	Exchange
F:	Feedback
Fo:	Focusing
Fr:	Framing
h:	Head
i:	Informative
I:	Initiation
i. e.:	That is to Say
l:	Loop
m:	Move
M:	Marker
Med:	Medial
Mor:	Morpheme

MS:	Metastatement
n:	Nomination
NELTA:	Nepal English Language Teachers Association
NV:	Non- verbal
P:	Preliminary
p:	Page
pp:	Page numbers
ph:	Phrase
post h:	Post Head
Pre h:	Pre Head
q:	Qualifier
R:	Response
rep:	Rep
S:	Signal
s:	Starter
T:	Terminal
tr:	Transactions
TV:	Television
VDC:	Village Development Committee
w:	Word
z:	Aside
:	No Response
&:	And