CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is the unique possession of human being. It is due to the unique possession of language; we are regarded ourselves as social and advanced creatures in the universe. Being social and advanced creature we have different means of communication. Among others, vocal auditory mode is the most widely used.

Regarding the origin of language different scholars hold different views. There is no any concrete fact to prove that spoken language originated in this year. All the logic is based on speculation, not facts. Some scholars hold that some type of spoken English language developed between 100,00 and 50,000 years ago, well before written language (Yule, 2006, P. 1). Yet, among the traces of earlier periods of life on earth we never find any direct evidence or artifacts relating to the speech of our distant ancestors that might tell us direct physical evidence, thee has been no shortage of speculation about the origin of human speech. In the biblical tradition, God created Adam and whatsoever. Adam called every living creature, that was the name there of alternatively, following a Hindu religion language came from Saraswati, wife of Brahma, creature of the universe. In most religions, there appears to be a divine source who provides human with language. But it can't be proved. According to the book of Genesis (11. 9., as cited from Yule 2009, P. 2) if human language did emanate from a divine source, we have no way of reconstructing that original language, especially given the events in a city called Bible, because the lord did there confound the language of all the earth.

Another idea of origin of language is the physical adoption source at some early stage, our ancestors have made a very significant transition to an upright

posture, with bi-pedal locomotion and revised role for the front limbs. Some effects of this type of change can be seen in physical differences between the skill of a gorilla and that of a Neanderthal man from around 100,00 years ago. The reconstructed vocal tract of a Neanderthal suggests that some consonant live sound distinction would have been possible. We have to wait until 35,000 years ago, for features in reconstruction of fossilized skeletal structures that begin to resemble those of modern humans. In the study of evolutionary development, there are certain physical features best thought of as partial adoptions, which appear to be relevant for speech. They are stream lined versions of features found in other privates.

These almost automatic sets of development and complexity of the young child's language have led some scholars to look for something more powerful then small physical adoption of the spices over time as the source of language even children who are deaf became fluent sign language users, given appropriate circumstances, very early in life. This seems to indicate that human offspring are born with a special capacity for language. It is innate, no other creator seems to have it and it's not tied to specific variety of language.

From the above hypothesis what I conclude is that the origin of language is moved from fossil evidence or the physical source of basic human sounds towards analogies with now computers work and concepts taken from the study of genetics.

Generally speaking, language is a means of communication. By this definition, any system of communication can be called a language. This includes human communication, animal communication media communication and communication by sign post. That is to say, olfactory, gustatory, tactile, auditory, means of communication fall under it which is infect not language. To be language, there must be communication between human beings which is vocal and voluntary. Only the vocal voluntary human communication system is regarded as language. It is a system of communication in speech and in writing

that is used by the people of a particular place or a country. It's dynamic and open system that makes human beiges communicate their thoughts, ideas, feelings emotions and expressions. Human languages are no- instinctive and conversational. It is never in heritage like other living creatures. It is the greatest accomplishment of human civilization; it is very complex, psychological and social phenomenon in human life. It is full of complexity, psychological and social phenomenon in human life. It is full of complexity, novelty, multiplicity and creativity. It is a system of vocal symbols by means of which a social group cooperators. It is the medium through which we create the religion, history, literature, philosophy, politics and so on.

Varshney (2000, p. 3) defines language as " a device that establish sounds meaning correlations pairing meanings, with signals to enable people to exchange ideas through observable sequence of sound" Similarly, Chomsky (1967, p. 3) defines language as "a set of sentences, each finite in length, and constructed out of a finite set of elements. Sapir defines language as "a purely human and non-instinctive method of communicating ideas emotions desires by means of voluntary, produced symbols."

From the above definitions of different scholars, what we can conclude is that it is a powerful means of exchanging ideas, emotions, and thoughts between human beings through the use of vocal symbols. It is species-specific and uniform of language. It is also culture preserving and culture transforming nature. It is due to this nature.

1.1.1 The English language and its significance in Nepal

It gives evidence that it is spoken more widely among different countries than any other language as such it is recognized as international language. It can be used as a lingua-Franca among the speakers of different languages. It is most widely used lingua-Franca among the international speech communities. No discipline of the world are found, untouched with this language. It has covered

almost all area of science and technology, education, law trade, and so on it has the world's largest vocabulary and richest body of literature. It has occupied with the world wide status and becomes a global language.

English has a domestic position in science technology, medicine and computers in research books periodicals and software, in transnational business trade, shipping, and aviation, in diplomacy and international organizations, in mass media, entertainment news agencies and journalism, in youth culture and sport in educations, system, as the most widely learnt foreign language. This is non-exhaustive list of domains in which English has a dominant though no of course. Exclusive place is indicative of the fictional load carried by English Philipson (1993, P. 6)

This implies the significance of English in the recent word. It has very impressive record for a gaining knowledge almost all the fields of knowledge. It is above all, a means of communication in national and international affairs.

1.1.2 Discourse Analysis

A discourse is a coherent piece of communicative event. It can be defined as a stretch of language consisting of several sentences which are perceived as being related in some way. Sentences are related not only in terms of the ideas they share. But also in terms of jobs, they perform within the discourse, i.e. in terms of their functions. Discourse has been defined variously. Crystal (1992, p. 25) defines discourse as " a continuous stretch of (especially spoken) language larger than sentence, often consisting of a coherent unit, such as a sermon, argument, joke or narrative." Nunan (1993, p.7) opines that "a discourse refers to the interpretation of communicative events in context." Similarly, Cook (1989, p. 156) views discourse as "stretches of language perceived to be meaningful, unified and purposive."

Having gone through the definitions mentioned above, we can simply define that discourse is more than the limit of the sentence boundary. It is the coherent

piece of any communicative event with its communicative function and a context to it. Discourse is any stretch of sentences or utterances serving a communicative function.

Discourse analysis refers to the study of how sentences and utterances in written and spoken form larger meaningful units are composed such as in paragraph, conversation, interview etc. For Richards et al. (1999, p.111) discourse analysis generally deals with:

- How the choice of articles, pronouns and tenses affect the structure of discourse.
- The relationship between the utterances and sentences in a discourse.
- The moves made by speakers to introduce a new topic, change the topic or a higher role relationship to other participants.

Discourse analysis examines how stretches of language, considered in their full textual, social and psychological context, become meaningful and unified for their users. It is a rapidly expanding field, providing insights into the problems and processes of language use and language learning, and is therefore of great importance to language teachers. Traditionally, language teaching was commentated on pronunciation, grammar and vocabulary and while use remained the basis of foreign language knowledge, discourse analysis can draw attention the skills needed to put this knowledge in to action and to achieve successful communication in and outside the classroom .In other words discourse analysis serves the purpose of home the formal and functional properties of language help in serving as a means to communicate our thought and felling efficiently and appropriately for the complete understanding of text in discourse we must recognize the sociolinguistic, psycholinguistic, semantic and primitive content . Discourse analysis studies the various cohesive deicers employed to bring out meaning and purpose of speech acts. It seeks the interpretation how the cohesive devices and coherence in the discourse

generate meaning, bring about a purpose and provide a unity in the given discourse.

1.1.3 Classroom Discourse

Classroom discourse refers to the interaction between the teacher and learner and among the learner in the classroom. It is also known as classroom interaction since 1960s there has been a growing interest in studies of language interaction inside the classroom. Naturally such studies have had educational priorities and have varied in degree to which they have related there analytical categories to the linguistic data. Classroom discourse is the type of language used in classroom situations. It is often different in form and function from the language used in their situation because of the particular social roles teacher and students have in classrooms and kinds of activities they usually carry out there. According to Sinclair and Coulthard, speech relies on a discourse structure with the following pattern.

Initiation – Response – Evaluation

In this typical three part structure the teacher initiates a question in a order to check a students knowledge the student responds and the students response is evaluated with the feedback from the teacher. Classroom discourse is fruitful area for the study of social relationship and there infect on language learning in classroom.

Most studies of classroom language have focused on how class room talks differ structurally from everyday conversation with little attention to the substance of the teaching and learning. These studies have shown that classroom conversation led by the teacher and involving the whole classes typically has large structural junctures that delimit lessons and tasks and phases within them. Within the phases as in everyday conversation turns at talk are organized in a sequential flow however, rather than the pairs of turns typical of everyday talk e.g., (question – answer, greeting – greeting , offer- acceptance

6

or rejection) the internal source turn taking frequently adds an evaluation by the teacher who normally also nitrates the sequence (Mehan 1979) . These classroom turn sequences, then typically have there pars rather them two teacher imitation (I) student response (R) followed by teacher evaluation (E)

Classroom interaction between the teacher and the student is the fascinating area of discourse analysis, in Sinclair and Coulthard's model of analyzing classroom discourse the researchers had in mind to a descriptive system using at least four minimum criteria mentioned below

) The descriptive apparatus should be finite
) Terms and symbols used in the descriptive apparatus should be relatable to their exponents
) The whole of data should be describable and comprehensible
) There must be at least one impossible combination of symbols

The researchers opine that the level of discourse lies between the level of grammar and non linguistic organization. At the top of discourse scale they put 'lesson' corresponding to the rank period in the non linguistic level, and at the bottom of discourse, they establish "act"

Sinclair and Coulthard's chapter presents a sociolinguistic proposal to study Classroom Discourse "being aware of the difference between what could be considered pedagogical and what could be called linguistic in a classroom situation". Their proposition is based on Bellack's teaching cycle where he understands the CD as a language game with specific structures and strategies to reach specific goals.

In this frame, Sinclair and Coulthard used a rank scale to their descriptive model. Starting with the highest unit of CD called lesson which is the teacher's plan to follow, "however, a variety of things can interfere in the working-out of the teacher's plan in actual discourse" (Sinclair & Coulthard, 1975, p. 59), so there is no a regular pattern to follow during the lessons because the classroom

interactions are extremely dynamic. This lesson is made of one or more transactions that frame exchanges. The exchanges are sub-divided in boundary, with no pedagogical values just work as transitional exchanges; and teaching exchanges that are individual steps by which a lesson progresses. The next rank on the CD scale is the move. Taking into account the boundary exchanges there are framing and focusing moves that indicate the initiation of a class interaction and its path, respectively. On the contrary, the teaching exchanges are made of opening, answering, and follow-up moves. Sinclair and Coulthard state that 'a group of pedagogical exchanges combined with a number of boundary exchanges make the lesson' (p. 55). Finally, the smallest structures included in CD are the acts which are classified in three main parts. The first one is elicitation act that according to the situation is a question requesting for a linguistic response. Second, the directive act that request for a non-verbal response through a command. Third, the informative act by means of teacher or pupils can provide information relevant to the lesson through statements.

In order to make the taxonomy more comprehensible 'moves are made of smaller units called acts; different exchanges construct a transaction and a group of transactions are part of a lesson. To sum up, acts, moves, exchanges, transactions and lessons are ranks that belong to the discourse level and each rank has its own structure realized by units at the rank below'
To conclude, the study carried out by Sinclair and Coulthard shows not only a structure for analyzing CD, but also how the highest amount of moves is made by teachers affecting directly the learning process on students. Having this in mind, I wonder to what extent this proposal really gives account of the different social elements arising in classroom interactions like the ones dealing with power relationships.

1.1.4 Types of Discourse

Discourse is the stretch of the language bigger than sentence level. It goes beyond the paragraph. It deals with the spoken feature of language how the

interlocutors behave during the communication. As the field of the discourse changes the way it is entertained is also changed. The types of discourse are given below.

1.1.4.1 Spoken and Written Discourse

Spoken discourse refers to the type of discourse which is guided by the folk people's tongue. It does not necessarily need any kind of academic knowledge. The productive skill of speaking generates all the patterns of discourse in community. The interlocutors are real, face to face and two ways. The feedback is instant. The spoken discourse needs two more skills they are listening and speaking. Cook (1996, p. 50) defines "spoken discourse is often considered to be less planned and less orderly, More open to intervention by the receiver"

On the contrary, written discourse seeks the knowledge of the script, it needs paper pencil work. The different types of letters, literary work, notices, paralinguistic texts need written format. It is consciously managed and orderly presented. It is one way communication in the sense that the feedback is delayed or no feedback.

1.1.4.2 Formal and Informal Discourse

There are different organizations in the society. The organizations have to carry out different communicative behaviour. If they carry out in a managed way, concisely and precisely, it is a formal discourse. There is high intensity of formality of discourse in the banks, administrative offices, schools for example requesting in polite language, using very technical words etc.

Informal discourse is the type of discourse which is not formal in nature. It is near to the spoken discourse. It is related to the day to day communication. Informal discourse seeks no attention on structurally managed sentences.

1.1.4.3 Reciprocal and Non-Reciprocal Discourse

The type of discourse under reciprocal and non-reciprocal is based on the possibility of the degree of interruption by the receiver of the communication. A discourse is said to be reciprocal when there is possibility of interaction by other participant. The receiver can influence the course of direction of what is being said. A face to face conversation such as a dialogue can be cited as an ideal example of reciprocal discourse, which is typically interactive with high degree of reciprocity. By reciprocity we refer to the possibility of interaction from the recipient side. In a non- reciprocal discourse, the sender of receiver may have no chance of interaction and intervention. A posthumous book by an author is absolutely non reciprocal discourse. It is beyond readers' power of exercising any influence in the development of the characters, plot and course of events in the novel. The experience of pleasure and pain received from the story remains intact and influenced even by the hostile group of readers.

1.1.4.4 Transactional and Interactional Discourse

From the functional point of view, the discourse type, may be divided into two verities, as transactional and interactional discourse. According to Nunan, Brown and Yule, language may be used for transactional and interactional purposes. The former refers to the use of language for content expression that is daily transaction and communication and thoughts. This sort of language function is used for the exchange of goods and services. Some examples of transactional discourses can be cited from the various fields of commerce, trade offices and occupational responsibilities. In all the above fields, the discourses used are typically transactional. It is absolutely meant for content expression which is categorically associated to business.

The interactional type of discourse is for purely socializing purpose. It is used for phatic communion to establishing and maintaining social relations and expressing our personal feelings, sentiments, emotions and attitudes. Interactional discourse may well be called as interpersonal if the transactional discourse is associated with human mind, the interactional discourse is concerned with human heart.

The interactional discourse aims at establishing congenial atmosphere and maintaining our social relations. The transactional discourse is meant for exchanging information of sharing ideas.

There can be third variety called aesthetic of expressive variety. The language used in poetry and other forms of literature, especially in the discourses of Shakespearean dramas, mid- term poetry and contemporary literature not only enlightens us but also entertain us. Such literary pieces touch our hearts and mind in an equally forceful way.

1.1.4.5 Theme and Rheme

The addresser usually decides the arrangement of information in a text. This means that the arrangement of information in a discourse depends on the prominence of importance the addressed is intending to give to the pieces of information. This thematic organization of a sentence is studied under the notion of theme and rheme structure.

Brown and Yule(1983) present the notion of theme as a formal category, the left most constituent of the sentence. They explain rheme as everything else that follows in the sentence which consists of what the speaker states about the theme is the rheme.

Nunan (1993) says theme is a formal grammatical category which refers to the initial element around which the writer wishes to give prominence. Everything that follows the theme is termed as rheme. Theme is point of departure while rheme is the subsidiary details about the theme.

1.1.5 Discourse Analysis and Grammar

Grammar lies at the human mind. A single set of structure can produce innumerable and infinite sentences. Grammar is the sole structure which enables human beings to carry out any discourse at any time and place. Discourse analysis is totally an academic procedure which needs approaches to treat it, methods to analyze and techniques to present it in the intellectual field efficiently. The given table clarifies the concept of among non-linguistic Organization, discourse and grammar

Table No. 1:

The Relationship among Non-linguistic Organization, Discourse and Grammar

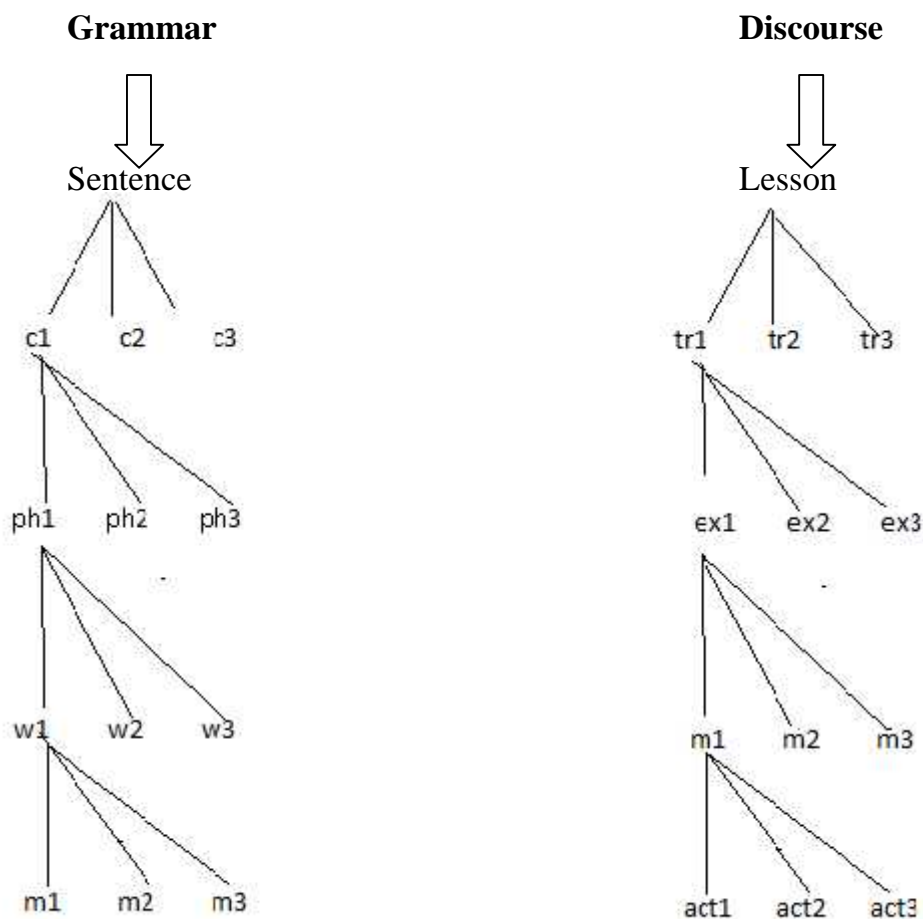| Non-Linguistic	Discourse	Grammar
Course		
Period	Lesson	
Topic	Transcription	
	Exchange	
	Move Act	Sentence Clause
		Group
		Word Morpheme

(Adapted from Sinclair and Coulthard, 1975, p. 24)

From the above table, it is obvious that the top of the discourse scale is, 'lesson', which corresponds roughly to the rank 'period' in the non-linguistic level. Likewise, the bottom of the discourse scale, 'act' corresponds roughly to

the 'clause' in grammar. Morpheme is the lowest unit and it has no structure because it is no more divisible that's why it is called the minimal grammatical unit. Furthermore, the words combining together form larger unit which is called phrase; phrases, in turn, form again larger unit called sentence, which it's the largest unit in grammar and it has no class.

The same is true with discourse analysis. Lesson is the largest unit, and the act is the smallest one. The first one has no class and the last one has no structure. So discourse analysis follows the approach of grammatical analysis and describes the relation between the grammatical structure of an utterance and its function in discourse.

The similarities between the discourse analysis and the grammatical analysis can be shown in the following tree diagram:

Grammar   **Discourse**

Sentence   Lesson

c1   c2   c3   tr1   tr2   tr3

ph1   ph2   ph3   ex1   ex2   ex3

w1   w2   w3   m1   m2   m3

m1   m2   m3   act1   act2   act3

The tree diagrams clarify that morpheme is the smallest unit of grammar and morphemes together compose a word. Similarly, words compose a group or

phrase, groups further compose clauses and clauses do the sentences. So is the acts make moves, moves constitute exchange and exchanges compose transaction and finally, transactions form a lesson which is at the top level of discourse.

In a conclusion, the classroom is a unique communication context, one in which the meanings being communicated and the structure of both teachers and students and students, as well as by the social, cultural, and institutional contexts within which classrooms exist. It is obvious that the norms that regulate and determine classroom discourse will vary depending on differences among teachers, students, classroom events, and the socio cultural contexts within which the interaction takes place. Thus, classroom discourse is a set of underlying classroom activities that take place. Thus, classroom discourse is activities that take place between teacher and students, and among students themselves.

1.1.6 Sinclair- Coulthard Model of Discourse Analysis

Many researches have been carried out in classroom discourse. Sinclair and Coulthard (1978) have propounded the approach of classroom discourse analysis which is paralleled to grammatical analysis. The process adopted by them is called model of description' and 'hierarchical or rank scale'. They have analyzed the classroom discourse under five rank ranging from lesson at the top to act at the bottom. The rank given by them have been described as follows:

Lesson (Rank:1)

It is the highest unit of classroom discourse. Lesson if composed of many transactions. A lesson is close to the planned format of the teacher to present in the classroom. S/he may have decided, for example, to continue by discovering whether the information has been assimilated, and then to get the pupils to use the information he has presented in their own work. Alternatively a teacher might begin with a series of elicit exchanges, attempting to move the pupils towards conclusions which will later be elaborated in an informing transaction. However, a variety of things can interfere in the working out of the plan in

actual discourse. The structure of the lesson is affected by such performance features as the teacher's own memory capacity for ordering speech, and more importantly the need to respond to unpredicted reactions, misunderstanding or contributions on the part of the pupils.

Transactions (Rank: II)

Transactions are constituted with exchanges which can either be boundary or teaching. For classroom discourse, transactions are defined as units whose boundaries are typically marked by frame and focus. The structure of transaction is as follows:

Table No. 2:

Structures of Transaction

Elements of structure	Structure	Classes of exchanges
Preliminary (P)	$PMed(m^2\ldots\ldots m^n)$	P.T: boundary
Medial (Med)		Med: teaching
Terminal (T)		

Source: Sinclair and Coulthard (1975, p. 25)

The above table states that there are three elements of structure, called preliminary (P), Medial (M) and terminal (T). In the third column, the elements of transaction structure are associated with the classes of the rank below exchange because each element is realized by a class of exchange.

Exchange (Rank:III)

Exchanges are of two types. They are boundary and teaching. Boundary exchanges are the initiation or the final of the class. The function of boundary exchanges is, as the name suggests, to signal the beginning or end of what the

teacher considers to a stage in a lesson; teaching exchanges are the Individual steps by which the lesson progresses. Boundary exchange consist of two moves, framing and focusing; often the two occur together, the framing move frequently occurs on its own, the focusing move does so only rarely. The structures and classes of exchanges are given below:

Table No. 3:

Boundary Exchange

Elements of structure	Structures	Classes of move
Frame (Fr)	(Fr) (Fo)	Fr : framing

Source: Sinclair and Coulthard (1975, p. 26)

Table No. 4:

Teaching Exchange

Elements of structure	structures	Classes of move
Initiation (I)	I (R)(F)	I: opening
Response (R)		(R) : (Answering)
Feedback (F)		(F): (Follow up)

Source: Sinclair and Coulthard (1975, p. 26)

Exchange are further sub categorized with specific functions and unique structures in eleven sub-categories. Of the eleven sub-categories, six are free exchanges and five are bound. The function of bound exchanges is fixed because they either have no initiating move, or have an initiating move without

16

a head, which simply serves to reiterate the head of the preceding free initiation.

i. Free Exchanges:

The six free exchanges are divided into four groups according to function, and two of the groups further subdivided according to whether teacher or pupil initiates, because there are different structural possibilities. The four main functions of exchange are informing, directing, eliciting, and checking, and they are distinguished by the type of act which realizes the head of the initiating move, informative, directive, elicitation and cheek respectively.

a. Teacher Inform

When teacher gives a fact, idea or new information to his students it is teacher inform but students usually do not make a verbal response to the teacher's initiation. Thus structure is 1(R): there is no feedback.

Table No. 5:

Structure of Teacher Inform

Opening	Act	Answering	Act	Follow up	Act
Now, luckily the French could read Greek.	m i				

Source: Sinclair and Coulthard (1975, p. 50)

In This type of exchange response is an optional element.

b. Teacher Direct:

The teacher might order his students to act something without any verbal

expressions, it is a teacher direct. Because of the nature of the classroom, the response is compulsory element of structure. This is not to suggest that children always do what they are told, but it does imply that the teacher has a right to expect the pupil to do so. Just as anyone can produce and ungrammatical sentence when he feels like it, so a pupil can break the rules of discourse. Feedback in not an essential element of this structure although it frequently. The structure IR(F).

Table No. 6:

Structure of Teacher Direct

Opening	Act	Answering	Act	Follow up	Act
I want ot take your pen and I want you to rub it as hard as you can on something woolen.	d	NV	rea		

Source: Sinclair and Coulthard (1975, p. 51)

In teacher direct, there are initiation and response as the obligatory whereas, feedback is optional element.

c. Teacher Elicit:

The exchange, teacher elicit, asks for verbal reaction. Sometimes an elicit is used in isolation for checking their understanding. The elicit exchanges which occur in the classroom have a different function from most occurring outside the classroom. Usually when we ask a question we don't know the answer; almost invariably the teacher does know the answer and children can get quite annoyed if s/he doesn't after all that's his/her job. This fact enables us to explain why feedback is an essential element in an exchange inside the classroom. Having given their reply, children want to know whether it was the right one. So important is feedback that if it does not occur we feel confident in saying that the teacher has deliberately withheld it for some strategic purpose.

Thus the structure of elicits differs from that of directs in that F is a compulsory element.

Table No. 7 :

Structure of Teacher Elicit

Opening	Act	Answering	Act	Follow up	act
What is the name of this cutter? Hands up NV Janet	el cu b n	Hacksaw	Rep	The hacksaw And I'll put that one there	e z

Source: Sinclair and Coulthard (1975, p. 51)

In the structure of teacher elicit all the three elements initiation, response and feedback are obligatory ones.

d. Pupil Elicit:

Children rarely ask questions. They ask only daily related permission like, 'may I go out?......' It is only for catching teacher's attention or permission to tell something. This permission may not be granted. The initial bid may be countered with a 'not now' or 'just a minute' and the exchange never get off the ground. The crucial difference between teacher and pupil elicits is that the pupil provides not feedback an evaluation of a teacher reply would be cheeky. Thus the structure is IR.

<div align="center">**Table No. 8:**</div>

<div align="center">**The Structure of Pupil Elicit**</div>

Opening	Act	Answering	Act	Follow up	act
Mrs. H Yes Are the numbers for the letters?	b n el	Yes They're that's the order, one, two, three, four	rea com		

<div align="right">Source: Sinclair and Coulthard (1975, p. 52)</div>

e. Pupil Inform:

Occasionally pupils offer information which they think is relevant or interesting they usually receive an evaluation of its worth and often a comment as well. Thus the structure is IF not (R) as for teacher informs.

<div align="center">**Table No. 9:**</div>

<div align="center">**The Structure of Pupil Inform**</div>

Opening	Act	Answering	Act	Follow up	act
Miss P, There is a letter missing from that up and down on. I cant see one.	b i			Oh yes. You are right. It is I can't remember what it is	acc e com

<div align="right">Source: Sinclair and Coulthard (1975, p. 52)</div>

In the above type of exchange, there is initiation feedback but not the response.

f. Check:

The teacher teaches in the classroom. He orders them to do something and asks questions which they should tend to answer. For this the teacher implies check because these are real questions to which the teacher does not know the answer. Any evaluation is an evaluation of an activity or state not the response. Thus the structure is IR(F).

Table No. 10:

Structure of Check

Opening	act	Answering	Act	Follow up	Act
Finished Joan and Miri?	ch(n)	NV	rep	Good girl	e
	n	Yes	rep	good	e
Finished?	ch	Yes	rep		

Source: Sinclair and Coulthard (1975, p. 53)

In the structure of 'check' there are three elements, out of which two (initiation and response) are obligatory and one (feedback) is optional element.

ii. Bound Exchanges:

There are five types of bound exchange. Four are related to teacher elicit while the fifth about teacher direct in which an exchange is bound either if it has no initiating move or if the initiating move it does not have any head, but simply consists of nomination, prompt, or clue, the types of bound exchange are given below:

a. Re-initiation (I): When the students respond to the teacher's questions, the teacher can re-question them in another words or phrases or the question can

21

create other acts too like prompt, nomination, clue, etc. to re-initiate. The original elicitation stands and these items are used as second attempt to get reply. This gives a structure of $IR^b RF$, where I^b a bound initiation.

Table No. 11:

The Structure of Re- initiation (i)

Opening	Act	Answering	Act	Follow up	Act
What is comprehend'? Nicola ?	el				
In fact if you get this word you'll	n	find out		Yes, find out.	e
comprehend	cl		rep		
NV	b				
David again	n				

Source: Sinclair and Coulthard (1975, p. 54)

b. Re-initiation (II): The question asked to the students can have wrong answer. In such cases, he passes the question to the next child. It is usually realized by 'Yes', 'No' or repetition of what the pupil has just said An indicating move is not essential for the bound exchange, but if it does occur it is realized by prompt, nomination, or clue. This gives a structure of $IRF(1^b)$ RF.

c. Listing: While questioning, the teacher can be silent even if the students go on telling answers correctly or the teacher can have asked many questions without waiting for response. In this case the structure is exactly the same as for Re-initiation (ii), IRF (1^b) RF, but the realization of two of the elements is different. I^b is only realized by nomination and the F preceding I^b contains no evaluation.

22

Table No. 12:

The Structure of Listing

Opening	Act	Answering	Act	Follow up	Act
What is the name of each one of those?	el	Paper clip Nail Knot and bolt	rep rep rep	Paper clip Nail Knot and bolt	acc acc e

Source: Sinclair and Coulthard (1975, p. 55)

d. Reinforce: When the teacher directs one thing to do and many students start doing but some slow learners can be puzzled of reluctant or not understood then the exchange reinforce occurs.

Table No. 13:

The Structure of Reinforce

Opening	Act	Answering	Act	Follow up	Act
I want you to take your pen and I want you to rub it as hard as you can in something woolen. Not in your hair, on your jumper.	d cl	NV	rea rea		

Source: Sinclair and Coulthard (1975, p. 55)

e. Repeat: In every communication, whatever the speaker produces cannot be

heard by the listeners. Of course teachers can and do use this exchange when they have heard, but want a reply repeated for other reasons. The structure is IRI^{b}RF.

Table No. 14:

The Structure of Repeat

Opening	Act	Answering	Act	Follow up	Act
What are you laughing at Rebbeca? Pardon	el loop	Nothing Nothing	rep rep	You are laughing at nothing.	acc

Source: Sinclair and Coulthard (1975, p. 56)

In the exchange 'repeat' the participant re-initiate the same thing which s/he has already said and there is feed back after the second response.

Move (Rank:IV)

Acts make moves. Moves take place of the exchange too. Moves are realized by exchanges which are boundary and teaching. Boundary exchanges are made focusing and framing move while teaching exchanges with opening, answering and follow up moves. These moves are described below.

i. Framing Move: Framing move is the one which indicates one class is over and another is going to start. Framing moves are probably a feature of all spoken discourse- shop assistants often use them to indicate that they have finished serving one customer and are ready for the next but occur more frequently in classroom language because it is carefully structured by one participant. The boundaries of transactions are typically marked by framing moves whose realization at the level of form is largely limited to five words.

"ok' , 'well', 'right', 'good'. Uttered with strong stress, high falling intonation and followed by a short-pause or silent-stress. Focusing moves frequently, though not always, follow framing moves. The elements of structure, structures and classes of act regarding framing move are presented as follows:

Table No. 15:

The Structure of Framing Move

Element of structure	structures	Classes of acts
Head (h) Qualifier (q)	hq	h: marker q: silent stress

Source: Sinclair and Coulthard (1975, p. 27)

ii. Focusing move: Focusing move usually follows framing moves. Their function is to talk about the discourse to tell the children what is going to happen or what has happened. Focusing moves have an optional marker and starter, a compulsory head, realized by a metastatement or a conclusion and an optional comment. The elements of structure, structures, and classes of act focusing move are as follows:

Table No. 16:

The Structure of Focusing Move

Element of structure	structures	Classes of acts
Signal (s) Pre- head (pre-h) Head h Post head (post-h)	(s) (pre-h) h (post-h)	S: marker Pre-h: starter H: choice from metastatement or conclusion Post-h: comment

Source: Sinclair and Coulthard (1975, p. 27)

iii. Opening Move:

Opening move triggers to participate in an exchange. Opening and answering are the complementary moves. Opening move can be of an information; direction or an elicitation. The type of answering move is predetermined because its function is to be an appropriate response in the terms laid down by the opening move. The following table shows the structure of opening move:

Table No. 17:

The Structure of Opening Move

Element of structure	structures	Classes of acts
Signal (s) Pre- head (pre-h) Head (h) Post head (post-h) Select (sel)	(s) (pre-h) h (post-h) (sel)	S: marker Pre-h: starter H: elicitation or directive of informative of check Post-h: prompt or clue Sel: clue, bid, nomination

Source: Sinclair and Coulthard (1975, p. 27)

iv. Answering Move:

This supporting move seeks reaction to the opening move. Answering move can follow any type of moves notion is made to support preceding moves. Answering move has a simple structure, a maximum of three elements pre-head, head and post-head, and very often only the head occurs. The response appropriate to an informative is simply acknowledgement that one is in the classroom. Following a directive, the head of an answering move is realized by

26

react, but the pupil may also acknowledge verbally that has heard. Following an elicitation there is a reply, and sometimes a comment as well.

Table No. 18:

The Structure of Answering Move

Element of structure	structures	Classes of acts
Pre- head (pre-h) Head (h) Post head (post-h)	(pre-h) h (post-h)	Pre-h: acknowledge H: choice of reply, react acknowledge Post-h: comment

Source: Sinclair and Coulthard (1975, p. 26)

The above table clarifies that answering move with its elements of structure, structures and classes of acts that come under each element.

V. Follow-up Move:

Opening and answering move being the first and second class of moves, follow up the third one. Follow up move makes aware the students how well they have acted. Follow up can occur not only and answering move of the students but at the pupil's opening move also. In other words the teacher often indicated the value of an unelected contribution from a pupil, usually in terms of relevance to the discourse. The follow-up move has a three-term structure, pre-head, head and post-head realized by accept, evaluate and comment respectively.

Table No. 19:
The Structure of Follow up Move

Element of structure	structures	Classes of acts
Pre- head (pre-h)	(s) (pre-h) h (post-h)	Pre-h: accept

Head (h)		H: evaluate
Post head (post-h)		Post-h: comment

The act 'evaluate' is seen by all participants as a compulsory element. A teacher can produce a follow-up move which overtly consists of only accept or comment, but evaluation is then implicit (and usually unfavorable). Very frequently, if the teacher only accepts a reply, the class offers another reply without any prompting.

Act (rank: V)

Act is the smallest unit of discourse. It is nearly equivalent to the grammatical unit; clause, but act and clause belong to the different categories, one under grammar the other under the discipline of discourse. The act has no structure in discourse level because it cannot be broken into further smaller units. Grammar is concerned with the formal properties of an item; discourse with the functional properties with what the speaker is using the item for the four sentence types, declarative, interrogative, imperative and mood less realized different discourse acts, many of them are specialized and some are quite probably classroom-specific.

1.2 Review of Related Literature

Gallagher and Aschner (1963) analyzed the classroom interaction focusing on the relation of productive thought processes in pupils to verbal interaction in the classroom. The category system developed is for sequences of cognitive processes and includes five categories for memory routine and divergent and evaluative of thinking. the data analyzed consists of tape recording and accompanying notes by trained observers on the general atmosphere and the general behaviour of the teacher including his used of praise, humour ,

disciplinary measures teaching correspondence in patterning between the thought processes of teachers and pupil , suggesting that the quality of thinking is largely dependent on the may in which the teacher structures the classroom situation. Finally, they drew conclusion that pupils verbal interaction in the classroom was determined by there own nature. the relation with their teacher , teaching process and the content of the lesson .

Sinclair and Coulthard (1975) carried out a dissertation on the classroom discourse. They analyses the interaction of eight to eleven yeas old children and there class teacher in different subjects. Their analysis propounded a theoretical model of analyzing classroom discourse in terms of five discourse units: lesson transaction, exchange, move and act from top to bottom respectively

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

Greenleaf and Freedman (1997) researched on 'Linking Classroom Discourse and Classroom Content: Following the Trial 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 talks 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 suggest 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 focus their attention on the following four areas: students' 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 behavior as they work towards fulfilling curricular objectives. To be able to do this both teacher and student must understand interactional rules. They suggested that student's 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 students' participation and they have outlined a number of strategies to help teachers to do so.

Shah (2003) carried out a research on the classroom discourse of grade 9 of the public school of Kathmandu valley. The objective of his study was to dislike 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.

Yadav (2004) carried out of research in titled "Problems of Teaching Oral Skills in English". The purpose of his study was to find out the problems and there courses in teaching oral skills in English. He found that the lack of physical facilities, insufficient time teaching oral skills, lack of materials etc. are some of the exiting problems in teaching oral skills . It was also found that these problem are caused due to poor economic conditions of schools, ineffective management of the school and district education office etc.

Phyak (2006) carried out a study on "How does a Teacher Interact with Students in an English Classroom?" The major objective of his study was to find out the discourse strategies used by teachers to interact with there students in the classroom .He selected a government aided school out of valley using purposing sampling method. Out of discourse strategies, his role focus was on politeness and indirect speech acts. He reached a conclusion that the classroom language used by both teachers and student was not polite. He found that it was not because of power relationship rather of culture and lack of exposure. Because of the influence of there culture behaviour of mother tongue, students were found to used impolite language. His revealed that one of the real problem in the teaching of English in context of Nepal was lack of classroom interaction strategies from the both teachers and students side.

Marasini (2007) carried out a research entitled "Discourse Structure in Nepali TV. Commercials". The main aim of his research was to fine discourse structure and sentence structure used in Nepali TV commercials. After the study of discourse, he found a certain type of structure which mainly consists of introduction, body and slogan. The language sentence structures have its one unique feature which breaks the common language used

Neupane (2007) carried out a research on "Analyzing Classroom Discourse: a Case of Grade Eight". The major objective of his research was to analyze and compare classroom discourse of public and private schools in terms of acts and moves. He selected two government and two private schools using random

sampling procedure. He reached a conclusion that classroom was dominated by the teachers. Students of private schools initiated than that of the government schools. The sum total attitude of students of public school seemed to have difficulty in English. Private schools' students were triggered to initiate to 'moves' while in public it seemed rare.

The related literature mentioned above shows that no research has yet been conducted on the patterns of discourse in secondary English class. Therefore, the proposed study is a new area of study.

1.3 Objectives of the Study

The study had the following objectives

i. To determine the discourse the patterns used in secondary English class;

ii. To compare and contrast those patterns with established norms;

iii. To suggests its pedagogical implication.

1.4 Significance of the Study

There are some researches conducted on discourse in the Department of English education but no attempts have been made to compare and contrast discourse patterns used in secondary English classes. So, this work is a new venture for the department itself. This study is significant for interested researchers on discourse analysis. It is significant to the people who are involved in language teaching and learning because it has tried to figure out the common interaction pattern in typical secondary English ELT classes. The study is equally for language planners' syllabus designers, teachers, students, language experts, linguists and people who are interested in the field of discourse analysis in general and in the analysis of spoken discourse in particular.

CHAPTER-TWO

METHODOLOGY

The researcher adopted the following research methodology to carry out the research.

2.1 Sources of Data

The researcher applied both primary and secondary sources of data. The primary sources were used to collect data and the secondary sources were used to facilitate the researcher himself to carry out research successfully.

2.1.1 Primary Sources

Four secondary schools of different VDCs of Morang district i.e. Amardaha, Hasandaha, Darbesha and Rangeli were observed for the data collection. The observation was carried out only in government aided secondary English class namely grade nine. Thus students and teachers of those schools were the primary sources of data.

2.1.2 Secondary Sources

In addition to his intuition and insights to analyze data, the researcher consulted and studied the books, articles, journals, annual reports, different research works related to this research. The related books were Sinclair and Coulthard (1975), Brown and Yule (1977), Cook (1989), Crystal (1985), Emondson (1981), Hatch (1992), Nunan (1993)etc.

2.2 Sample Population

Four government aided secondary schools of rural areas of Morang district were the sample population. Those schools were from the four VDCs: Amardaha, Hasandaha, Darbesha and Rangeli

2.3 Sampling Procedure

During this research work, the entire informants were the total population of any secondary schools of aforementioned VDCs based on judgmental non-random sampling procedure. The information was the teacher and students' speaking behaviour in an enclosed room only.

2.4 Tool for Data Collection

The major tool for data collection was classroom observation. The researcher recorded the classroom interaction while observing the classroom discourse. He also notes of some important non- verbal acts of interlocutors by keeping in his diary.

2.5 Process of Data Collection

The researcher selected the four public schools of four VDCs of Morang district applying the simple random sampling procedure. After selecting the schools, he went to the schools, established rapport with the concerned people. Four English language classes of grade nine of each schools were observed.

2.6 Limitation of the Study

The study had the following limitations

⟩ The numbers of the sample schools were limited in four only.

⟩ Only sixteen classes were observed.

⟩ The study was based only on class nine.

⟩ Only four classes were analysed out of sixteen classes.

⟩ Only one class from each school was analysed.

⟩ The study focused on three units of discourse namely, act, move and exchange.

CHAPTER - THREE
ANALYSIS AND INTRPRETATION

The total communication behaviour and collected data have been analyzed and interpreted with the theoretical framework provided by Sinclair and Coulthard (1975). The researcher focused on the three main units of discourse namely act, move and exchange. At first the whole class is presented in the tabulated form which is followed by the number of acts, moves and exchanges in their upper units. Then the structure of each of the units is presented. Analysis of classroom discourse of four different selected schools is made under the following points.

The pages have been divided into seven columns according to the need. Every column is headed with 'exchange', 'opening', 'move', 'act', 'follow up' and 'act'.

a. Utterances have been put either under opening, answering and follow up moves. The exchange and act columns determine the actual matter of analysis.

b. As there are no answering and follow up in boundary exchange they are emptied.

c. Non-verbal surrogates of discourse acts have been represented by 'NV' no answer is quoted with ' '.

The collected data have been analyzed descriptively. The classroom interaction of each school has been presented in separate tables preceded by short account of circumstance. After each analysis, the fact found has been presented in tables.

3.1 Analysis and Interpretation of Classroom Discourse of School 'A'

In this class the lesson was found to have nine exchanges. The number of exchanges in all transactions was not same. The following table reflects the

whole lesson of the school.

Table No. 20

The Class Analysis of School 'A'

Exchange	Opening move	Act	Answering move	Act	Follow- up	Act
Boundary	Good morning, sir	b, n				
Boundary	Good morning. How are you?	rep				
Boundary	Me too fine					
t- direct	Let's go to the topic today.	d	NV	rea		
t- elicit	What is this?	el	Pen, sir	rep	Yes	acc
t- elicit	Can you spell it?	el	PEN	rep	good	acc
t- elicit	What is the pen used for?	el	We write with a pen.	rep	You are right. A pen is used for writing	e com
t- direct	Next student please. Divya	d n				
Re- initiation	What is a pen used for? Divya	el n	A pen is used for writing, sir.	rep	Very good. A pen is used for writing.	e com

t- direct	Let's go to the next item.	d	NV	rea		
t- elicit	What is this Sunil?	el n	This is a camera. sir	rep b	Right, This is a camera.	e com
t- elicit	Spell it please	el	CAMERA	rep	Good, camera	e com
t- elicit	What is a camera used for? Rashmi.	el n	We take photo. sir	rep b	Yes, we take photo. A camera is used for taking photo.	e com
t- elicit	Please repeat it. A camera is used for taking photo.	el	A camera is used for taking photo. (chorus)	rep		
t- elicit	What is a pen used for?	el	A pen is used for writing.	rep		
t- elicit	And what is a camera used for?	el	A camera is used for taking photo.	rep		
t- elicit	What is a duster used for?	el	Cleaning blackboard	rep		

t- elicit	A radio is used for?	el				
t- elicit	What is a TV used for?	el				
t- direct	Please turn over page number 71.	d	NV	rea		
t- direct	Keep silent	d	NV	rea		
t- direct	Number 7, Let's play a game.	d	NV	rea		
	Name of the object, spelling of the word and one use					
p- elicit	What is this? Sir.	el b	This is a broom.	Rep		
p- elicit	*Broom bhaneko k ho?* (what is a broom)	el				
Re initiate	*jaba timro ghar fohar huncha kele sapha garchau* (When your house becomes dirty and dusty, what do you use to clean?)	i	*Kucho* (broom)	rep	So it is a broom.	e

38

p- elicit	What is this?	el	This is a broom.	rep	Broom, you are right. That is a broom.	acc com
repeat	What is a broom used for?	el			.	
t- inform	A broom is used for cleaning house	i				
t- elicit	WATCH, spell it.	el	WATCH	rep		
t- elicit	What is a watch used for?	el				
t- inform	Please look at the sentences about a camera and a pen on the blackboard.	i				
re-	Now answer. What is a watch used for?	el	A watch is used for.. …..time	rep	Good. A watch is used for time. A watch is used for keeping time.	acc com
t- direct	*Yasari nam, spelling ra euta use chitraka saman ko lekhna sakchau page*	d	NV	rea		

	number 91 page number 7 (In this way you can name, spell it and write use of the given object on page number 91 number 7)					
p- elicity	What sir?	el				
t- elicit	Do you see pictures of objects?	el	Yes sir.	rep		
t- inform	You see a watch, stapler, scissors, broom hammer…	i				
t- direct	Tell the use and write them on the copy ok.	d	Ok sir	acc		
Boundary	Thank you. See you tomorrow.					
Boundary	Thank you sir for teaching us					

The above table shows that there were found thirty nine exchanges in the transactions of the whole class. There was variation in the type of exchanges. There was dominance of t-elicit exchange over the other types accounting for sixteen in numbers. Similarly t-inform and t-direct exchanges were three and eight respectively. There was only one repeat exchange. There were only four

p-elicit exchanges. The number of p-inform was found to be even less. This shows that in each transaction the teacher was found to be more active than students.

Among the different types of exchanges boundary exchange was found to be realized by the acts like 'Good morning sir' , 'are you fine?', 'Thank you' etc. between two types of moves in the structure of boundary exchange the teacher and students were found to have used framing move only, in other word there was no use of focusing move. The table also shows that in the structure of teaching exchange, the opening move was obligatorily used but it was optionally followed by answering move and follow-up moves. The teacher's opening move was not always followed by the students' answering move. In some cases the students' answering move was not given feedback by the teacher's follow-up move. There were altogether forty two opening moves out of which thirty five were of teacher's and seven were of students'. Out of thirty five moves made by the teacher only six were verbally responded others being no-verbal. Likewise out of sixteen answering moves, ten were followed by the teacher's follow-up moves. However, out of the four of the teacher's answering move no one followed by the students' follow-up move. This also indicates that there was not balance in teachers and students moves.

The opening move is largely realized by elicit act. There were sixteen t-elicit acts and four p-elicit acts. Opening move was largely used by the teacher for which he used six different types of acts. The teacher used elicits, direct, nomination, information and bid. The students used elicit, re-action, reply and sometimes they used null response.

This also shows that the difference in the use of acts of the teacher and students acts. Follow- up move use by the teacher were evaluation, accept and comment.

Out of the twenty two acts discussed by Sinclair and Coulthard (1975), the teacher and students at this school were found to be using thirteen acts. Elicit was the most frequent act, which was frequently used by the teacher, twenty-

two times in the whole lesson. Likewise another act called Reply was used sixteen times the teachers and students. Accept the two acts the teacher used repeat: one time, direct: eight times, re-initiation: two times, nomination: five times, reply: one time. The distribution of all the exchanges, moves and acts are presented in the following table.

Table No 21.

The Distribution of Exchange, Move and Act at School 'A'

Exchanges		Opening act		Answering act		Follow up	
Boundary	5	Bid	2	Rea	6	Acc	3
t- direct	8	Nomination	5	Rep	16	Com	7
t- elicit	16	Reply	1	B	2	E	6
p- elicit	4	Direct	8	Acc	1		7
t- inform	3	Elicit	22				
Repeat	1	Information	4				
re initiation	2						

3.2 Analysis and Interpretation of Classroom Discourse of School 'B'

The data of school B were analyzed on with the same theoretical framework provided by Sinclair and Coulthard (1975). The distribution of exchanges, moves and acts at school B is tabulated below.

Table No. 22

The Class Analysis of School 'B'

Exchange	Opening move	Act	Answering move	Act	Follow up	Act

Boundary	Welcome sir					
Boundary	Thank you					
t- elicit	Are you fine?	el	Yes sir	rep		
t- direct	Turn over page number 66	d		rea		
t- elicit	What do you see on the picture?	el	Boy, baby, girl (buzz)	rep	You see a baby boy or a girl.	acc
t- elicit	Read the first paragraph. Dipa	el n	28th august my little sister is only one and a years old but she can do … ummm	rep	Amazing (correction) (repeats)	i
			….. amazing things. She can't walk but she can stand … shakily for a few seconds. She can …..	rep	Crawl (interrupts)	i
t- elicit	Go on		Crawl very faston her hands and	rep	Thank you, you finished the first	Ack

			feet though. She can't speak Nepali, let alone English, but she can … smile. Finished sir.		paragraph	
t- inform	*Sabaile maile padheko sunata. Ma timerka lagi paphi dinchu.* (All of you, listen it once. I read it for you. Look the sentences I read.)	i				
	28th august my little sister is only one and a years old but she can do amazing things. She can't walk but she can stand … shakily for					

	a few seconds. She can Crawl very faston her hands and feet though. She can't speak Nepali, let alone English, but she can smile					
t- direct	Ma euta prashna sodhchu la. (I'll ask you a question, ok?)	d	N|V			
t- elicit	How old is the little sister?	el	One and a half	rep		
t- elicit	Can she walk?	el	No	rep	She can't walk.	com
p- elicit	What is the meaning of amazing?	el	*Chakka parne* (Surprising)	Rep		
t- elicit	*Yasko artha bujheu?* (did you understand it)	el	Aliali (a little)	rep		
t- direct	*Yasko artha*	d	NV	rea		

	suna la					
t- inform	*Meri sani bahini ded barsaki che tara u anoutha kam garna sakche. U hidna sakdina tara kehiber hallidai ubhina sakche. Ani chito bame pani sarche. U nepali English kehi jandina tara ramro muskuruche. Bujheu?* (28th august my little sister is only one and a years old but she can do amazing things. She can't walk but she can stand … shakily for a few seconds.	i	Yes sir	rep		

	She can Crawl very faston her hands and feet though. She can't speak Nepali, let alone English, but she can smile)					
t- elicit	Did you understand?	el	Yes sir	rep		
t- elicit	Shrisha, stand up and read the second paragraph.	n el	She has a beautiful smile. She can ……	rep	dazzle(checks pronunciation)	i
t- elicit	Continue	el	Dazzle you with it. What amazes me most is that she can sleep for hours in her little cot. She looks so ….. beautiful in her sleep. …..yesterday she amazed us she pointed at	rep		

			mama and said ma… ma I wonder when she will call me sister amrita			
	Yaha sunata Usko uskanle timilai makkha parcha. U kokrama ghantau samma sutche. Hijo ta amalai dekhayera mamy bhani. Malai kahile amrita didi bhanli? (She has a beautiful smile. She can dazzle you with it. What amazes me most is that she can sleep for hours in her little cot.					

	She looks so ….. beautiful in her sleep. …..yesterday she amazed us she pointed at mama and said ma… ma I wonder when she will call me sister amrita)					
t- elicit	Narayan, read the third paragraph	n e	She is small but very ….	rep	Stubborn (corrects)	I
t- direct	Go on	d	Stubborn. She can go on crying for hours if you don't give her what she asks for. She… ……	rea	Fascinates	
t- direct	Go on.	d	Fascinates us with her silly little acts her Clumsy walk, babbling talk and so on.	rep	…. Clumsy……	I

			She is also very clever. She has been able to make friends with Tommy, the dog and Tooty, the cat like us they are also very fond of her. Everyone who visits our place falls in love with her. She is such a ………..			
			Cute little doll that you cant help loving her	rep	Cute (teacher corrects pronunciation)	i
t- direct	Sit down	d	NV	rea		
t- direct	*E halla nagara* Keep silence	d	NV	rea		
t- inform	*hai* *Yaha suna.* *Sanai*	i				

	bhayepani u jiddi che. Thuprober runa sakche mageko paina bhane. U bathi bhayekale kukur ra birala uska sathi hun. Jasle pani maya garcha. (She is small but very stubborn. She can go on crying for hours if you don't give her what she asks for. She fascinates us with her silly little acts her clumsy walk, babbling talk and so on. She is also very clever. She has been able to make friends	51			

	with Tommy, the dog and Tooty, the cat like us they are also very fond of her. Everyone who visits our place falls in love with her. She is such a Cute little doll that you cant help loving her)		52			
t- elicit	Karuna read the last paragraph	n el	Sometimes I feel ….	rep	Jealous	i
t- inform	That is JEALOUS	i	Jealous of her. I ….. envy her freedom. She can do whatever she likes: sleep for hours, throw whatever is within her reach, and	rep	Envy,	i

			tear a magazine or a book. Break a mirror, ask anything she likes. And neither papa or mama would mind.			
t- elicit	Read the remaining part, Ashish	el n	Instead , they seem very happy to satisfy her whims. Sometimes I wish I were her. Then I wouldn't have to read all these bulky books and worry about the exams. I would sleep in that little cot of hers and papa and mama would hover round	rep		

			me.			
t- inform	*Aba yo sani nani ko dekhi didilai ris uthcha. Nanile je garna paucha. School janu pardaina. Exam, kitabko tension chaina. Ma pani sani thiye bhane sutirahana pauthe ama buwale sadhai heriranu hunthyo.* (Her sister envies her freedom. She tears books, breaks mirror but everyone hover round her. She should not worry about books, homework,	i				

	exam)					
check	Did you understand?	el	Yes sir	rep		
t- elicit	What is the name of the dog? Suchin,	el n	Tommy	rep	Tommy	ack
t- elicit	The cat's name…..? supriya,	el n	Cat	rep		
t- elicit	Tell the name	el	Tooty	rep	Tooty is a cat.	e
t- direct	Turn over page 67.	d	NV	rea		
t- direct	Fill the cross word puzzle and write tick the best answer	d	NV	rea		
Boundary	This is your homework.					
Boundary	Thank you sir					

In this lesson it was found that there were five different types of exchanges, four types of opening moves, two types of answering move and five type of follow-up move.

The lesson had a dominance of teacher elicit exchange over other types of exchanges. T-elicit exchange occurred for seventeen times. The questions made

by the teacher were answered in words or phrases. However, the students' opening move occurred only once. The whole class of exchange, move and act is analysed in the table below.

Table No. 23

The Distribution of Exchange, Move and Act of School 'B'

Exchange	Opening act	Answering act	Follow up
Boundary 4	El 1 6	Rep 20	E 1
t- elicit 17	D 9	Rea 7	Acc 1
p-elicit 1	N 5		I 8
t- direct 9	I 5		Ack 2
t- inform 4			Com 1

The above table shows that there were thirty five exchanges in the transaction of whole lesson. There was variation in the type of exchanges. T-elicit being the highest in numbers and t- direct occurred nine times. Similarly, t-inform and t-elicit exchange were four and one time respectively

Among the different type of exchanges the boundary exchange found to be realized by the acts like 'good morning', 'this is your homework', 'thank you' etc. The focusing move was found to be absent. The structures of framing moves were only used by the students and teachers. In the whole lesson opening move was obligatorily occurred. The opening moves were optionally responded with answering move. And the answering moves were even less followed by the follow-up moves. The teacher's opening move was optionally followed by students answering move. Feedback as follow-up move seemed less. The students' as well as teacher's answering move as the act was twenty

in numbers. The students were less encouraged so there was only one p-elicit exchange where they asked the question for unclear picture. The opening move was largely realized by teacher elicit or teacher direct.

This shows that the difference in the occurrence in the acts but not in the plane manner. In other words, the students oriented moves were quite in native than that of the teacher's ones.

3.3 Analysis and Interpretation of Classroom Discourse of School 'C'

In this class, the lesson was found to have twenty-eight exchanges. The number of exchanges in all transaction was not sane. The following table shows the whole lesson of the school:

Table No. 24

The Class Analysis of School 'C'

Exchange	Opening move	Act	Answering move	Act	Follow up	Act
Boundary	Good morning sir					
Boundary	Good morning sit down					
t- elicit	What is our lesson?	el	Unit 13	rep	Page 106	a
t- direct	Read the first paragraph and tell me the difficult words.	d	Buzz of reading	rea		

p- elicit	*Yo ke ho sir?* (What is this sir?)	el	Occasion	rep		
t- inform	*Occasion bhaneko* mouka, bela	i				
p- elicit	This sir?	el	Neighbour	rep		
p- elicit	*Neighbour bhaneko*	el	*chimeki*	rep		
t- direct	Read the second paragraph and tell the words.	d	(reading, buzzing)	rea		
p- elicit	Sir this?	el	Lap	rep	Lap means '*kakh*'	i
p- elicit	Behind means?	el	Behind means '*pachadi*'	rep		
t- direct	Now read other paragraph.	d	Buzz of reading	rea		
p- elicit	Squatted means?	el	'*Tukrukka basnu*'	rep		
p- elicit	Herbal?	el	*Biraloko naam*	rep		

p- elicit	Hangs?	el	Hangs means *jhundyaunu*	rep		
t- direct	Tell the word meaning once	d	NV	rea		
check	Neighbour means	c	*Chimeki*	rep		
check	Occasion means?	c	*Bela* , *mouka*	rep		
check	Arrange	c	*Milaunu*	rep		
check	Lap	c	*Kaakh*	rep		
check	Behind	c	*Pachadi*	Rep		
check	Squatted	c	Tukrukka basnu	rep		
check	Herbal	c	Biraloko naam	rep		
check	Hangs?	c	Jhundyaunu	rep		
t- direct	*Aba timiharule yo lesson ko word meaning padhera aunu parcha. Ma voli sodhchu.* (Read the word	d	NV	rea		

	meaning and come tomorrow.)					
Boundary	I'll ask you					
Boundary	Ok sir					

The above table shows that there over twenty eight exchanges in all transaction of the whole lesson period. There was variation in the types of exchanges. There was dominance of pupil elicit exchanges over other types of exchanges accounting for nine in members. Similarly, the teacher used the check exchange for eight times. The exchanges t-elicits and t-direct occurred one and five times respectively.

The pupils elicitation occurred for nine times on the contrary teacher's elicitation only for one time. The teacher's direct in opening move structure took place for four tomes. The students seemed to react them. There were two more types of moves from teacher's side. They were: information and check occurring one and eight time respectively.

The students' and teacher's answering move took its place for seventeen times, including the check of opening move and teachers elicitation structure. The structure of answering move where react occurred was for five times. The follow up move had only two acts they were information and accept, which occurred two and one time respectively.

In this way, the structure of six types of exchanges namely boundary, t-elicit, t-direct, p-elicit, t-inform and check were found. Opening move had the structure of four types namely elicit, direct, inform and check. Answering move and follow-up move had two types of acts in each. Following table was derived for more clarification.

Table No 25:

The Distribution of Acts, Moves and Exchanges in School 'C'

Exchange		Opening act		Answering act		Follow up	
Boundary	4	el	10	rep	17	i	2
t- elicit	1	d	4	rea	5	a	1
t- direct	5	I	1				
p- elicit	9	c	8				
t- inform	1						
Check	8						

3.4 Analysis and Interpretation of Classroom Discourse of School 'D'

In this class the lesson had only one transaction. The whole lesson of exchanges, moves and acts is presented in the following table:

Table No.26

The Class Analysis of School 'D'

Exchange	Opening move	Act	Answering move	Act	Follow-up	Act
Boundary	Good afternoon sir					
Boundary	Good afternoon					
t- direct	Turn over page number 7	d	NV	rea		

t- inform	Today' lesson is Jayapuri Orphanage cycle competition	i				
t- direct	*Maile padhda kitab hera la najaneko thauma sodhnu.*(look at the book)	d	NV		rea	
t- info	Jayapuri orphanage cycle competition. Date Saturday 14th August Distance 15 km Minimum age: 16 years and above Maximum time limit: 20 min Time: commencing 6 a.m. Those wishing to participate	i				

	can get further information from the office. Gore Sherpa Sports Secretary Sagun Decondary School Bhotepul Dharan					
t- elicit	*Suneu? Bujheu ki bujhenau? La bhanata.* What is the name of the competion?	el	Jayapuri orphanage cycle competition	rep	Ho Jayapuri orphanage cycle competition	e com
p- elicit	*Orphanage vaneko ke ho sir?* (what is the meaning of orphanage)	el b	Bau ama nabhaka bachcha basne thau	i		
p- elicit	*Anathalaya ho sir?*	el b			Right anathalaya anathashram ho	e com
t- elicit	When is the	el	……..… …. …	rep		

	competition? Tell Rirsa	n	Saturday 14th august			
t- elicit	What is distance? Roshna	el n	15 kilometer	rep	Right. Sit down	e com
t- elicit	What is the age limit? Dipal	el n	…...... 16 years	rep	Sit down. 16 years and above	e d
t- elicit	*Arko panama town hall dekhchau? Tyaha bata competition suru huneracha.* (Do you see the town hall in the map?)	el	Yes sir	rep		
t- direct	Read the last paragraph page 58,	d	Buzz of reading (chorus)	rea		
t- elicit	*Padhi sakeu haina?*	el	Yes sir	rep		
t- elicit	*Timiharulai yi sabdako meaning*	el	Thaha chaina sir (I don't know…. chorus)	rep b	Junction bhaneko dui bato mileko	i

	aucha? *Junction bhaneko ke ho?* (what do you mean by junction?)				thau: dobato thaha cha ni tei ho.	
t- direct	You see the map	d	NV	rea		
t- inform	*Tyo cycle competition ma kata kudaunu parne vayo bhanne yaha deko cha.* (There is direction, from town hall turn right. Take third turning at the roundabout to the shops, taxi stand, first turning at the thapa round about. Go to the traffic lights. Pass temple, turn left)					
Boundary	*Yasari bholi*					

	bata hami giving direction padhnechau. *Talako homework garera leu hai.*		
Boundary	*Huncha sir*		

The above table shows that there were nineteen exchanges. There was variation in the type and the number of exchange. There was dominance of t-elicit exchange over other types of exchanges accounting for seven in numbers. Similarly, t-direct and t-inform exchanges were four and three respectively. There were two elicitations of the students. In other words, p-elicit were found two times.

Among the different types of exchanges, boundary exchange was realized by 'Good afternoon sir!', 'Ok sir!' etc. Between the two types of moves in the structure of boundary exchange, the framing move was used. In other words there was no use of focusing move. The table also shows that in the teaching move, the structure of opening move was obligatorily used but it was optionally followed by answering move and follow-up move. The following table shows the number of different exchanges, moves and acts.

Table No. 27

The Distribution of Acts, Moves and Exchanges in School 'D'

Exchanges		Opening		Answering		Follow up	
Boundary	3	d	4	rea	4	e	4
t- direct	4	i	2	rep	7	com	4
t- inform	3	el	9	I	1		
t- elicit	7	b	1	b	1		
p- elicit	2	n	3				

CHAPTER - FOUR

FINDINGS, RECOMMENDATION AND CONCLUSION

After the analysis of the data in chapter three this chapter deals with the findings, recommendation and draws conclusion of the whole study.

4.1   Findings

The major findings of the study are given below.

i. The overview on structure on the basis of the study are given below

   - The exchange of teacher inform was found less in number. It had the structure I(R).

   - When there is exchange of teacher elicit, the teacher never provided cue, bid, clue etc. rather there are evaluation, comment and acknowledgements. During the elicitation he used nomination though.

   - The structure in p-elicit is IR but it was found feedback also so it is IR(F). It is given below.

   - While asking for non verbal acts, the students have gone confused or many times some students have carried out and others have followed that

   - The gross exchanges were eight in number and acts in fourteen only in number.

ii.   The teacher was the sole initiator of the classroom activities and interaction. He opened conversation and when he got the replies feedback was rare. It meant the teacher elicit exchange dominated classroom activities. The pupil elicit was for the tit bit production of language.

iii.   Phrasal structure not only the students produced so did the teacher which triggered the high need of exposure from the teacher's side in every class.

iv.   While explaining rare concrete idea teacher and students both were lured to use mother tongue. Which lagged the student back ward for what they could be exposed to in target language.

v.   Student's participation was also haphazardly distributed it means because of lack of warming up, all students did not participate. Some students at rear desk never produced any response.

vi.   The boundary move was missing. It was only for the greeting's initially and thanking finally.

vii.   The revision of previous lesson was not made so trace of learning of the previous lesson missed. If the teacher had a good starting bound command, students could have more participation.

viii.   The students regarded English as difficult subject inherently. The English speaking environment was missing so students didn't understand the meaning of broom also the teacher didn't use teaching materials.

ix.   Out of the total period of forty minute's allocation, teacher used 22 to 25 minutes inside the classroom which forbade the students to get more exposure.

x.   The commencement of the class seems less systematic.

xi.   Teachers took the classes for granted. They came to teach but they didn't care for whether the students learnt of passed time sitting idle in the bench.

xii.   During sixteen observation the teacher never encouraged the student to write on their copy nor he did carry out any drilling for non familiar words spelling and pronunciation.

xiii.   Teacher informs exchange was less in every classes. He didn't inform any notice which seemed to encourage students to be learn or participate.

xiv.   Teacher oriented discourage were found at high rate which seeks need to student oriented patterns.

4.2   Recommendations

The main aspect of teaching /learning activities is interaction between teacher and student and among students. The another aspect is exposure which the teacher has to provide to the students exposure and interaction inside the classroom determine the rate of learning and route to successful teaching learning activities. This study has attempted following recommendation to carry out to effective discourse inside the classroom.

- The teacher should be democratic, facilitator and guide. He shouldn't act like the ultimate source of knowledge.
- The students need to be exposed for longer period. In other words class time should be lengthened. There should not be leakage of time before and after the class begins.
- The teacher should encourage students to initiate conversation, to elicit question and to reply with a rest of word, phrases or sentences. That meant multiple students should participate for a single question.
- There should be good warming up in simple words so students tend to take part in what is going to happen.
- The teacher has to carry out some boundary also. The teacher can make so with some jokes caricature or act also.
- The teaching methods should be upgraded. The more the students participate, the better they learn and understand.
- To raise enthusiasm and curiosity on the students, the teacher should focus on p-elicit and p-inform so what students think they can share.
- Students should be punctual for the class and attentive on teacher so the teacher can influence them with his behaviour.

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No	names	symbol	function
1	marker	m	Realized by a closed class of items – 'well', 'OK', 'now', 'good','right', 'alright'. When a marker is acting as the head of a framing move, it has a falling intonation, [1] or [1+], as well as a silent stress. Its function is to mark boundaries in the discourse
2	starter	s	Realized by a statement, question or command. Its function is to provide information about or direct attention to or thought towards an area in order to make a correct response to the initiation more likely.
3	elicitation	el	Realized by a question. Its function is to request a linguistic response.
4	check	ch	Realized by a closed class of polar questions concerned with being 'finished' or 'ready', having 'problems' or 'difficulties', being able to 'see' or 'hear'. They are 'real' questions, in that for once the teacher doesn't know the answer. If he does know the answer to,for example, 'have you finished', it is a directive, not a check. The function of checks is to enable the teacher to ascertain whether there are any problems preventing the successful progress of the lesson.
5	directive	d	Realized by a command. Its function is to request a non-linguistic response.
6	informative	i	Realized by a statement. It differs from other uses of statement in that its sole function is to provide information. The only response is an acknowledgement of attention or understanding.
7	prompt	p	Realized by a closed class of items – 'go on', 'come on', 'hurry up', 'quickly', 'have a guess'. Its function therefore is to reinforcea directive or elicitation by suggesting that the teacher is no longer requesting a response but expecting or even demanding one.
8	clue	cl	Realized by a statement, question, command or moodless item. It is subordinate to the head of the initiation and functions by providing additional information, which helps the pupil to answer the elicitation or comply with the directive.
9	cue	cu	Realised by a closed class of which we so far have only three exponents, 'hands up', 'don't call out', 'is

10	bid	b	Realized by a closed class of verbal and non-verbal items – 'Sir','Miss', teacher's name, raised hand, heavy breathing, finger clicking. Its function is to signal a desire to contribute to the discourse.
			John the only one'. Its sole function is to evoke an (appropriate) bid.
11	nomination	n	Realized by a closed class consisting of the names of all the pupils, 'you' with contrastive stress, 'anybody', 'yes' and one or two idiosyncratic items such as 'who hasn't said anything yet'. The function of nomination is to call on or give permission to a pupil to contribute to the discourse.
12	acknowledge	ack	Realized by 'yes', 'OK', 'cor', 'mm', 'wow', and certain nonverbal gestures and expressions. Its function is to show that the initiation has been understood, and, if the head was a directive, that the pupil intends to react.
13	reply	rep	Realized by a statement, question or moodless item and non-verbal surrogates such as nods. Its function is to provide a linguistic response, which is appropriate to the elicitation.
14	react	rea	Realized by a non-linguistic action. Its function is to provide the appropriate non-linguistic response defined by the preceding directive.
15	comment	com	Realized by a statement or tag question. It is subordinate to the head of the move and its function is to exemplify, expand, justify, provide additional information. On the written page, it is difficult to distinguish from an informative because the utsider's ideas of relevance are not always the same. However teachers signal paralinguistically, by a pause, when they are beginning a new initiation with an informative as a head; otherwise they see themselves as commenting.
16	accept	acc	Realized by a closed class of items – 'yes', 'no', 'good', 'fine', and repetition of pupil's reply, all with neutral low fall intonation. Its function is to indicate that the teacher has heard or seen and that the informative, reply or react was appropriate.
17	evaluate	e	Realized by statements and tag questions, including words and phrases such as 'good', 'interesting', 'team point', commenting on the quality of the reply, react or initiation, also by 'yes', 'no', 'good', 'fine', with a high-fall intonation, and repetition of the pupil's reply with either high-fall(positive), or a rise of any kind (negative evaluation).

18	Silent stress		Realized by a pause of one or more beats, following a marker. It functions to highlight the marker when it is serving as the head of a boundary exchange indicating a transaction bou
19	metastatement	ms	Realized by a statement which refers to some future time when what is described will occur. Its function is to help pupils to see the structure of the lesson, to help them understand the purpose of the subsequent exchange, and see where they are going.
20	conclusion	con	Realized by an anaphoric statement, sometimes marked by slowing of speech rate and usually the lexical items 'so' or 'then'. In a way it is the converse of a metastatement. Its function is again to help pupils understand the structure of the lesson but this time by summarizing what the preceding chunk of discourse was about.
21	loop	l	Realized by a closed class of items – 'pardon', 'you what', 'eh', 'again', with rising intonation and a few questions like 'did you say', 'do you mean'. Its function is to return the discourse to the stage it was at before the pupil spoke, from where it can proceed normally.
22	aside	z	Realized by statement, question, command, moodless, usually marked by lowering the tone of voice, and not really addressed to the class. As we noted above, this category covers items that we have difficulty dealing with. It is really instances of the teacher talking to himself: 'It's freezing in here', 'Where did I put my chalk?'

The class analysis of Shree Mangal Sing secondary school, Amardaha

Students: Welcome sir

Teacher: Thank you. Are you fine?

Students: Yes sir

Teacher: Turn over page number 66. What do you see on the picture?

Students: Boy, baby, girl

Teacher: You see a baby boy or a girl. Read the first paragraph. Dipa

Student: 28th august my little sister is only one and a years old but she can do6
… ummm

Teacher: Amazing

Student: amazing things. She can't walk but she can stand … shakily for a few
seconds. She can …..

Teacher: Crawl

Student: Crawl very faston her hands and feet though. She can't speak Nepali,
let alone English, but she can … smile. Finished sir.

Teacher: Thank you, you finished the first paragraph

Sabaile maile padheko sonata. Ma timerka lagi padhi dinchu.

Teacher: 28th august my little sister is only one and a years old but she can do
amazing things. She can't walk but she can stand … shakily for a few
seconds. She can Crawl very fast on her hands and feet though. She
can't speak Nepali, let alone English, but she can smile.

Ma euta prashna sodhchu la.

How old is the little sister?

Students: One and a half

Teacher: Can she walk?

Students: No

Teacher: She can't walk.

Student: What is the meaning of amazing?

Teacher: *Chakka parne Yasko artha bujheu?*

Student: *aliali*

Teacher: *Yasko artha suna la. Meri sani bahini ded barsaki che tara u anoutha kam garna sakche. U hidna sakdina tara kehiber hallidai ubhina sakche. Ani chito bame pani sarche. U nepali English kehi jandina tara ramro muskuruche?*

Bujheu?

Students: yes sir.

Teacher: Shrisha, stand up and read the second paragraph.

Student: She has a beautiful smile. She can ……

Teacher: dazzle

Students: Dazzle you with it. What amazes me most is that she can sleep for hours in her little cot. She looks so ….. beautiful in her sleep. ..yesterday she amazed us she pointed at mama and said ma… ma I wonder when she will call me sister amrita

Teacher: Yaha sonata

Usko uskanle timilai makkha parcha. U kokrama ghantau samma sutche. Hijo ta amalai dekhayera mamy bhani. Malai kahile amrita didi bhanli?

Narayan, Read the third paragraph

Student: She is small but very ….

Teacher: stubborn

Student: Stubborn. She can go on crying for hours if you don't give her what she asks for. She Fascinates us with her silly little acts her Clumsy walk, babbling talk and so on. She is also very clever. She has been able to make friends with Tommy, the dog and Tooty, the cat like us they are also very fond of her. Everyone who visits our place falls in love with her. She is such a ………..

Teacher: Cute

Student: Cute little doll that you cant help loving her

Teacher: sit down *E halla nagara hai*

Yaha suna. Sanai bhayepani u jiddi che. Thuprober runa sakche mageko paina bhane. U bathi bhayekale kukur ra birala uska sathi hun. Jasle pani maya garcha

Teacher: Karuna read the last paragraph

Students: Sometimes I feel ….

Teacher: Jealous. That is JEALOUS

Students: Jealous of her. I ….. envy her freedom. She can do whatever she likes: sleep for hours, throw whatever is within her reach, and tear a magazine or a book. Break a mirror, ask anything she likes. And neither papa or mama would mind.

Teacher: Read the remaining part, Ashish

Students: Instead , they seem very happy to satisfy her whims. Sometimes I wish I were her. Then I wouldn't have to read all these bulky books and worry about the exams. I would sleep in that little cot of hers and papa and mama would hover round me.

Teacher: *Aba yo sani nani ko dekhi didilai ris uthcha. Nanile je garna paucha. School janu pardaina. Exam, kitabko tension chaina. Ma pani sani thiye bhane sutirahana pauthe ama buwale sadhai heriranu hunthyo.*

Teacher: Did you understand?

Students: Yes sir

Teacher: What is the name of the dog? Suchin,

Students: Tommy

Teacher: Tommy. The cat's name supriya …..?,

Students: cat

Teacher: Tell the name

Students: Tooty

Teacher: Tooty is the cat.

Turn over page 67.

 Fill the cross word puzzle and write tick the best answer

This is your homework.

Students: thank you sir

End of the class

The class analysis of Shree Parbati Secondary School. Darbesha 5,

Students**:** Good morning, sir

Teacher**:** Good morning. How are you?

Let's go to the topic today. What is this?

Student**:** Pen, sir

Teacher: Can you spell it?

Student: PEN

Teacher: good. What is the pen used for?

Student: We write with a pen.

Teacher: You are right. A pen is used for writing.

Next student please. Divya. What is a pen used for? Divya

Student: A pen is used for writing, sir.

Teacher: Very good. A pen is used for writing.

Let's go to the next item. What is this Sunil?

Students: This is a camera.

Teacher**:** Right, This is a camera.

Spell it please

Students: CAMERA

Teacher: Good, camera

What is a camera used for? Rashmi.

Student: We take photo. Sir

Teacher: Yes, we take photo.

A camera is used for taking photo. Please repeat it.

A camera is used for taking photo

Students:(. A camera is used for taking photo.

Teacher: What is a pen used for?

Students: A pen is used for writing.

Teacher: And what is a camera used for?

Students: A camera is used for taking photo.

Teacher: What is a duster used for?

Students: Cleaning blackboard

Teacher: A radio is used for? What is a TV used for?

Please turn over page number 71. Keep silent. Number 7,

Let's play a game. Name of the object,

spelling of the word and one use

Student: What is this? Sir.

Teacher: This is a broom.

Student: *Broom bhaneko k ho?*

Teacher: *jaba timro ghar fohar huncha kele sapha garchau*

Student: *Kucho*

Teacher: So it is a broom. What is this?

Student: This is a broom.

Teacher: Broom, you are right. That is a broom. What is a broom used for?

Students: A broom is used for cleaning house .

Teacher: WATCH, spell it.

Students: WATCH

Teacher: What is a watch used for?

Please look at the sentences about a camera and a pen on the

blackboard. Now answer. What is a watch used for?

Students: A watch is used for.. …..time

Teacher: Good. A watch is used for time.

A watch is used for keeping time.

Yasari nam, spelling ra euta use chitraka saman ko lekhna sakchau

page number 91 page number 7

Students: What sir?

Teacher: Do you see pictures of objects?

Students: Yes sir.

Teacher: You see a watch, stapler, scissors, broom hammer…. …. …. ……….

Tell the use and write them on the copy ok.

Students: ok sir

Teacher: Thank you. See you tomorrow.

Students: Thank you sir for teaching us

End of class

Students: Good morning sir

Teacher: Good morning. sit down

What is our lesson?

Students: Unit 13 Page 106

Teacher: Read the first paragraph and tell me the difficult words.

Student: *Yo ke ho sir?*

Teacher: Occasion *Occasion bhaneko* mouka, bela

Student: This sir?

Teacher: Neighbour.

Student:*Neighbour bhaneko*

Teacher: *chimeki*

Student: Arrange means?

Teacher: Arrange. *Milaunu*

Read the second paragraph and tell the words.

Students: Sir this?

Teacher: Lap

 Lap means '*kakh'*

Student: Behind means?

Teacher: Behind means '*pachadi'*

        Now read other paragraph.

Students: Squatted means?

Teacher; *'Tukrukka basnu'*

Student: Herbal?

Teacher: *Biraloko naam*

Students:Hangs?

Teacher: Hangs means *jhundyaunu*

Tell the word meaning once

Neighbour means

Students: *Chimeki*

Teacher: Occasion means?

Students:*Bela , mouka*

Teacher: Arrange

Students: *Milaunu*

Teacher: Lap

Students:: *Kaakh*

Teacher: Behind

Students: *Pachadi*

Teacher: Squatted

Students: *Tukrukka basnu*

Teacher: Herbal

Students: *Biraloko naam*

Teacher: Hangs

Students: Jhundyaunu

Teacher: *Aba timiharule yo lesson ko word meaning padhera aunu parcha. Ma voli sodhchu.*

I'll ask you

Students: Ok sir

Class ends.

The class analysis of Shree Public Secondary School Rangeli 1

Students: Good afternoon sir

Teacher: Good afternoon

Turn over page number 7

Today' lesson is Jayapuri Orphanage cycle competition

Maile padhda kitab hera la najaneko thauma sodhnu.

Jayapuri orphanage cycle competition.

Date Saturday 14th August

Distance 15 km

Minimum age: 16 years and above

Maximum time limit: 20 min

Time: commencing 6 a.m.

Those wishing to participate can get further information from the office.

Gore Sherpa

Sports Secretary

Sagun Decondary School

Bhotepul Dharan

Suneu? Bujheu ki bujhenau? La bhanata. What is the name of the competition?

Students: Jayapuri orphanage cycle competition

Teacher: Ho Jayapuri orphanage cycle competition

Students:*Orphanage vaneko ke ho sir?*

Teacher: Bau ama nabhaka bachcha basne thau

Students: *Anathalaya ho sir?*

Teacher: Right anathalaya anathashram ho

When is the competition? Tell kajol?

Students: ……..… …. … Saturday 14th august

Teacher: What is distance? Roshna

Students: 15 kilometer

Teacher: Right. Sit down

What is the age limit? Dipal

Students: …...... 16 years

Teacher: Sit down. 16 years and above

Arko panama town hall dekhchau? Tyaha bata competition suru huneracha.

Students:yes sir

Teacher: Read the last paragraph page 58,

Padhi sakeu haina

Students: yes sir

Teacher: *Timiharulai yi sabdako meaning aucha? Junction bhaneko ke ho?*

Students: Thaha chaina sir

Teacher: *Junction bhaneko dui bato mileko thau: dobato thaha cha ni tei ho.*

You see the map *Tyo cycle competition ma kata kudaunu parne vayo bhanne yaha deko cha.*

Yasari bholi bata hami giving direction padhnechau.

Talako homework garera leu hai

Students: *Huncha sir*