

**EFFECTS OF VERBAL AGGRESSION IN THE
ENGLISH CLASSROOM**

**A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master's Degree in Education
(Specialization in English Education)**

**Submitted by
Babu Ram Basnet**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2010**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Babu Ram Basnet** has prepared this thesis entitled '**Effects of Verbal Aggression in the English Classroom**' under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2066-11-

.....
Dr. Tirth Raj Khaniya

Professor

Department of English Education

Faculty of Education

T.U., Kirtipur,

Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following 'Research Guidance Committee'.

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

T.U., Kirtipur

Chairperson

Dr. Tirth Raj Khaniya (Guide)

Professor

Department of English Education

T.U., Kirtipur

Member

Dr. Jai Raj Awasthi

Professor

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U., Kirtipur

Member

Date: 2066-11-

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following 'Thesis Evaluation and Approval Committee'.

Signature

Dr. Chandreshwar Mishra

Professor and Head
Department of English Education
T.U., Kirtipur

Chairperson

Dr. Jai Raj Awasthi

Professor
Department of English Education
Chairperson
English and Other Foreign Languages Education
Subject Committee
T.U., Kirtipur

Member

Dr. Tirth Raj Khaniya (Guide)

Professor
Department of English Education
T.U., Kirtipur

Member

Date: 2066-11-

DECLARATION

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

Babu Ram Basnet

Date: 2066/11/

DEDICATION

*Dedicated to
my parents*

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Date :

Babu Ram Basnet

ABSTRACT

The present study entitled “Effects of Verbal Aggression in the English Classroom” aims to find out the terms used in verbal aggression by the teachers in the classroom and to determine the effects of such expressions on students' academic achievement. This is a very heated subject which is rarely discussed in our academic world. However, I feel that there is a great need for academic awareness to be brought to this issue. This research study was done by using both primary and secondary sources of data. For primary data, the researcher visited two schools of Kathmandu valley with checklists and test papers prepared for the purpose. The study has found that verbal aggression was a highly prevalent and stable phenomenon in our classrooms and a few number of High - at - Risk Groups' students' school marks in that particular subject as well as their behaviours were affected/ influenced which ultimately led them to low/ poor academic achievements.

The thesis consists of four chapters. Chapter one deals with the introduction which comprises general background of the study, literature review, objectives of the study and significance of the study. Chapter two introduces methodology adopted for the study. It encompasses sources of data, sample population, sampling procedure, tools for data collection, data collection procedures and limitations of the study. The third chapter is the main part of this study which includes analysis and interpretation of the data. The statistical tools such as t-test, frequency and percentage along with different tables and graphs were used while analyzing and interpreting the data. Chapter four incorporates findings and recommendations. On the basis of rigorous analysis and interpretation, significant findings and recommendations for pedagogical implications are made.

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SYMBOLS AND ABBREVIATIONS

\$:	Dollar , the unit of money in the US, Canada, Australia and several other countries
%	:	Percentage
A.D.	:	Anno Domini
B.S.	:	Bikram Sambat
CUP	:	Cambridge University Press
Dr.	:	Doctor
e.g.	:	exempli gratia (meaning for example.)
ELT	:	English Language Teaching
et al.	:	and others
etc.	:	etcetera
f	:	Frequency
GMAT	:	Graduate Management Admissions Test
GRE	:	Graduate Record Examination
H.S.E.B.	:	Higher Secondary Education Board
i.e.	:	id est (meaning 'that is')
INDEBS	:	Indradhanush English Boarding High School
KSBS	:	Kirti Secondary Boarding School
M.Ed.	:	Master's Degree in Education
NELTA	:	Nepal English Language Teachers' Association
No.	:	Number
OUP	:	Oxford University Press
Prof.	:	Professor
SAT	:	Scholastic Aptitude Test
SLC	:	School Leaving Certificate
T.U.	:	Tribhuvan University
IELTS	:	International English Language Testing System
TOEFL	:	Test of English as a Foreign Language
U.K.	:	United Kingdom
U.S.A.	:	The United States of America
U.N.O.	:	United Nation Organization
Viz.	:	That is namely (Latin videlicet)

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language occupies a central position in the human universe, so much so that it is often cited as a major criterion for defining human kind.

Language and the problems of understanding its nature and use represent critical components of academic and professional fields. Its use in the coding and processing of knowledge makes it relevant to psychology. As a tool of reasoning it impinges upon logic and philosophy. As a repository of one's cultural world view, it is part and parcel of anthropology. As an instrument of social intercourse and a mark of social identity, it interacts with sociology. It is central to bilingual education and literacy for its role in language acquisition and language processing. To gain understanding of the complexities of human language is thus to gain entrance into a great number of fields of academic investigation and practical use.

Language is the major means of communication. Larsen-Freeman (2007) has focused language as a means of communication when she says, "Language is the first of two planes in the two-plane process of communication. In the second planes are the factors which influence the linguistic message" (p. 83).

Everyone, in every walk of life, needs language in practice. Language, therefore, stands at the center of human affairs, from the most prosaic to the most profound. The essence of language is human activity-activity on the part of one individual to make him/her self understood and activity on the part of other to understand what was in the mind of the first. For

Varshney (2003), "Language dissipates superfluous nervous energy, directs motion in others both men and animals, sets matter in motion as in charms and incantations, transfers knowledge from one person to another, from one generation to another (p.1). As it is the main vehicle of human communication, language is indispensable. It is the universal medium for conveying facts including complex thoughts, emotions and feelings of every human being. It is a special gift of mankind because of which human beings seem to be extraordinary and superior to all species on this earth in many respects. So, it is the greatest accomplishment of human civilization. It is the God's special gift to mankind without which human civilization, as we now know it, would have remained far behind and we would have remained only a dumb animal. It is perhaps the most significant asset of human life. Verma and Krishnaswamy (1989, p.3) quote Descartes' view 'Thanks to Language, Man became Man.'

Obviously, human beings are considered to be the highest social creature due to the possession of language through which they can develop the social relationship between the people from different society and culture in a community. It makes use of vocal noises made by human vocal apparatus. Hall (1968) is of the opinion that "Language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols." (as cited in Lyons, 1981, p.4). In another definition of language given by Richards, Platt and Platt (1999, p. 196) language is as "the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances." In this definition, writers have presented language as a device which establishes sound – meaning correlations, pairing meaning with

signals to enable people to exchange ideas through observable sequence of sounds. That is why it can also be defined as "contextualized systematic sounds."

Thus, language is the voluntary vocal system of human communication and is expressed by 'symbols', the vocal signals that are actually transmitted from a sender to a receiver in the process of communication and interaction. Sapir (1921) states "Language is a primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols" (as quoted in Varshney, 1993, p.3). Thus, language is mainly used by humans to communicate their ideas, emotions, feelings and desires by means of symbols. Nobody gets a language in heritage. So, it is non-instinctive. In addition, language is a convention, tradition as well as manner, morals and mythology of a society are passed on to the next generation. Indeed, it is a basic ingredient in virtually every social situation.

The thread that runs through all the activities such as haggling with store clerks, telling off umpires, gossiping with friends as well as negotiating contracts, discussing ethics, explaining religious beliefs, etc. is communication people trying to put their ideas over to others. Language, therefore, is used for various purposes such as academic, official, personal, social and so on.

In the words of Halliday (1973, p.8), "Language is the primary means for the transmission of culture from one generation to the next." Thus, language is the medium through which the manners, morals and mythology of a society are passed on to the next generation. Indeed, it is a basic ingredient in virtually every social situation. Here convention refers to mode of behaviour of people, tradition refers to generalization of

language from different people and social incitation means that language is based on society. Malinowski (1923) is of the opinion that language is dependent on the society in which it is used, therefore, it is not a self-contained system. Moreover, it is evolved to meet the demands of any given society and its use in that society is entirely context bounded. So, it is a social phenomenon/ social institution. Hymes (1965) also views the language as an integral part of culture and society. According to Robinson (1974):

Language pervades social life. It is the principal vehicle for the transmission of cultural knowledge, and the primary means by which we gain access to the contents of others' minds. Language is implicated in most of the phenomena that lie at the core of social psychology: attitude change, social perception, personal identity, social interaction, inter-group bias and stereotyping, attribution, and so on. Moreover, for social psychologist, language typically is the medium by which subjects' responses are elicited and in which they respond: in social psychological research, more often than not, language plays a role in both stimulus and response. Just as language use pervades social life, the elements of social life constitute an intrinsic part of the way language is used. Linguists regard language as an abstract structure that exists independently of specific instances of usage (much as the calculus is a logico-mathematical structure that is independent of its application to concrete problems), but any communicative exchange is situated in a social context that constrains the linguistic forms participants use. How these participants define the social situation, their perceptions of what others know, think and believe and the claims they

make about their own and others' identities will affect the form and content of their acts of speaking (p. 2).

It is not just a social phenomenon but psychological and logical system as well, as Chomsky (1965) says that language is the innate capacity of native speakers to understand and form grammatical sentences.

As we know from the above discussion that being very complex phenomenon it has many facets: all attempts to define it have proved inadequate. Eventhough in a nutshell, I would like to end/wrap up this part borrowing the words of Gardinar (1965): "Language in its widest sense means the sum total of such signs of our thoughts and feelings that are capable of external perception and as could be produced and repeated at will"(p.5). Thus, language is many things: a system of communication, a medium of thought, means of self-expression and social control, the marker and unmarker of human relationships and a vehicle for literary expression.

1.1.1 The English Language and its Importance in Nepal

Every language has its own conventions of establishing intimacy or sharing feelings between people. Among the thousands of different languages in the world today, English is the most popular and dominant language :

It is the first language for the most people in the USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa and several Caribbean countries. It is used as second language throughout the world especially in commonwealth countries and many international organizations (Crystal, 1997, pp.2-3).

It is a global language because it belongs to the groups of Indo-European West Germanic language family which is the largest and the most significant language family of the world where a large number of people speak it as their mother-tongue. It is spoken as a native language by more than 300 million people and taught as a foreign language in over hundred countries at present. Similarly, it is also a second language in many countries. In about 25 countries English has been legally designated as an official language: in about ten, it is the sole official language and in some fifteen others it shares that status with one or more other languages. Likewise, if we look at the media, we find that over 50% of world's newspapers, over 50% of world's scientific and technical periodicals and more than 60% of world's radio stations use English as a medium of communication. English has become a global language because of the rapid spread of industrial development, science and technology, international trade and commerce and the close independence of nations. It is an international lingua franca as well as one of the official languages offered by the UNO. It has penetrated deeply into the international domains of political life, business, communication, entertainment, media and education. In this way, English has become the tool to watch the world and to gain diverse knowledge in many areas (Quirk, et al., 1985, pp.3-4). It is the treasure house of knowledge and figures out the western culture. It is a noble language and possesses one of the finest literatures in the world. According to Manivannan's (2006):

English is available to us as a historical heritage in addition to our own language. We must make the best use of English to develop ourselves culturally and materially so that we can compete with the best in the world of mind and matter. English language is our window to the world. English language is one tool to establish our viewpoint. We can learn

from others experience. We can check the theories of foreigners against our experience. We can reject the untenable and accept the tenable. We can also propagate our theories among the international audience and readers.
(<http://www.usingenglish.com/teachers/articlesimportance-english-language.html>)

The English language entered Nepal in the time of Bhimsen Thapa. It was introduced into the education or academic field with the establishment of Durbar High School in 1854 A.D. So, it was introduced formally in the school level education system about one hundred and fifty-six years ago that is in 1854. Teaching English was included in the curriculum of higher level (campus level) education in Nepal with the establishment of Trichandra College in 1918 A.D. English teaching situation in Nepal is built upon different historical facts, and the way a nation responds to them. Largely the decisions on the questions-which foreign language, what type of it and how much of it are decided by the political, historical as well as administrative stand points which mostly the elitist academia hold. Though Nepal had never been politically under the British colony, it psychologically shared with the Indian experience of being colonized through the English language. Therefore, many facts regarding language policy in Nepal share with those of India. For years English has occupied a prominent place in the Nepalese syllabus and for years it stood for the teaching and the learning of it through literary genres, the methods being unquestionably grammar-translation and direct. But the objectives of teaching and learning English were never defined clearly; it was there because Indian system of modern education consisted of English and to a large extent until the early sixties Nepalese education system followed this model, naturally many people then the policy makers of Nepal had

earned degrees from Indian universities. Since the beginning English was taught from primary to the graduate level courses as a compulsory subject, and it has still remained so.

It was in the early 1970s that the Nepalese government took an initiative towards the total overhauling and restructuring of education system of the country in which the objectives of teaching English or any foreign language for that matter were clearly defined or redefined-it was introduced as a language of science and technology, foreign contact, tourism and library use. Accordingly the focus of teaching shifted to the development of language skills and so was the method of teaching language skills-mostly structural functional. This focused the functional value of English. School level syllabuses were reshaped accordingly. At the university, the syllabuses for English for specific purpose were also designed. In the early 1980s, the private sector came to the fore which prompted the decentralization of education system of the country and the entrepreneurs wanted to invest on education that is by opening up private schools and colleges in parallel with those of the government system. In response to the public demand and the call of the time they started opening up private English medium schools. Firstly, they were confined to the urban centers, which attracted mostly the high income group population. Gradually in a span of 30 years today, English medium schools have proliferated extensively far and wide to each and every corner of the nation, every district in the hills and inaccessible high mountains as well as the far-flung places of the nation- all went for the English medium schools though many cases there was a shortage of qualified teachers, appropriate textbooks, and physical facilities. But as a whole they showed better performance and obviously the private sector went far ahead of the government and still the result is same. And the

products from there have got more opportunities not only in the national level but also in the international arena. We cannot define the status of English in Nepal while excluding the political situation of the nation- especially the Maoists' insurgency that has ravaged the nation within a decade. During this period English medium schools had gone through somehow unrest and conflict situation. According to the population census (2058), 1037 people speak English as their native language or mother tongue in Nepal. So, the English language stands in the sixty-fourth position in Nepal on the basis of its native speakers. It is the bird's eye view on historical background of English in Nepal without which this part would remain incompleting.

Now, let us talk about its present status. Today, out of the total approximately 31 thousand primary to higher secondary schools, (that is, grades I to XII), almost half the numbers are English medium ones. In such schools, all subjects except the national language, Nepali, are taught in English whereas, in government owned public schools, all subjects except the English language are taught in the national language, i.e. Nepali. However, both these streams meet finally at the same point, compete for the same end when students sit for the same School Leaving Certificate Examination at the end of the 10th grade or Higher Secondary Education Board Examination at the end of the XIIth grade. Altogether about five hundred thousand students appear in each of these national examinations every year, and half of that go for the university level examinations. An alarming number of students from the Nepali medium schools fail because they cannot secure pass marks in English (the failure rate of the students in English at school level is about 55%, at the university it is about 65%). This results in huge wastage in resources. This is the situation of the total education system from the primary to

university levels in Nepal. Because of high rate failure in English, mainly in SLC, outrageous miseries like suicide are taking place every year mainly in the government-aided schools. It also reflects how difficult and discouraging learning and teaching of English is. We have many SLC graduates, entrants, and professors at different level as teachers of English. It is not bizarre to say that we can observe the classroom with mincing English of teachers producing mirth from the students. It is easy to enunciate that someone is an English teacher but very difficult to be in practice in the sense that s/he cannot teach in the way it has to be taught. The milieu of ELT is happening so because of the lack of expertise in Nepal.

There is no doubt that English has got ovation in Nepal in its use in pedagogy, mass media and so on. But because of the lack of its professional development teaching of the English language doesnot seem to go satisfactorily. Skilled manpower is today's need and lack of exposure is another encumbering factor. Teaching of the English language in Nepal remains in vicious circle with nebulous ideas and practices. One of the greatest misfortune is that the theories which have been adapting here are experimented in a native language context which lack relevancy to our context. We donot know which method is suitable for us. Thus, standard of ELT in Nepal is no more than parasite. Simply put the teaching on English is in chaos with a number of methods and techniques along with vague approaches. The next problem faced here is the lack of adequate and appropriate materials for teachers and students both. And the next, the curriculum has clearly mentioned that the method of teaching to be adopted would be communicative and accordingly, listening and speaking components are focused from very beginning but

the teachers' qualification and their experience contradict with this objective. Besides, they have to handle very large classes without any physical facility in many cases, without electricity. So, it has a long way to go for laying a strong foundation here. It is high time for the government working collaboratively with the agencies such as NELTA, British Council and American Center etc. for the upliftment of ELT situation in Nepal and government should make a lot of constructive investments for the proper management of the English department and classrooms of T.U. and should establish it as an autonomous Central Department of Applied Linguistics and English Language Teaching.

Despite this, in a country with a literacy rate of around 50 percent, and women's position quite deplorable, with an annual per capita income of about \$ 200, people's need and also craving for English has now become very strong. This is mainly because they would like to escape the atrocity, terror and death toll mounting within the nation. Therefore, a large number of population is migrating from the country permanently or temporarily, for employment mostly as manual workers abroad. They need minimum level of communicable English for survival. Therefore, one can easily find English language training centers, communication centers, or a cyber cafe at almost every town even outside the capital city of Kathmandu because people have by now experienced that world labour market is more easily accessible to those who possess even the lowest level of survival English and those who have better performance can command higher prestige everywhere. Therefore, even the poorest parents wish to enroll their children at the English medium schools that cost them much more than they can afford compared to the free

government schools. With the knowledge of English, the young generation has now become a member of the cyber culture, is enjoying world citizenship in true sense. They enjoy western music, appreciate continental food, wear foreign dress and contact persons and institutions throughout the world for love or employment, for job or higher studies, for travel, enterprise or adventuresome life in any part of the world which has now lost all its borders. One can see that thousands of Nepali citizens are applying for foreign visa every month in search of new life in the world. A large amount of national earning goes towards the preparation of TOEFL, IELTS, SAT, GRE, GMAT and other standardized tests. Anyone who has had English medium schooling has advantages over others in questions of exploring the world. This has lured and attracted all, and this trend is growing further. This issue is directly touched to English language teaching and learning. A public school's teacher does not see bright future in his own school as well in Nepal because he works in government-aided school but sends his child in private school. Therefore, people's craving for more English is very intense and irresistible in Nepal. In the recent years this has compelled even the government policy makers to take new decisions, which have supported the cause for moving towards English medium. Now a days, national and international seminars, conferences, and sessions are being held in English. Most of the research reports and dissertations are also produced in English. Regarding the importance of the English language in Nepal, Malla (1977, p.12) writes "English is undoubtedly of vital importance for accelerating the modernization process in Nepal, and in so far as education is an agent of such a process the place of English in Nepalese

education as a foreign language is secure and unassailable.” He further says that Nepal needs English especially for two purposes:

-) to have access to the scientific and technical knowledge of the modern world.
-) to establish effective channels of communication with the rest of the world.

Similarly, Sthapit (2000, pp. 2-3) points out that the English language is essential in the case of Nepal for the following activities:

-) to participate in classroom interactions;
-) to study course materials and other related academic professional matters;
-) to use it as a medium of expression in assignments, tests and examinations;
-) to read things for pleasures and general information;
-) to gain access to the world body of knowledge;
-) to appreciate movies, plays, talks, radio and television program, etc;
-) to keep themselves abreast of what is going on around the world;
-) to participate in international meetings, seminars, conferences, etc;
-) to communicate with foreigners in general;
-) to develop their personality and enhance their career development.

One of the most important roles of English in Nepal is that it has become the only voice of human rights and democracy and is helping people to fight for these causes. Through this they receive information and make their voices heard. This is the only language with which the educated mass, intellectuals, freedom fighters, and human rights activists can hold

their dialogue with the rest of the world. The nation would be shrouded in darkness of oppression and atrocity if there were no English language. Surprisingly, we hear the voices of even the Maoists, who have remained dead against the spread of English, through English and in English. It is a great liberator, a common language for the oppressed and the oppressor, the democrat and the dictator for putting their causes before the world. Ultimately, we are in need of more English to guarantee humanity, democracy and peace... ELT in Nepal has a clear scope of endless days in the future. There is no alternative to English, a language of global importance of liberty, diplomacy, business, education and employment and the promotion of human rights and the establishment of democracy. Even national development, administration and governance are stagnant unless we interpret the achievement made in IT, which is largely the interpretation or understanding of English in our languages (Bhattarai, 2006, pp. 4-5). Nepal needs English for academic activities, to establish diplomatic relations with the foreign countries, to run trade, business and industries, and for the development of advanced science and technology. Moreover, it is necessary to ensure better career within and outside the country. So, English has almost become the language of survival in Nepal.

In this way, English has an important place in Nepal. There are very rare fields in Nepal, which are not in touch with English. The rapid increment of English users or speakers and the rapid growth of English medium schools and their impact on society are sufficient for us to know how important the English language is in Nepal.

1.1.2 The Functions of Language

Language is often described as having three main functions: descriptive, expressive and social. The definitions of language as ‘a system of communication’ and ‘a vehicle used for the sake of communication’ throw light on the functions of language. Language has many communicative functions. A function of language refers to the purpose for which an utterance or unit of language is used. Communicative function refers to the ways in which a language is used in a community. Thus, to define language function we can say that what language does is its function, i.e. the performance of a particular utterance. The nature of language is closely related to the demands that we make on it, the function it has to serve. Communication is possible through the use of language so that it is a universal function of language. In terms of language study, a function refers to the purpose for which a language forms or phenomenon exists. More, broadly, function refers to the purpose for which an utterance is made. An utterance can be of any length of speech that communicates some meaning. Function refers not only to individual words and how they relate to each others but also how words are used too. For instance in some languages it is possible to repeat something for some effect. Different scholars have viewed language function differently. Some of the views are as follows:

According to Richards, Platt and Platt (1999), “Language functions are often described as categories of behaviour, e.g., requests, apologies, complaints, offers, compliments” (p.148). Similarly, Halliday (1973) gives emphasis to the purpose of language when he mentions:

A functional approach to language means, first of all, investigating how language is used: trying to find out what is the purpose that language serves for us, and how we are able to achieve these purposes through speaking and listening, reading and writing (p.7). Likewise, for Crystal (2003), "The function of language is to communicate ideas, to express ideas and so on" (p. 192).

Sthapit (2000) also focuses the purpose of language when he compares a language function with a thing by saying:

A thing can be said to have at least three facets: substance, form and function. For example, the three facets of a glass can be described as:

Substance: glass, steel, paper and plastic.

Form: Cylindrical with one end open.

Function: Serving liquids.

Similarly, a language can also be said to have the following three facets:

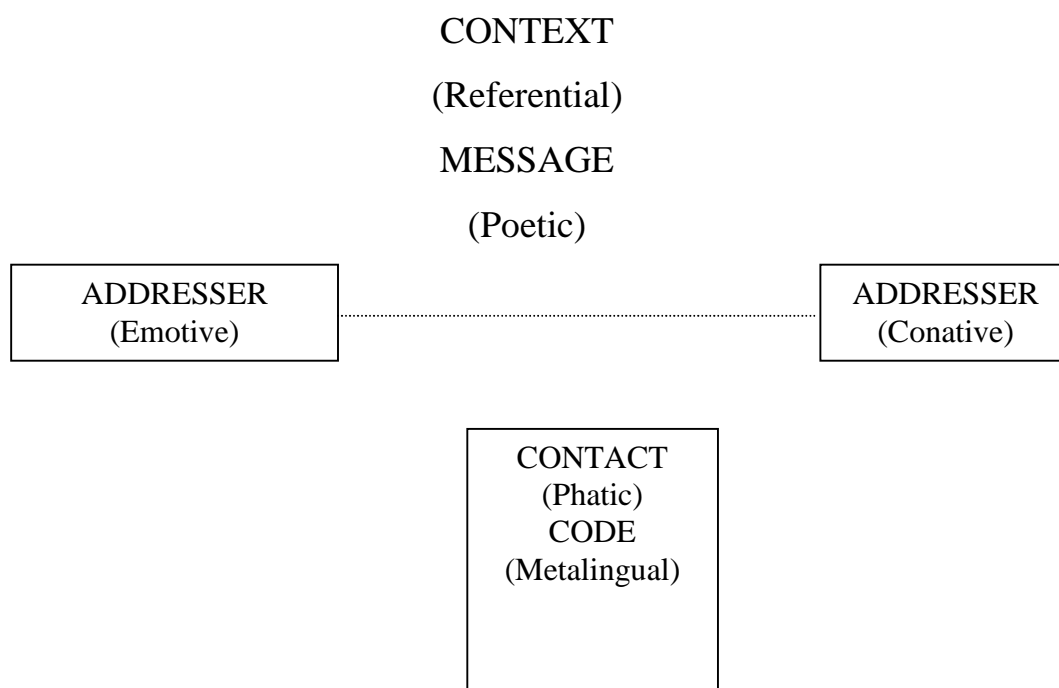
Substance: sound /letters/ punctuation

Form: Pattern of sounds/letter/ words and phrases.

Function: Communicating message (p.9).

To sum up, though different linguists have distinguished language functions differently classifying them into various categories, the renowned Russian- American linguist Roman Jakobson's classification is found to be relevant to the present research work. So, his classification is as follows:

His classification of language function can be described with the help of following picture:



Holenstein (1976), as given in Yalden (1983).

This picture can be illustrated by the help of the following table:

Target Factor and Function No.	TARGET FACTOR	SOURCE FACTOR	FUNCTION
1.	Context	Message	Referential
2.	Addresser	Message	Emotive
3.	Addressee	Message	Conative
4.	Contact	Message	Phatic
5.	Code	Message	Metalingual
6.	Message	Message	Poetic

This table shows that each factor is the focal point of an oriented relation, or function, that operates between the message and the factors. This yields six functions.

In this way, Jakobson's (1960) model of the functions of language distinguishes six elements, or factors of communication, that are necessary for communication to occur:

(1) a context (the co-text, i.e. the other verbal signs in the same message, and the world in which the message takes place, (2) an addresser (a sender or enunciator), (3) an addressee (a receiver, or enunciatee), (4) a contact (between an addresser and addressee), (5) code (a common code), and (6) a message. The functions are the following, in order: (1) Referential-the utterance focused on context is referential function. It describes the states or event in the world and is oriented toward the context (the dominant function in a message like 'Water boils at 100 degrees'); (2) Emotive-this function is oriented toward the addresser (as in the interjections 'Bah!' and 'Oh!'); (3) Conative –this function is oriented toward the addressee (imperatives and apostrophes); (4) Phatic –this function serves to establish, prolong or discontinue communication [or confirm whether the contact is still there] (as in 'Hello?'); (5) Metalingual – this function is used to establish mutual agreement on the code (for example, a definition); (6) Poetic function (e.g., 'Smurf'), puts 'the focus on the message for its own sake' (p. 356).

This well-known model of the functions of language introduced by Jakobson can be disputed on several grounds from theoretical standpoint even if his '**Emotive Function of Language**' is found to be more relevant to this present study practically. So, I am going to discuss it in detail as follows.

1.1.3 Emotive Function of Language

Expression focused on addresser is called emotive function. It is a direct expression of the speaker's attitude toward what s/he is speaking about. Here the speaker's feelings, desires and emotions are expressed and the underlying meaning rather than the literal meaning of expression becomes important.

The emotive function of language, referring to expressing emotions, is realized verbally through exclamations, endearments, vulgar language or, in mimetic expressions. The key role in expressing emotions plays also the lexicon of words describing motions. On the borderline of verbality and non-verbality we can talk about parasegmental elements of language, like intonation, voice modulation or tone of voice. Nonverbal elements realizing emotive language are body language, with all its components, like gestures, facial expressions, eye contact or pose. The question if it is expected to express one's emotions, which concerns the distance between interlocutors, is defined by proxemics.

Emotive expression on two channels have three main functions, according to its influence on communication environment: (1) constructive function is a traditional realization of emotive function of language; (2) destructive function is realized in asocial behaviour and introduces confusion and disorder to communicative environment, and (3) phatic function is used for beginning, continuation and termination, attracting attention of listeners etc.

The so-called 'Emotive' or 'Expressive' function, focused on the addresser, aims at direct expression of the speaker's attitude towards what s/he is speaking about. It aims to affect the course of events or behaviour

of individuals too. It tends to produce an impression of a certain emotion whether true or feigned; therefore, the term “Emotive” has proved to be preferable to “emotional”. The purely emotive stratum on language is presented by the interjections. They differ from the means of referential language both by their sound pattern (peculiar sound sequences or even sounds elsewhere unusual) and by their syntactic role (they are not components but equivalents of sentences). The emotive function laid bare in interjections, flavors to some extent all our utterances, on their phonic, grammatical, and lexical level. If we analyze language from the standpoint of the information it carries, we cannot restrict the notion of information to the cognitive aspect of language. A man, using expressive features to his angry or ironic attitude, conveys ostensible information, and evidently this verbal behaviour cannot be likened to such non-semiotic, nutritive activities as “eating grapefruit”. The difference between [big] and the emphatic prolongation of the vowel [bi:g] is a conventional, coded linguistic feature like the difference between short and long vowel in such Czech pairs as [vi], ‘you’ and [vi:] ‘knows’ but in the later pair the differential information is phonemic invariants, the English /i/ and /i:/ appear to be mere variants of one and the same phoneme but if we are concerned with emotive units, the relation between the invariant and variants is reversed: length and shortness are invariants implemented by variable phonemes.

Let me incorporate Klinkenberg’s (1996, p.53) suggestion to extend the range of emotive function “The expression of ‘Emotive Function’ (which could more aptly be called ‘Expressive Function’) should not be understood in the usual sense, as referring to human affect. It actually has nothing to do with emotion. Any message, including the most neutral, reveals the condition of its sender.” Even the crackling of a defective

electrical part on a stereo system reflects this function, since it indicates the stereo's poor condition. The perfect addresser message equivalence would have to be the spontaneous cry of pain. Even though the cry may be "addressed" to a receiver, it is associated almost consubstantially with the addresser, thereby leaving the conative function empty, so to speak. Conversely, an educational message is intended for the addressee and generally entails an attenuation of the emotive function (when the functions are incompatible, at any rate).

1.1.4 The Sociological Functions of Language

The primary sociological functions of language, that is, those functions by which people relate to and influence one another, are of the following types: interpersonal, informative, imperative, performative, and emotive. The interpersonal function is listed first because of its strategic importance, despite the fact that it is often overlooked in discussions of the ways in which language is used by ordinary people in everyday circumstances.

The interpersonal function of language primarily involves the ways in which people negotiate and/or maintain social status, in other words, how they make use of languages to help establish themselves in the social "pecking order" and how they maintain these relations with other persons. In most languages there are quite distinct levels or registers, including ritual, formal, informal, casual, and intimate speech.

The use of these various levels or registers of language depends primarily upon the purposes of power and solidarity. People who wish to symbolize their power often talk down to others, and those who wish to increase their power often try to imitate the speech of those in power. To gain

greater solidarity with other people, a speaker or writer usually attempts to use precisely the same level that the audience uses and appreciates. This means that people become classified linguistically as members of an “in-group” or of an “out-group”. In groups- whether professional or social, often develop their own jargons and distinctive slang, and such social dialects may become so distinctive that one needs to speak of diglossia, two different forms of the same language, as in the case of Black English and Standard American English.

The emotive function of language involves altering the emotive state of receptors, and for this purpose it must depend heavily upon the associative or connotative meanings of words. The range of emotions which can be influenced by this function of language is unlimited since language can inspire deeply felt religious devotion and it can also prompt hilarious outbursts of laughter. The exploitation of this function of language has become the object of intense study by some linguists, the source of enormous wealth for gifted humorists, and the means of political power by those who can sway the crowds. Unfortunately, this emotive function of language is the least understood of all functions and therefore potentially the most dangerous and powerful, as well as the most honored and feared.

1.1.5 An Overview of Pragmatics

Pragmatics is the study of language from the point of users especially of the choices they make and the effects on the use of language to the other participants in an act of communication. It, therefore, plays an important role in the interpretation of discourse. It studies the language from the point of view of the users, their choices and constraints in using the language for social interaction.

It was started after the Chomsky's theory. So, it is taken as a young science. It is the young sub-discipline of the variable science called linguistics. It studies the contextual meaning of a language. Different schools have defined the pragmatics in their own ways. Some definitions are as follows:

Pragmatics is the science of linguistics in as much as that science focuses on the language using human, this distinguishes the pragmatics from the classical linguistics disciplines which first and foremost concentrated on the systematic result of the users' activity: language system and structures (Asher, R.E., 1994, p.3266).

Similarly, Richards, Platt and Platt (1999) defined pragmatics as "the study of the use of language in communication particularly the relationship between sentences and the contexts and situation in which they are used" (p. 284). It means language is a linguistic science which concentrates on how human use the language according to situation and how that specific situation expresses the meaning is pragmatics. In Leech's (1983) words, "Pragmatics is the study of meaning in relations to speech situations" (p.6). In the same way, Levinson (1983) defines pragmatics as "the study of all those aspects of meaning not captured in a semantic theory" (p. 12). Yule (1993) has defined pragmatics in the following sentences:

- a. It is the study of speaker meaning
- b. It is the study of how more gets communicated than is said.
- c. It is the study of the expression of relative distance (p.3).

So, according to these eminent linguists, it is the study of meaning as communicated by speaker and interpreted by listener. It is an analysis of

what people mean by their utterances that what the word and the phrases in the sentence might mean by themselves. It is the interpretation of what people mean by an utterance is a particular context of person, place and time. It is the exploration of inferences made by the listener about what is said to him. Thus, it is the study of the intended meaning of the speaker as well as the understood meaning by the listener. It examines into various aspects of how a great deal of what is unsaid is recognized as a part of what is said. Much of the 'said' and the 'unsaid' aspects of discourse can be explained by notion of distance, viz., in the physical, social, conceptual, linguistic and cultural backgrounds of the listener. On the assumption of how close or distant the listener is, we determine how and how much needs to be said and how much to be unsaid. Again, these definitions conceptualize pragmatics as a notion of appropriateness. A good language user should have the ability to use the language which is grammatically correct as well as contextually appropriate. Pragmatics deals with how language is used to communicate things. The same piece of language can be used by different users or in different social contexts and situations to mean different things.

1.1.6 What's in a Word?

As far as, the topic 'Verbal Aggression' was concerned with verbal expression the primary emphasis was given on identifying, enlisting and exploring those exponents of language uttered by teachers which were rude, offensive, authoritative, insulting, humiliating, morally disgusting, repugnant and degrading and finding out psychosocial effects associated with students' language learning problems. Malinowski (1923) is of the opinion that language is dependent on the society in which it is used, therefore, it is not a self-contained system. Moreover, it is evolved to meet the demands of any given society and its use in that society is entirely

dependent on the context. So, it is a social phenomenon/social institution. As it is related to category of behaviour he maintains that language is dependent on its society in two senses:

-) A language evolves in response to the specific demands of the society in which it is used.
-) Its use is entirely context-dependent because utterances and situation are bound up inextricably with each other and the context of situation is indispensable for the understanding of the words.

He further distinguishes the immediate context of utterance from a general and generalizable context of situation and urges that we must study meaning with reference to an analysis of the functions of language in any culture. He classifies language functions into three categories. One of them is “The Pragmatic Function’ which regards language as a form of action (Malinowski, 1923 as quoted in Yalden 1985, pp. 52-53). Hymes (1965) views the language as a integral part of culture and society. Firth (1957) argues that if the meanings of linguistic items are dependent in cultural context, we need to establish a set of categories which link linguistic material with cultural context. Thus, he proposes the following categories which are necessary in any linguistic events:

- a) The relevant features of participants, persons and personalities.
 - i) The verbal action of the participants.
 - ii) The non-verbal action of the participants.
- b) The relevant objects.
- c) The effects of the verbal action (Firth, 1957 as cited in Hewings and Hewings, 2005, p. 27).

So, when language is used, it is always used in a context. When people speak, they intend things. They speak in order to accomplish something in what has recently come to be called the “linguistic market place”, the interactional situations in which language is used to explain, describe, criticize, amuse, deceive, make commitments, deliver opinions, get other to do things and so forth. To explain something is to do something verbally; to ask somebody a question is to request that they answer. All utterances can be thought of as goal-directed actions or “speech acts” as linguists call them. According to Austin (1962) and Searle (1969, 1985), speaking can be regarded as actions intended to accomplish a specific purpose by verbal means. Utterances can be thought of as speech acts that can be identified in terms of their intended purposes assertions, questions, requests etc. Different classes of speech acts include utterances whose goal is getting people to do things; contractual speech acts, such as promising, betting, agreeing on a plan and describing, informing and expressing and establishing social relations between people. A less obvious function of language, perhaps, is the way it is used to establish shared world between speakers and hearers. What gets said and how it gets said is always in part determined by a variety of contextual factors. One such factor is “channel”, the medium of expressions being used. Face to face speech, telephone speech, and writing are all different channels, and each constrains choice of expression in particular ways. For example, English has a different range of getting expressions for each of these channels. The regional, social, ethnic, educational-backgrounds and the different degrees of formality and informality of speakers and hearers are another set of contextual factors that can come into play. In sum, all utterances are to some degree determined by a complex set of contextual factors including addresser, addressee, subject matter and other. This study was evolved around these linguistic events. Every time speakers

utter a sentence they are attempting to accomplish something with the words. Words or language uttered are obviously different depending on the situation and context where they are used. For example, the language used to show cares and the language used to show aggression/anger is obviously different:

Trudgil (1974) is in the opinion that in addition to environment and social structure, the values of a society can also have an effect on its language. The most interesting way in which this happens is through the phenomenon known as taboo. Taboo can be characterized as being concerned with behaviour which is believed to be supernaturally forbidden, or regarded as immoral or improper, it deals with behaviour which is prohibited or inhibited in an apparently irrational manner ... although their use was, and may still be, technically illegal in some cases, they occur very frequently in the speech of some sections of the community. This is largely because taboo-words are frequently used as swear-words, which is in turn because they are powerful (pp. 29-30).

Ephesians 4:29 and 31 states in the Today's English version Bible, "Donot use harmful words in talking. Use only helpful words, the kind that build up and provide what is needed so that what you say will do good to those who hear you..." (Good News, 1971).

The Bible states that saying negative or derogatory things to people is wrong, but we still do it. Such words are not helpful, kind and they donot build anyone up. If we are to use words that will be beneficial to people, then why we are all guilty of saying things that will hurt people feelings. Our religious books also suggest the same thing.

Types of Verbal Communication

Speech is a mode of action, not a countersign of thought. There are many different types of verbal communications that can affect us. Five of them are as follows:

-) Verbal aggression,
-) Verbal abuse,
-) Labelling,
-) Negative speech, and
-) Positive speech

1.1.6.1 Verbal Aggression

To define verbal aggression is extremely difficult because human speech is so widely varied tone of voice, inflection of voice and content of conversation can be difficult to classify, and determining a speaker's desire to harm is hard to do objectively. For example, it can be difficult to separate verbal aggression from teasing. However, McCabe and Lipscomb (1988) attempted to solve the definitional problems by using formal linguistic-criteria to define verbal aggression as 'any sentence or phrase standing alone and judged to be a reprimand, harsh, command, tattle, tease, insult, rejection, hostile assertion of ownership or priority, callous factual statement, accusation, criticism, obscenity, or other expletives' (as quoted in Underwood, 2003, p. 73).

The International Journal, Official Publication of the International Society for Prevention of Child Abuse and Neglect, Vol-15 (3): defines verbal aggression as 'a communication intended to cause psychological pain to another person, or a communication perceived as having that intent ...' (p. 224).

“... Because of its destructiveness, verbal aggression is an important form of communication” (Infante, January, 1995).

"Verbal aggression can be defined as words used that assault a person's self – image in order to render psychological pain. The psychological pain specified in the definition refers to feelings of inadequacy, humiliation, depression, despair, hopelessness, embarrassment, and anger” (ibid). This is a very important definition because a great deal of negative phrases come from verbal aggression.

In sum, verbal aggression is a message behaviour form of outbursts or inappropriate language such as screaming, yelling, cursing, taunting etc. which attacks person's self-concept aiming to deliver psychological pain/harm. It can be direct or indirect, active or passive, physical or verbal and overt or covert:

According to Infante (1995) in “Teaching Students to Understand and Control Verbal Aggression”, there are various types of verbal aggressive messages. They are as follows:

-) Attacking a person's significant other-this consists of saying something negative about a person's significant other.
-) Background attacks-these consist of attacking a person's credential, education, family, or accomplishments.
-) Blame-this consists of finding fault with a person,
-) Character attacks - these consist of attacking a person's reputation.
-) Commands -this consists of dominating a person.

-) Competence attacks- these consist of assaulting a person's abilities.
-) Malediction - this consists of slandering a person.
-) Negative comparison- this consists of comparing a person to something negative.
-) Personality attacks - these consist of assaulting a person's character.
-) Physical appearance attacks-these consist of assaulting or disapproving of a person's physical appearance.
-) Ridicule-this consists of using words intended to evoke disrespectful laughter at a person.
-) Swearing - this consists of using foul language in front of a person who doesnot use it.
-) Teasing - this consists of making fun of a person or cracking jokes about a person.
-) Threats -this consists of intimidating a person.

Why do people send messages that they know will hurt people's feelings?
 There are several reasons why verbal aggression occurs. Here are the basic eleven causes of verbal aggression according to Infante (ibid):

-) Argumentative skill insufficiency: This is assaulting other people personally out of frustration without being able to effectively attack their position.
-) Being in a bad mood: This is when we are just in a bad mood and we want everyone to suffer.
-) Disdain: These are verbal attacks that express hate.
-) Just wanting to be mean: This is being an evil just because we want to be.

-) Mimicking a TV or well-known star: This is imitating an actor, a TV character, a sport star, a rapper, or some other celebrity.
-) Psychopathology: This is transference where a person attacks people because they remind that of a source of unresolved hurt.
-) Social learning: This is experiencing direct or indirect rewards for verbal aggressive behaviour.
-) Trying to be funny: This is trying to be amusing when it is inappropriate or in bad taste.
-) Trying to look tough: This is acting thuggish or trying to look tough when we are not .
-) Trying to save face: This is attacking someone because they attacked you.

1.1.6.2 Verbal Abuse

There is a saying that kids use to say "... sticks and stones may break my bones, but words will never harm them." This statement is not true at all. Words can hurt us.

Verbal abuse can be defined as "any form of transmitted verbal message that [a person] reports as offensive, threatening, rude, embarrassing, or aversive." Most abusers use words to belittle, punish, or to control a person. They use words to hurt people or to make them feel bad about themselves. It relies on the power of words to hurt and control a person. Verbal abuse can eventually lead to the following feelings:

-) Depression: This having a low spirit or life. It also consists of having feelings of dejection and melancholy.

-) Hopelessness: This is having feelings of despair and discouragement.
-) Humiliation: This is having low pride, self-esteem, feelings of worthlessness, and feelings of inferiority.
-) Inadequacy: This is having feelings of insecurity, incompetence, or weakness.

Verbal abuse can take many forms of expression and words. It can take the form of the following:

-) Anger: This is the feelings of sudden and strong displeasure and discord towards a person.
-) Constant judging or challenging: This is constantly threatening, provoking, and objecting to a person.
-) Ridicule: This consists of words intended to provoke mean laughter at or feelings toward another person.
-) Undermining :This is threatening a person or damaging what they are trying to do.
-) Zingers disguised as jokes: These are cracks about a person. When the person who is being talked about shows hurt feelings about the jokes.

1.1.6.3 Labelling

Labelling begins when we are children and follows us until we die. It can be defined as branding a person with a word that describes their actions, mannerisms, features, looks, attitude or demeanor.

Labels reflect school life, family experiences and attitudes passed down and given to a child. These labels can be enduring as well as divide

siblings and estranged relationships. Teachers may judge or label their students because they are worried about how the student will turn out. Teachers want to shape the child into better behaviour. Labels are also used when teachers are startled. We are all guilty of labelling people: “He is so lazy”, “She is so bad”, “He ain’t gonna never be nothing”, “You are a dummy”, etc. We have all heard them and we have all said them.

1.1.6.4 Negative Speech

James 3:8, “But the human tongue can be tamed by no man. It is an (undisciplined, irreconcilable) restless evil, full of death bringing poison.” (Comparative, 1984).

Negative speech can be defined as a statement that is highly critical and lacks positive, affirmative, or encouraging features. Everyone has said something negative to someone or about someone. The negative things we say can hurt people. Negative speech is said on a daily basis. It can be said as we walk by someone whose attire we do not like, as we drive by someone whose driving we do not approve of, or even while we are sitting in temple/church. This happens frequently in the classrooms too. Many times we mumble things under our breath and people do not hear it. Sometimes we say things to other people when the party who is being talked about is not there. On occasion, we get bold and say something to the person’s face. The negative things we say to people can have negative effects. The person may rebel and do something unseemingly. The person may go into a shell. The person may even become bitter and hateful. The negative things said can have positive effects too. The person may prove the speaker wrong. This does not happen often.

1.1.6.5 Positive Speech

Proverbs 15:23 states, “A man has joy by the answer of his mouth, and a word spoken in due season, how good it is! (Comparative, 1984).

Positive speech can have positive effect on people. As it states in Proverbs 15:23, a word spoken at the right time can do some good. People can say something positive and lift a person’s spirit. A positive word can make someone feel better about themselves. A positive word can let a person know that they are loved. A positive word can let a person know that they are special. Positive speech brings out the good things in people.

1.1.7 The Effects of Speech

Speech has the appearance of being a succession of ideas expressed bit by bit in words, phrases and clauses. But just how are the ideas expressed? This is an important question for the psychology of language, for the goal is to discover how speakers turn ideas into words and how listeners turn words into ideas (Clark and Clark, 1977, p. 10).

Speech can affect us in a number of ways. The things that are said to a person can help them or hurt them. Speech can affect us mainly in the following ways:

-) Spiritually
-) Emotionally, and
-) Psychologically

a. Spiritually

Speech is a powerful weapon that can be used for good or bad. Good speech brings about good things to people. It also praises God. It is not blunt and hasty. It is thoughtful. It is used to preserve life and provide help. Good speech is a means of satisfaction, prosperity, joy and pleasantness. It overcomes impossible barriers. Conversely, bad speech brings curses and destruction to person. It also curses God. It leads to destruction, evil, distrust, and anger. Speech affects our spirit soul. It can build it up or tear it down.

b. Emotionally

Here, in this study aggression was associated with emotional verbal abuse. According to Jakobson (1960), words specifically used in anger are the causes of high personal emotions which are directive and conative come under the 'Emotive Function' of language. Emotional abuse is one of the most unnoticed forms of abuse. Although the scars are not visible, emotional abuse leaves scars that are long-lasting and deeply entrenched in the mind and emotions of the victim and these scars can shape future relationships, actions and beliefs and can have a devastating effect on the victim's sense of self-esteem and academic achievements. Negative speech can lead to the following:

-) A loss of self realization.
-) A barrier to interaction with people.
-) A reflection on the ability to succeed.
-) An invalidation of feelings.
-) Feelings of being unloved, unwanted, incapable, and insecure.

Though the most of the time, teachers' verbal abuse and emotional damage is not intentional, the particular words/phrases/clauses such as 'Foolish!', 'Fool!', 'Bastard!', 'Silly!', 'Idiot!', 'Stupid!', 'Bitch!', 'Kill you!', 'You are a dummy!', 'You ain't gonna never be nothing!', 'Go to the hell!' etc. uttered by the teachers while they show their anger towards their students have negative impacts. Such words are of unique types and very large in the English language which are commonly used daily in our English language classrooms of Nepal. In a very emotive way, teachers use those words/phrases to threat/warn/scold/ reprimand or make them alert/caution expressing/showing their impatience, annoyance, irritation, hatefulness, displeasure, indignation etc. against the way of their manner/doing something. It happens repetitively in the classrooms so teachers do not take it seriously and sensitively thinking that their intended purpose is to suggest and make them aware; not to harm but adversely young immature students take/ understand them something differently which casts the way for anti-social behaviours and discourage them to learn the language and results can be seen on their academic achievements and social life. Many of us have past incidences of verbal abuse by the teachers and parents as the most overwhelming negative experiences in our lives. Such incidents are being reported often from different corners of our societies.

Teachers may not be aware of the types of behaviour they are using/showing and the communication which occur in classrooms. But if any child in the classroom develops a map of the world that depicts people and places as hostile and the child as an insignificant speck relegated to one small corner, we must expect troublesome development of one sort or another: a life of suspicion, terrorized, confused, low self-esteem, self-demigration, and perhaps violence and rage, we can also

expect a diminution of cognitive development and impediments to academic achievement and in-school behaviour. In such a situation how can we expect a child with better result and behaviour? There are many different types of emotional abuses that can affect students. Mainly six of them are as follows:

1. Rejecting
2. Isolating
3. Ignoring
4. Corrupting
5. Exploiting, and
6. Terrorizing

The most insidious of the types of emotional abuse comes under rejection which is relevant to my present study comprises:

-) Constant criticism
-) Name calling
-) Telling child that s/he is ugly or derogant
-) Yelling or swearing at the child
-) Frequent belittling use of labels such as 'stupid', 'idiot' etc.
-) Constant demeaning jokes
-) Verbal humiliation
-) Constant teasing about child's body type and /or weight, get up/ dressing up etc.
-) Expressing regret the child wasn't born the opposite sex/ wasn't admit the same school/ wish s/he were never born/dead! etc.
-) Refusing hugs and loving gestures.
-) Physical abandonment

-) Excluding child from class/school activities.
-) Treating an adolescent or a teenage like s/he is a child.
-) Expelling child from school.
-) Not allowing youth to make own reasonable choices.

Children suffering abuse develop a range of maladaptive, anti-social and self-destructive behaviors and thoughts by trying to cope with the abuse by trying to understand the situation and why the abuse is happening.

Think of it like this:

A person is robbed and beaten while walking down the street at night. In trying to deal with the situation, the person thinks, “I shouldn’t have walked down that street,” or “I shouldn’t have been there at that time of night,” or “I should have walked with more confidence,” or “I shouldn’t have made eye contact,” or “I should have given in quicker,” or “I should have fought back,” or any number of other ideas. The point is the person feels a sense of control over the situation if they can blame themselves or something they did for the attack. Instead of the world being a dangerous place where violence occurs at random, the world becomes a safe place within certain behavioural parameters.

Students experience the same kinds of thoughts when they suffer abuse, except they are much more immature and often make much less sense because the violence is occurring in their own classes, i.e. their own family, and nothing makes sense in that situation. And the abuse suffered by students occurs much more frequently. If the adult in the above example is attacked and mugged every day or every week despite changing their behaviour each time, it won’t be long before the person starts coming up with bizarre explanations for the violence and becomes afraid to leave the house entirely. If the person has a chance to talk with

the attacker after every attack (like in cartoons where the rabbit asks the fox “why did you attack me?” and the fox comes up with a different silly reason each time or like in child abuse where the victim and the perpetrator interact constantly) the person will be sent through a psychological maze of smoke and mirrors leading to any number of bizarre ideas about how to avoid the attack next week. By coming up with ideas about what they did to cause the abuse and what they can do differently to avoid the abuse, children also develop a range of maladaptive behaviours which can become pathological problems.

In addition to distorting children’s thoughts, abuse also forces children into a position of having to “hide the family secret.” This prevents children from having real relationships and has life-long effects. And because our ability to form healthy social relationships is learned, abused children are deprived of many skills necessary to navigate the social world. Their entire concept of a relationship is distorted. This leads to problematic relationships in life and even on the job. Another disturbing aspect of abuse is the experiential restraint it puts on children. If a child fears doing anything new because of the chance that it will lead to a violent attack or because an abusive teacher keeps extremely tight control over them, the child will lose his/her sense of curiosity and wonder at the world and will stop trying new things and exercising his or her mind. That child will never achieve his or her intellectual potential.

There are two basic effects of verbal aggression: self esteem damage and aggression escalation. Self-esteem damage results in a injured self-esteem and self-esteem problems. Aggression escalation is aggression that gets worse and worse. These effects tend to lead to reduced trust, a deteriorated relationships, and relationship that eventually end.

Verbal aggression by teachers also poses other risks. First, it can teach the student that verbal aggression against other members of one's family is acceptable. Sooner or later, teachers who use verbal aggression are themselves likely to be victims; and when these students are teenage or adolescents they may be more likely to engage verbal aggression against their friends and parents. Second it tends to undermine the teacher-student bond. To the extent that this happens, teachers will find it more difficult to use nonpunitive modes of influencing behaviour since these depend heavily on the closeness of the attachment between teacher and child. Finally, there may be a labelling effect because some children will internalize the identification of themselves as 'stupid', 'no-good' or whatever term the teacher tends to favor. This results in a 'deviance amplifying' process in which the child gradually comes to act out the role implied by the label. Like physical punishment, verbal aggression may produce short-term results; over the longer run it probably also creates or exacerbates problems. It has been proven that there is a reciprocal relationship between verbal aggression by teacher and students' behaviour problems. So it can be said that an escalating feedback loop that can be triggered by either the deviant behaviour of the student or by verbally aggressive behaviour of the teacher. Let us imagine a scenario that starts with misbehaviour by the student, to which the teacher responds by verbal aggression such as swearing at the student. The student may respond by correcting or promising to correct the misbehaviour, but also with anger, resentment, and a self-image as a "damn brat!" This combination can sew the seeds of additional antisocial behaviour, or more technically "secondary deviance". The teacher may then intensify his/her verbal assaults on the students which tends to further increase the risk of antisocial behaviour by student. Thus, the long

run effect using verbal aggression as a control tactic may be to exacerbate rather than extinguish the problematic behaviour.

Another aspect of abuse which cannot be ignored is the physical stress it puts on a child. Multiple exposures to violence and trauma cause what's known as autonomic and endocrine hyperarousal. Basically it means the victim gets stressed out. When a person experiences this hyperarousal over and over again, there are permanent physiological changes. These changes can be seen as overreactions to stimuli, as in being easily started especially by things that remind the victim of the original event, generally being emotionally numb; craving high-risk, stimulating, or dangerous experiences or self-injury; difficulties in attention and concentration; cardiovascular problems; and immune suppression which leads to a higher risk for colds and more illnesses. There is a long list of outcomes for children experiencing abuse. They range from mild, almost unnoticeable personality effects to full-blown breakdowns in healthy-functioning. The point is that abuse increases a child's risk of developing a number of health, psychosocial and academic problems.

The childhood rhyme says "sticks and stones will break my bones, but words will never hurt me," which seems wrong because words are so magical and powerful that directly hit on our mind and heart and leave the ever lasting negative/positive impact. Death and life are in the power of the tongue and those who love it will eat its fruits. Every word refers to a concept which exists in the memory of the listeners mind. All too often, we throw out words without thinking of the consequences. Our words can do enormous good-or enormous damage. They can be life-giving or life-destroying. They leave a positive or negative impact in someone's entire life. So, being centralized on my topic I can say that words can highly influence someone's behaviour or actions, because of the highly

suggestible hypnotic state most people are in. Words are the material out of which cruel people spin a hypnotic web of confusion, misery, and lifelong slavery. The influence of words lead to an over-sensitivity to other people words, and can erode faith and confidence in our own perceptions. So, words uttered in a conscious or in a unconscious manner can rule our students' lives and lead them to feel and behave in reactive, unconscious, and destructive ways which ultimately hamper their academic and social life. These questions have been answered in part and in general by Austin (1962) and Searle (1969, 1985) in their theories of Speech Acts.

Speech mannerism is one of the central moral issues of today's so called civilized society. Obviously, words or linguistic variants the speaker use are the key determinant factors which play a vital role in creating a moral community. Social structure influences it undoubtedly which can be termed as 'social influence'. Social influence can be defined as change in an individual's thoughts, feelings, attitudes or behaviours that results from interaction with another individual or a group. It is a distinct form of conformity, power and authority. Conformity occurs when an individual expresses a particular opinion or behaviour in order to fit into a given situation or to meet the expectations of a given other, though s/he does not necessarily hold that opinion or believe that the behaviour is appropriate. Power is the ability to force or coerce someone to behave in a particular way by controlling his/her outcomes. Authority is power that is believed to be legitimate (rather than coercive) by those who are subjected to it. These factors are also to be kept in thought because these can be the background mechanism working in creating such a problem in such a situation of teachers' behaviour towards their students in the classrooms.

So, social influence plays a vital role in choosing a linguistic variant of teachers.

Mary R. Haas (1964) in his article 'Interlingual Word Taboos' in Dell Hymes' book entitled 'Language in Culture and Society' writes '... vulgar speech, when used, is deliberate and intentional. To give the impression of vulgarity unwittingly is unthinkable embarrassment. Some words are permissible in some circumstances, generally quite freely used without fear of the stigma of vulgarity ...' (p. 489).

But in case of emotional, expression maynot be conscious, its transmission is hardly deliberate. We are closer to obsession or possession. Language is no longer a mere instrument, it seems to have acquired a life of its own. Every language has its own beauty and charm, follows its own rhythm, system and coherence, it proliferates inapparent, and sometimes violent and chaos.

The role the emotion plays in our daily communication is a primary role. Such emotions are put into actions through verbal or non-verbal actions by the participants. Though the non-verbal communication also plays a vital role in our day to day communication but our concern here is about verbal actions in emotion, especially terms used in verbal aggression which is given less attention by any linguists/researchers of Nepal.

Sigmund Freud (1984) in his very popular book entitled "The Theory of Psychoanalysis" has described about three aspects of mind (Conscious, Sub/Pre-conscious and Unconscious) as well as personality (Id, Ego and Super Ego) which affect the emotional aspects of any individual. Freud has used the term 'Unconscious' popularly and his whole system of psychoanalysis is based on it. According to him, it is the storehouse of

buried thoughts, emotions, impulses, irrational thoughts, desires and expectations etc. Along with this, it is timeless chaotic, infantile, primitive and illogical. The more the unconscious desire, the more is personality imbalanced. When 'Id' once defeats, the 'Ego', it develops a disorganized personality. 'Ego' is the part of the personality which represents good sense, reason, logic, control memory, morality, social standard and judgement. Conversely, 'Id' is the representative of the unconsciousness and the storehouse of instinctive desires, thoughts, impulse which are mainly sexual and aggressive in nature. It is guided by the 'hedonism' the principle of pleasure and is the main reservoir of both life and death instincts. Along with it, it is illogical, antisocial bottomless and always seeks immediate gratification. Thus, it is blind and abnormal in the sense that it contains no social values and morality. Additionally, it promotes primitive habit formation and is the seat of all the instincts. It is often said that what a person thinks in his mind and heart will be reflected in his words and actions.

Jean-Jacques Lecercle (1990), a professor of English at the University of Paris, Nanterre writes in her book entitled 'Violence of Language', " ... words donot only do things; they are things. Language can't be a simple representation of the world, it is also an intervention within it, to be analyzed in terms of positions, advance and retreat, territorial markings, and deterritorialization ... the fact that all speakers are violently constrained in their use of language by quite particular social and psychological relatives' (pp. 47-48).

To sum up, emotional abuse is failure to see what potential a person may have, the emotional effects of speech aren't visible, but they last a long time. Most of the time the emotional damage is not intentional. Emotional abuse exacts a very heavy toll. The victims can suffer a lifetime. The

negative self-images acquired can hinder their work, social and love life. The emotional aspect of verbal abuse can be hard to treat.

c. Psychologically

‘... it’s hard for me to feel happy ... my mind is playing tricks on me.’
(Anonymous).

Abuse can be done both psychologically and physically. The hurt that we feel inside is what can hurt us the most. The psychological abuse is much more difficult to deal with than physical abuse. An abused child could become an abusive person. Children retain the negative messages, as well as accompanying pain and humiliation, as hidden memories, and those experiences frequently turn abused children into abusive persons. A person who is psychologically abused may exhibit the following:

-) Feelings of ridicule, degradation, and shame.
-) May become unfeeling, unsympathetic, and self-centred (ego-centric).
-) May become verbally abusive themselves.
-) May become withdrawn.
-) May become isolated.
-) May have low self-esteem.
-) May feel incompetent.
-) May feel inhibited.
-) May feel hostile.
-) May feel humiliated.
-) May feel insulted.
-) May feel frustrated.
-) May feel offended.

-) May feel hatred.
-) May feel demoralized.
-) May feel irritated.
-) May feel absent-minded.
-) May feel bad – tempered etc.

A teacher's mind can play all kinds of tricks on students perceptions. The people who are told negative things about themselves begin to believe them. For example, one woman whose husband constantly told her that she was fat ... when she went shopping, she would try on clothes four sizes too big ... and couldn't figure out why they didnot look right. The same thing happens to the students too. The psychological pain that they feel is real and hard to trace which follow them to their entire life.

Definitely, teachers' verbal violence has negative effects on student' self-esteem, academic achievements and other aspects with posing other risks too. Students cannot defend themselves from such violence and are suffering silently. It has been taking place in every nooks and corners of the Nepalese schools, in almost every schools. It is a bitter reality that those verbal assaults are silently tolerated at the cost of pain and suffering by students. Students are also unknown/unaware and show their ignorance on its causes and impacts. Such type of abuse and violence and their effects have so far been ignored, neglected, taken for granted and not reported at all in our society. So, the magnitude of this problem is also unknown and it has so far remained hidden social and moral issue looming in our society. It is a chilling but common occurrence in almost all schools of our society. Now a days some of the serious cases are found to be reported and teachers are being penalized and even suspended with serious crime. Teachers themselves as well as parents are also trained and

aware and such type of behaviours are discouraged even if the problem is existing. American and British literature consider it as a non-contact form of abuse of children which can be directly linked and affected by social and cultural factors. Nepal's children's Act 1992 is also unclear on this issue/matter.

1.1.8 Relationship between the Behaviour of Teachers and Students Problem Behaviour with Regard to High School Students in Classroom Settings

Every teacher aims to be an effective teacher. Teaching in itself is a very challenging job. Because of its different complexities English language teaching is even tougher where the teacher is a responsible person who has to play a number of roles according to the situation facilitating the students to learn language effectively. But it is a bitter reality that the bond of teacher-student relationship now a days is becoming looser and looser. Even if greater emphasis is given, and careful planning is launched, lots of money is invested on teacher training programmes and teaching materials for achieving the goals set by syllabus designers the result is not satisfactory. Why? Surely there are many factors working behind it. It has been assumed that one of the sole causes of this is teachers' speech mannerism in the classrooms. There is a reciprocal relationship between teachers' behaviour and students' behaviour problems in the classrooms because in any language learning programme the prime sources and factors are teachers and students, only the healthy mutual relationship in between them can pave/carve the way for achieving the set goals.

“The teacher’s main concern is teaching and management is seen as being practiced by those at the top of the profession.” (Wilkinson and Cave, 1987, p.9).

We need to define a good teacher: some positive descriptive words that come to my mind are; guide, mentor, co-creativity sponsor, organizer, assessor, prompter, participant, resource person, observer, performer, flexible, positive partner and emotional supporter. All of these characteristics are necessary in order for a clear exchange of information occur. A flexible and spontaneous learning process can happen only when teacher possesses some or most of these characteristics. Notice that within the definition of a teacher I have NOT used words such as dictator, supreme being, authoritarian, boss, mother/father or family substitute etc. because these are the characteristics that are unhealthy to any human state. If the instructor is emotionally dysfunctional, the time can only be spent filling up their emotional empty holes. The human psychology describes these types of personalities as Swiss cheese needing to always have the holes filled. After the holes are filled, the filling simply runs out again. Therefore, this constant filling of emotional empty holes never ends. If either the teacher possesses these characteristics it creates an extremely negative situation for teaching.

Teaching is not telling, it is training where as learning is a process of behaviour of progressive behaviour adaptation. Teacher is one of an intellectual and professional person where as teaching is a profession and art. Classroom management is one of the important aspects for the effective teaching which includes teachers’ and students’ behaviour in the classrooms which should be organized and controlled purposively. The term ‘classroom management’ is concerned with the ability of the teacher to manage classroom physically and to the students psychologically. In

the opinion of Alberto and Troutaman (1986), "Classroom management can be defined as the teacher's ability to manage time, spaces, resources and students' behaviours co-operatively to provide a climate that encourages students in learning" (p. 50). Gibran (1991) is of the opinion that 'If (the teacher) is indeed wise, he doesnot bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind' (as cited in Harmer, 2003, p.56). Such humanist sentiments expose a dilemma in the mind of many trainers and trainees: Is teaching about the 'transmission' of knowledge from teacher to student, or is it about creating conditions in which, somehow, students learn for themselves or something else? In recent years, under the influence of humanistic and communicative theories, great emphasis has been placed on 'learner-centred' teaching, that is teaching which makes the learners' needs and experience central to the educational process. In this framework, it is student's learning experiences and their responses to them which should be at the heart of a language course. The measure of a good lesson is the student activity taking place, not the performance of the teacher. Within the classroom, teacher's role may change from one activity to another, or from one stage of an activity to another. His/ her duty isnot confined only to be a 'Teacher', s/he must deal with such a varied population with different backgrounds and problem. In most of the cases, it has been found that teachers' behaviour in the classroom is typically in direct proportion to the students' behaviour in the classrooms. Instead, teachers' behaviour depend on how they feel about teaching and what they are comfortable with, on the type of activity their students are involved in, and on who the students are and how they feel about what they are asking them to do. Managerial skill on the part of the teacher is an essential component of good teaching. In well managed class disciplinary problems are few and learners are actively engaged in learning tasks and

activities. In addition, this contributes to high motivation and expectations for success. According to the behavioural model, behaviour of anyone is affected in this process:

[Setting events-behaviour-consequences]

Environmental setting events predispose us to behave in certain ways and the consequences influence the likelihood of the behaviour being repeated. The effects of different environmental factors may not be easy to disentangle within a large and busy classroom. However, we can specify some of the environmental factors which set the scene for classroom behaviours:

Physical factors	Social factors	Educational factors
Amount of space for working and movement	Group size and composition	The type of educational task: its relevance, difficulty and length.
Seating arrangement	How children are : to work together/alone etc.	Teachers presentation and instructions.
Distribution of materials	Classroom rules	Written instructions and examples.
Load burden and noise level	Teachers' behaviour towards individuals and groups	The pattern of activities across the lesson and the day.
Stress level	Childrens' behaviour towards each other and teacher	

Three of these aspects can be arranged so that they work with the teacher to maximize children's chance of behaving in desired ways. A focus on correcting misbehaviour and mistakes is likely to have the opposite effect of that intended by the teacher. This pattern of consequence management

can lead to an increase in unwanted behaviour and the time spent dealing with it.

So, good behaviour is a necessary condition for effective teaching. There are few children who come to school without problems. Children's behaviour at school appears to be strongly affected by within school factors. It is found that behaving towards the students aggressively, speaking fast in teaching, threatening the students with low grades and making discrimination among the students etc. are the more often expressed negative teacher behaviours by the students. And from teachers side, most teachers in many different learning cultures, have moments when their students fail to co-operate in some way, thus disrupting the learning which should be taking place, sometimes getting significantly out of control.' Such moments of disruption can be unsettling not just for teachers but also for students.

Problem behaviour can take many forms: disruption talking, inaudible responses, sleeping in class, tardiness and poor attendance failure to do homework, cheating in tests and unwillingness to speak in the target language (Wadden and MC Govern, 1991, as quoted in Harmer 2003, p. 126). Of course their list may reflect the educational culture where they were teaching rather than being universal. In other contexts we might add behaviours such as insolence to the teacher, insulting or bullying other students, damaging school property, and refusing to accept sanctions or punishment. However, what is characterized as indiscipline '... depends on what counts as a well-ordered or disciplined classroom for the individual teacher' (Brown and Mc Intyre, 1993, p. 44, *ibid*).

Good behaviour is a necessary condition for effective teaching and learning to take place, and an important outcome of education which society rightly expects. Society is

expecting good order and good results from teachers, and will be increasingly impatient and lacking in understanding if we do not provide them. So looking hard at ourselves, our teaching, our institutions, our rituals and our effect on pupils are becoming obligatory rather than just advisable, as we seek to eradicate or prevent pupils' behaviour problems by various forms of intervention (Charlton and David, 1997, p. 5).

Students problem behaviour is one of the most frequently cited problems occurring in schools today. In fact, teachers consider controlling students behaviour to be both one of their greatest challenges and the greatest deficits in their training and skills. Disruptive classroom behaviour is a major factor contributing to teacher stress and discontent and significantly affects teachers' capacity to maintain a productive and orderly learning environment. Educators and psychologists emphasize the importance of student engagement and success in preventing the occurrence of disruptive behaviour in classrooms. Throughout the past 20 years there has been a marked increase in the direct and indirect assessment and analysis of problem behaviour in school settings to determine the function of disruptive behaviour and to develop more targeted interventions based on these assessments.

Discipline and classroom management is considered one of the most important but difficult and complex issues for teachers. There are few children who come to school without problems, and few schools succeed without helping children's problem solving (Clark and Clark, 1977, p. 46).

Currently, there is an increasing trend within education which focuses upon a more realistic and equitable perspective of the causes of pupil (mis) behaviour in school. This movement, called the 'System Approach', has moved away from the individual (pupil and teacher) towards an institutional focus (Charlton and David, 1997, p. 10).

Research on classroom management has demonstrated the importance of appropriately supervising not only academic, but social aspects of the classroom. Several variables including student achievement, teaching effectiveness, and teacher satisfaction appear to be influenced by how effectively classroom social situations are managed. Classroom management is part of the teaching process and teaching effectiveness depends on how the classroom is managed. It has been found that students problem behaviours may interfere with the learning process and in turn affect students achievement.

The term classroom management is often affect used to describe the ways order can be achieved. Classroom management refers to the actions and strategies that teachers use to maintain order. Learning and order are closely related, as misbehaviour (e.g., interference with teaching, interference with the fights of others to learn, destructive or violent behaviour) and off-task behaviour (e.g. day dreaming, not paying attention, playing with other objects) interfere with the learning process. One of the greatest challenges of a teacher is to maintain order in the classroom so as to achieve academic objectives. Behaviour problems are assumed to be a result of erroneous beliefs, distorted thoughts and poorly controlled emotional responses to stress. When literature on undesirable behaviours in the classroom settings or classroom management was examined, it was noticed that many researchers had focused on to the subject of unwanted student behaviour in the classroom and there was no

enough literature about effects of verbal aggression in the classroom and negative behavior of teachers in the classroom.

Behaviour is neither entirely internally nor externally caused, but is the result of the interaction between the individual and the environment, including physiological, physical and psychosocial factors. This interplay of factors has been widely supported by educational psychologists and is clearly presented in the learner-centred model of teaching. Obviously, children's behaviour at school appears to be strongly affected by 'within school' factors. In the broadest context these factors are concerned with what schools offer their pupils and how they offer it. While there is little doubt that aspects of school policy and organization school ethos and the content/delivery of the curriculum make significant contributions to these offerings, we should not underestimate the impact of teachers' behaviour ... particularly their classroom management skills ... upon pupil behaviour (Charlton and David, 1997, p. 207).

The increasing challenge to schools is to examine what they are offering their pupils, how it is offered and whether it meets the needs of the pupils and the public. The same case is to the individual teacher because the role which teachers' attitudes, values and emotional behaviours showed/played in the classroom has a profound effect upon students behaviour and their learning. To define the student expectations is a vital issue in teaching and it is necessary to evaluate teaching process which is impossible without teacher's involvement.

Teacher's behaviour shown in the classroom setting is divided into two parts as 'authoritarian' and 'democratic'. The authoritarian teachers

believe that the students must be under control and much freedom is not good for them. This can make them careless. The democratic teachers believe that the students must love the atmosphere of the classroom first, and for this, they must provide a pleasant setting and give rewards as well.

There are many internal and external factors for problem behaviour of students. Among them teacher is also an important factor. Teacher's behaviour in the classroom itself sometimes be the cause of problem behaviour of students which affects the students language learning process. According to Harmer (2003), "... a lot will depend on how we behave in class, especially when problem behaviour first takes place. Students who feel their self-esteem to have been damaged by the way we discipline them – especially if we appear unfair-are more likely to be badly behaved in the future" (p. 127). So, how the way teachers behave can change the way students work. Teachers may not be aware of the types of behaviour they are showing and the communication which occur in classroom. Most English language words can have several meanings depending upon voice, like a gunshot going off in the classroom. In the classroom, learning is an interactional process which can be affected or influenced by many variables even if teacher's behaviour in the classroom is the prime factor. His/her speech is affected or influenced by so many factors like time pressure, reciprocity condition etc. It is also true that a speaker does not remain the same in the entire situation. It means his/her interacting ability varies from situation to situation and time to time. Human beings have such ability to express their feelings, thoughts or ideas differently in different situations. If there is minor change in the situation, it may lead them to appear different in the way they produce utterances. According to Vygotsky (1970, p.101), "Speech for oneself

originates through differentiation from speech for others ... it serves mental orientation ..."

A conception of attitude change which equally integrates belief and behaviour and includes the value of conflict as a means of institutional reform designed to realize universal human values has profound educational implications. It is the fact that all speakers are violently constrained in their use of language by quite particular social and psychological realities.

Most teachers as well as students at sometime find themselves feeling frustrated, angry and confronted with each other. As a human nature, this is normal and part of the classroom. But how they handle, settle down, calm down, cope or deal with the situation, that matters because this is the case of one versus one context which may lead them to other negative aspects of life if care is not taken.

1.2 Review of Related Literature

Obviously, the research will be incomplete if earlier findings are not included and it will be futile and worthless if no newness is shown and no investigation is done. So far as the best of my thorough knowledge of reviewing literature it is the first research of its kind and in its nature. So, it is a maiden venture in itself. However, I have gone through two reports which are totally different in their objectives and nature in comparison to this study but they have also tried to address the problem raised in this study somehow somewhere in or another form in a very totally different context in a very general and broad scale.

One of them is 'Child Sexual Abuse in the Kathmandu Valley: Children's Perspectives', carried out by a research team of Child Workers in Nepal

Concerned Centre (CWIN) in partnership with Save the Children – Norway, Nepal (SCNN) in the leadership of Dr. Keshari Kansakar in 2003. This study has looked at the prevalence of contact as well as non-contact forms of sexual abuse among children. In page nos. 55 and 56 of this report, the data about the number of children who have experienced obscene language from various sources has been presented in percentage.

And the next, The Himalayan Times (24 Nov, 2002) carried out a quick survey asking whether or not they use obscene language, and the majority of the respondents through their written answers admitted use of obscene words repetitively despite knowing that it is bad to use. Most of the respondents from teachers side mentioned that they use such words daily depending on the situation and context. They also mentioned that it is a habit of foul mouthing commonly existing in our society mainly because of the causes of socio-economic multi ethnical-cultural-plurastic structure of our society.

1.3 Objectives of the Study

This study had the following objectives:

- a) To identify the terms used in verbal aggression by the teacher in the classroom.
- b) To explore the effects of those terms on students learning.
- c) To suggest some pedagogical implications.

1.4 Significance of the Study

It has been assumed that there is a reciprocal relationship between verbal aggression by teachers and students' behaviour problems which is associated with psychosocial problems. It may pose other risks too.

Verbal aggression by teachers, like physical aggression, has long been assumed to be injurious to students. The professional literature, and books and articles advising teachers warn of the potential damage from 'verbal abuse'. The effects resulting from physical assaults by teachers have been well documented in various reports but no effort or very little effort has been done in this issue i.e. the effects resulted from verbal assault by teachers on language learning. We can find adequate reports in various journals, books and newspapers about the psychological consequences brought by the physical assaults of a teacher mainly the point of view on their academic achievements. It permeates in many areas of teaching globally. While physical punishment has been banned in almost all educational settings, emotional abuse is often passing without comment which is pernicious. A number of studies have indicated that a proportion of teachers commonly use emotional abuse in conjunction with other punitive disciplinary practices as a means of exerting control. It is a particular form of abuse that is not frequently mentioned /discussed in the English language teaching within educational settings. It will be an effort to address that untouched and damncared problem which affects the students' all round development and entire life. In our multiethnic-multicultural-developing plurastic conservative society teachers believe on some illogical-irrational myths/beliefs which is a brilliant madness/stupidity in this 21st century in case of handling the disciplinary problems of students in the name of classroom management. It is hoped that this research will help them to avoid those such beliefs and minimize those assaults.

Undoubtedly, this study will force the language teachers to rethink and reevaluate themselves in the way of behaving to the students and help to build a mutual and healthy relationship between them providing some

insights to journey together in an odyssey of vast knowledge to achieve the pearl of knowledge.

In addition, words specifically used in anger are the causes of high personal emotions which are directive and conative come under the 'emotive function' of language. So it is also the study of language function and apparently the study of functions and how they are realized in language has had a profound effect upon the design of language-teaching materials, making language purpose a major factor in the choice of syllabus items and teaching technique. So, it speaks itself of its value to those concerned people and field.

This study will be significant for the prospective researchers who want to carry out researches on this issue. The findings of the study will be helpful in establishing the good speech manner in our schools and society and to the concerned organization/authority who work in favour of today's moral issues.

It will be equally beneficial to the psychologists, language trainers, Parent Teachers Associations (PTA), curriculum designers, linguists, textbook writers, caregivers, counsellor, social workers, policy makers and other organization who work for the side of children welfare.

CHAPTER TWO

METHODOLOGY

Methodology is a logical procedure. So, it is of course a powerful vehicle for carrying out any investigation completely, comprehensively and successfully. This proposed study was essentially a field research primarily based on primary data. However, the secondary data were also be used and consulted in order to make the subject matter clearer and more comprehensive. Aiming to achieve the aforementioned objectives, I adopted the following methodological strategies:

2.1 Sources of Data

Both the primary and secondary sources of data were utilized in carrying out this research. However, the primary source was the basic for the research.

2.1.1 Primary Sources

The primary sources of data for the study were the students of class nine mainly those students who were being scolded regularly in the classroom because of not doing homeworks regularly, breaching the code of conduct of the classroom, showing indisciplined behaviour, bunking the classes, not obeying the teachers etc.

2.1.2 Secondary Sources

The secondary sources of data were all the documents or information available through print or electronic media which were related to the present study such as books, journals, reports, articles, dictionaries and various websites were consulted throughout the study for the facilitation of the study. Some of them were : Clark & Clark (1977), De Moss

(2003), Harmer (2003), Hymes (1964), Austin (1962), Searle (1969, 1985), Trudgil (1974), Lecercle (1990), Infante (1995), Yalden (1985), Jakobson (1960), Robinson (1974), Wilkinson and Cave (1987) etc.

2.2 Sampling Procedure

Sampling is the process by which a relatively small number of individuals or measures of individuals objects or events is selected and analyzed in order to find out something about the entire population from which it was selected. Because in the study, we cannot make use of all sampling population. We select a small number and on the basis of this we make prediction about the whole population. The small number selected from the total population is sample. Thus, sampling procedure is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation, or outcome regarding the bigger group. The sampling procedure of my study was as follows:

I purposively selected two schools, i.e., Indradhanush English Boarding High School (further INDEBS), Midbaneshwor and Kirti Secondary Boarding School (further KSBS), Kirtipur of Kathmandu using non-random sampling design, i.e. purposive sampling. The total 50 (39 from INDEBS and 11 from KSBS) students of class nine of these schools were my study population. Among them, the 10 (4 from KSBS and 6 from INDEBS) students who did not do the homeworks regularly, breached the classrooms' code of conduct time and often, bunked the classes, disobedient and indisciplined students identified with the help of subject teachers were my sample units who were put under High -at- Risk Group because this was the group who encountered with teachers' such verbal

aggression time and often. The 40 (other than these 10) students were put under Low - at - Risk Group. This was done very diplomatically because if the subject teachers knew earlier that the study was about his/her verbal aggression they might seem unhelpful and reluctant and the study might/would be affected.

2.3 Tools for Data Collection

I basically used three tools in gathering required informations, viz. 'Terms Checklist Form' (see appendix 1 and 3), 'Students' Behaviour–Problems Checklist' (see appendix 2 and 4) and 'Test Paper' (see appendix 5) administered to the sampling units.

2.4 Process of Data Collection

To collect the primary data the following steps were adopted:

-) Firstly, for seeking consent and establishing rapport with concerned authority the principals and subject teachers of those selected schools were met to explain the purpose/relevance of the study and help needed from the school, i.e. the permission for the students to participate them in the study and to recognize the students who were scolded regularly in the classroom respectively.
-) Secondly, with the help of the subject teachers the sample units were traced, met separately, explained about the purpose of the study and contribution they needed to give and tasks they needed to do.
-) Thirdly, the prepared tools were administered to them to be finished in a given time framework. They were asked to respond to the 'Terms Checklist' first which took about twenty minutes and then Students' Behavior Problems Checklist which took about

thirty minutes and Test Paper which took about an hour to be finished. And at the same time with the help of my friend the same test papers were administered to the rest of the students (Low- at - Risk Group).

) And finally, he collected, tabulated and analyzed the data obtained from the research tools.

2.5 Limitations of the Study

Almost all the studies have some sort of limitations and this study also was not an exception on this fact. This short and small scale research had several limitations. As this study was related with very intricate problems of teachers' behaviour and students' language learning problems I attempted to carry out it by adopting the following limitations and considerations to make it precise, purposeful and systematic:

- a) The study was confined to 50 students of class nine of two schools of Kathmandu district. So, it cannot be claimed that the findings of the research are applicable for all schools and institutions of Nepal. It cannot also be said that the findings of the study are complete in themselves. This is the very broad and complicated area. So, it is inevitable to carry out further research in this field including a large number of population or subjects.
- b) As its topic suggests this study was limited only to list the English words/phrases/sentences which were harsh and accusatory in tones from students' eyes.
- c) It was restricted to the English language classroom situation-where students were learning English as a second language.
- d) It was limited to find out the relationship between teachers' terms in verbal aggression and students' behaviour-problems in the classrooms and the findings were made comparing the obtained marks of Low-at- Risk Group with that of High-at- Risk Group.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

Here, we have come up in the main part of this research. To meet the objectives of the study, the data collected with the help of research tools were analyzed and interpreted under 3 main headings:

-) The terms used in verbal aggression by the teacher in the English classrooms.
-) Effects of those terms upon students' behaviour, and
-) Effects of those problem behaviours upon students' subject marks and academic achievements.

I used simple statistical tools such as: tables, line graph and t-test to analyze, interpret and tabulate the data.

3.1 Terms Used in Verbal Aggression by the Teacher in the English Classrooms

This section deals with the terms uttered by the teachers in the classrooms. Being students, they might have encountered with different attacks in different circumstances by their English teacher in his/her periods. There can be different forms of such attacks. One of them is scolding/yelling/ screaming/shouting at them using some types of degrading English words/phrases/clauses showing their annoyance, dissatisfaction, impatience etc. upon their particular way of behaving or doing something. To find out those terms 116 items which teachers often utter in such a situation were collected and a 'Terms Checklist Form' was prepared (appendix 1 and 3) and provided where sample units were instructed to put just a check mark () in columns just against of them

and leave others. So, these data are solely based upon those students' self-experiences and their individual opinions who were taken into the sample. Students took part actively in this section. The terms which they faced or heard from their teachers' tongue are tabulated with their frequency (f) and percentage (%) below:

Table No. 1
Terms Uttered by the Teachers

S.N.	Terms uttered	Frequency (f)	Percentage (%)
1.	Bad boy/girl!	10	8.62
2.	Foolish !	10	
3.	Idiot!	10	
4.	Nonsense !	10	
5.	Naughty !	10	
6.	Rubbish !	10	
7.	Disgusting !	9	7.75
8.	Donkey !	9	
9.	Stupid !	9	
10.	Talkative !	9	
11.	You cheater !	9	
12.	Bastard !	8	6.89
13.	Buffalo !	8	
14.	Get lost !	8	
15.	Hopeless !	8	
16.	Joker !	8	
17.	Loafer !	8	
18.	Monkey !	8	
19.	Shut up !	8	
20.	Silly!	8	
21.	You liar !	8	
22.	... my / go foot !	7	6.03
23.	Animal !	7	
24.	Chatterbox !	7	
25.	Go to the hell !	7	
26.	No-good !	7	
27.	Lazy !	7	

28.	Shame on you !	7	
29.	You, hell !	7	
30.	Rascal !	7	
31.	You, bloody fool !	7	
32.	You, bloody hell !	7	
33.	Bull !	6	5.17
34.	Bullshit !	6	
35.	God Damn it !	6	
36.	Fool !	6	
37.	Notorious !	6	
38.	Disobedient !	6	
39.	Ill/bad mannered !	6	
40.	Indisciplined !	6	
41.	Devil !	5	4.31
42.	Fed up of you !	5	
43.	Dull !	5	
44.	Heinous !	5	
45.	Poor mind !	5	
46.	What the hell are you doing !	5	
47.	Ridiculous !	5	
48.	You mean !	5	
49.	Bitch !	4	3.44
50.	Boring !	4	
51.	Ghost !	4	
52.	Senseless !	4	
53.	Terrible !	4	
54.	Tubelight !	4	
55.	You, fraud!	4	
56.	Crack !	3	2.58
57.	Dogged!	3	
58.	Haughty!	3	
59.	Irritable !	3	
60.	Kill you!	3	
61.	Lizard !	3	
62.	Shameless!	3	
63.	Sheep !	3	
64.	Sick of you !	3	
65.	Yuck !	3	
66.	Doggish!	2	1.72

67.	Giant !	2	
68.	Impractical !	2	
69.	Obstinate !	2	
70.	Pig !	2	
71.	Slumdog !	2	
72.	Tortoise !	2	
73.	Wreckless !	2	
74.	Nuisance !	2	
75.	Dogmatic!	1	0.86
76.	Dumb-ass !	1	
77.	Henpecked !	1	
78.	Shit !	1	
79.	Stingy!	1	
80.	Tattler !	1	
81.	Witch !	1	
82.	That is gross !	1	

Table 1 gives list of terms uttered by teachers in the classrooms with their frequency (f) and percentage (%) rates. The data in table 1 indicates that the 6 items (out of 116 items provided) : *Bad boy/girl!*, *Foolish!*, *Idiot!*, *Nonsense!*, *Naughty!* and *Rubbish!* have the high frequency (f=10,i.e., 10 out of 10 students) occurring rates with 8.62%. So, these are the terms which are mostly used in the classrooms and put in the first position in order. Similarly, the 5 items: *Disgusting!*, *Donkey!*, *Stupid!*, *Talkative!*, *You cheater!* are placed in the second order with (f=9 and 7.75%) whereas the 10 items: *Bastard!*, *Buffalo!*, *Get lost!*, *Hopeless!*, *Joker!*, *Loafer!*, *Monkey!*, *Shut up!*, *Silly!*, *You liar!* are put in the 3rd order with f= 8 and 6.89%. In the same way, the 11 items : *...my foot!*, *Animal!*, *Chatterbox!*, *Go to the hell!*, *No-good!*, *Lazy!*, *Rascal!*, *Shame on you!* , *You hell!*, *You bloody fool!* and *You bloody hell!* are in the 4th (with f= 7 and 6.03%) order. And with f= 6 and 5.17% the 8 terms: *Bull!*, *Bullshit!*, *Damn it!*, *Fool!*, *Notorious*, *Disobedient!*, *Ill/bad mannered!* and *Indisciplined!* are in the middle position, i.e , the 5th position. As we can

see from the table, the terms which are in the 6th position are: *Devil!*, *Fed up of you!*, *Dull!*, *Heinous!*, *Poor mind!*, *What the hell are you doing!*, *Ridiculous!*, and *You mean!* with (f= 5 and 4.31%), while just below of them the 7 items: *Bitch!*, *Boring !*, *Ghost!*, *Senseless!*, *Terrible!*, *Tubelight!* and *You fraud !* are in the 7th position with (f= 4 and 3.44%). Likewise, *Crack!*, *Dogged!*, *Haughty!*, *Irritable!*, *Kill you!*, *Lizard!*, *Shameless!*, *Sheep!*, *Sick of you!* and *Yuck!* (10 items) are in the 8th position with (f= 3 and 2.58%). And the exponents: *Doggish!*, *Giant!*, *Impractical!*, *Obstinate!*, *Pig!* , *Slumdog!*, *Tortoise!*, *Wreckless!* and *Nuisance!*, hold the second last position, i.e. the 9th and the least used terms (f= 1 and 0.86%) are in the final position which are 8 in numbers: *Dogmatic!*, *Dumb-ass!*, *Henpecked!*, *Shit!*, *Stingy!*, *Tattler!*, *Witch!* and *That's gross!*.

3.2 Effects of those Terms upon Students' Behaviour

This section deals with the problem-behaviour of students originated by teachers' verbal aggression in the classrooms. To evoke or find out those problems, 'Behaviour-problems Checklist' (appendix- 2 and 4) was prepared including 58 problems of health, social and cultural life, academic problems and the like which often happen to the students of the age in question where they were instructed to just put a check mark () in a column just against a problem if that given problem is in them (happened to them or experienced in his/her life or have gone through that problem) and leave others. Students actively took part in this section too. Students' behaviour problems based on collected data are tabulated below with their frequency (f) and percentage (%) :

Table No. 2
Problems Experienced by or Happened to the Students

S.N.	Problems	F	Percentage (%)
1.	Loose concentration	10	17.24
2.	Afraid of close contact with the teacher	9	15.51
3.	Anxiety (worrying)	9	
4.	Unwillingness to take part in any classroom activities	9	
5.	Negligency to any language learning activities	9	
6.	Fear to get involved in any classroom activities	9	
7.	Feel insulted	9	
8.	Feel nervous	9	
9.	Loose self-confidant	9	
10.	Tend to bunk the class	9	
11.	Fear to get involved in any language learning activities	8	13.79
12.	Fear to share any problems.	8	
13.	Fell verbally abused	8	
14.	Hate the teacher because of not being congenial (pleasant and friendly) .	8	
15.	Tend to change the school	8	
16.	Fear to show any work did	7	12.06
17.	Absent-mindedness (forgetfulness)	6	10.34
18.	Frustration	6	
19.	Feel isolated / loneliness	6	
20.	Carelessness to the exam	6	
21.	Feel inhibited (unable to relax or express feelings in a natural way	6	
22.	Kills their constructiveness and creativeness	6	
23.	Lackness of initiative (fear to be a beginner)	6	
24.	Short-tempered (a sudden short period of anger)	6	
25.	Bad-tempered	5	8.62
26.	Depression	5	

27.	Feel demoralized	5	
28.	Feel offended (upset and embarrassed)	5	
29.	Having bad dreams	5	
30.	Restlessness	5	
31.	Tend to drop the school	5	
32.	Wanna be a back bencher	5	
33.	Enjoy getting involved somewhere than teachers' instruction	4	6.89
34.	Feel angry and refuse to speak or smile because they want people to know that they are upset	4	
35.	Feel inferior	4	
36.	Impoliteness	4	
37.	Nuisance (Irritated)	4	
38.	Regret upon the mistake	4	
39.	Feel very boring/fed up	4	
40.	Feel difficult to learn according to their pace of learning	3	5.17
41.	Feel guilty upon the mistakes did	3	
42.	Feel not comfortable (awkward)	3	
43.	Irresponsibility	3	
44.	Lacking self-control	3	
45.	Nightmare (sleeping disturbance)	3	
46.	Unhelpful to the teacher	3	
47.	Ego-centric (self-centred)	2	3.44
48.	Destructiveness (violent)	1	1.72
49.	Disobedience	1	
50.	Feel humiliated	1	
51.	Feel suffocated	1	
52.	Laziness	1	

The table 2 illustrates that 10 (f=10), out of 10 students have been affected by the problems- *Loose concentration* (17.24%). So, it is the problem with high frequency rate holding the 1st position in order. Similarly, 9 problems: 'Afraid of close contact with the teacher', *Anxiety (worrying)*, *Unwillingness to take part in any classroom activities*, *Negligency to any language learning activities*, *Fear to get involved in any classroom activities*, *Feel insulted*, *Feel nervous*, *Loose self-confidant*, *Tendency to bunk the class* are in the 2nd position with (f= 9 and 15.51%). In the same way, *Fear to get involved in any language learning activities*, *Fear to share any problems*, *Feel verbally abused*, *Hate the teacher because of not being congenial* (pleasant and friendly), *Tendency to change the school* (5 problems) are placed in 3rd order holding 3rd position with (f=8 and 13.79%) whereas surprisingly with f=7 and 12.06% the only one problem – *Fear to show any work did* is in the 4th position. Likewise, the problems (with f= 6 and 10.34%) which are in the middle position, i.e., 5th are: *Absent mindedness* (forgetfulness), *Carelessness to the exam*, *Frustration*, *Feel isolated* (loneliness), *Feel inhibited* (unable to relax or express feelings in a natural way), *Kills their constructiveness and creativeness*, *Lackness of initiative* (fear to be a beginner) and *Short-tempered* (a sudden short period of anger) while just below of them with f= 5 and 8.62% the 8 problems: *Bad –tempered*, *Depression*, *Feel demoralized*, *Feel offended* (upset and embarrassed), *Having bad dreams*, *Restlessness*, *Tendency to drop the school* and *Wanna be a back bencher* are in the 6th order possessing 6th position. Further, the problems which hold the 7th position (f= 4 and 6.89%) are: *Enjoy getting involved somewhere than teachers' instruction*, *Feel angry and refuse to speak or smile because they want people to know that they*

are upset, Feel inferior, Impoliteness, Nuisance (Irritated), Regret upon the mistake and Feel very boring/ fed up. Further ahead, Feel difficult to learn according to their pace of learning, Feel guilty upon the mistakes did, Feel not comfortable (awkward), Irresponsibility, Lacking self-control, Nightmare (sleeping disturbance), Unhelpful to the teacher are in 8th, Ego-centric (self-centred) in 9th, Destructiveness (violent), Disobedience, Feel humiliated, Feel suffocated and Laziness in 10th position respectively.

3.3 Effects of those Problem-Behaviours upon Students' Subject Marks and Academic Achievements

In this section, the researcher wanted to find out the relationship between the students' problem-behaviour and their school marks. The idea was to look into the effect-of-on factor on the other. For this, the students who were in sample units were put under the High-at –Risk Group and other rest of the students were put under Low-at-Risk Group. And the prepared test paper (appendix- 5) was administered to both groups at the same time and their obtained marks were analyzed. Their obtained marks are presented as below:

Table No. 3
Result Sheet of KSBS

Low-at-Risk Group

Roll No.	Name of the Students	Obtained marks
1	Prajina Maharjan	27
3	Kripa Shrestha	22
4	Savson Maharjan	23
5	Junu Chaudhary	17*
9	Prakash Upadhaya	20
12	Anil Gautam	16*
13	Raleej Maharjan	20
Total		7

High-at-Risk Group

Roll No.	Name of the Students	Obtained Marks
6	Anisha Dahal	22
8	Amit Shakya	18*
10	Aman Maharjan	16*
14	Rasna Maharjan	18*
Total		4

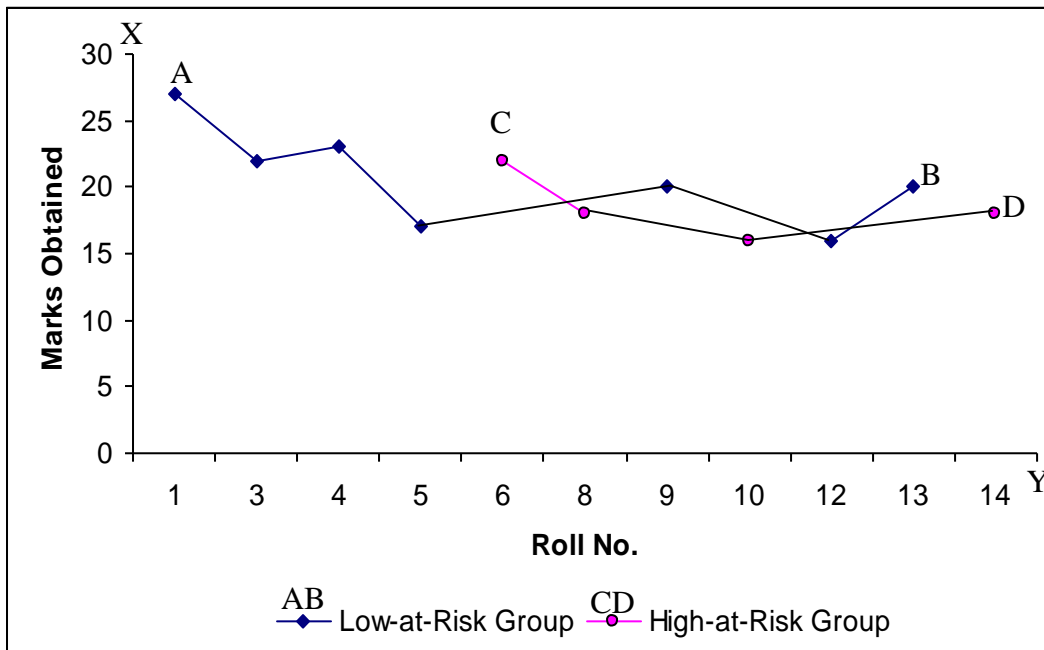
* Students scoring below pass mark.

The table 3 shows that 2, out of 7 students of Low -at - Risk Group secured the marks below pass mark and 3, out of 4 students of High-at-Risk Group obtained the marks below pass mark. So, we can say that the failed percentage is high in High- at - Risk Group in comparison to Low - at - Risk Group in KSBS.

This can be shown clearly with the help of the following line-graph :

Line Graph No. 1

Comparison of Marks between the Low - at - Risk Group and High - at - Risk Group of KSBS.



The line graph -1 shows the obtained marks of 2 groups in comparison. As noted above that the line AB and CD represent the Low - at - Risk Group and High - at - Risk Group respectively. The line of CD, as we can see nearly remains constant with AB in cases of Roll No. 6 and 8 in the middle position but in almost other cases the line CD goes down below the AB which manifest that the obtained marks secured by High - at - Risk Group are lower than the Low - at - Risk Group.

I have carried out t-test (the test of significance of the difference between two means) method to examine whether the difference between these two groups is significant or not. In the analysis, if 't' value is greater than calculated value at 0.10 level of 't'-test, it is strongly claimed that the difference between two means is not significant and vice versa.

3.3.1 Group Based Comparison of KSBS

In this comparison, the result of Low-at- Risk group and High-at-Risk group as tabulated above is shown under separate heading in a single table.

Table No. 4
Difference in Mean between Low-at-Risk Group and High-at-Risk Group of KSBS.

S.N.	Categories of Performance	Mean	S.D.	C.V.
1.	Low-at-Risk Group	20.71	3.72	0.18
2.	High-at-Risk Group	18.5	2.51	0.14

Where,

S.D. = Standard Deviation

C.V. = Coefficient of variation

The above table shows that with the mean score ($\bar{X} = 20.71$) the Low-at-Risk Group has performed slightly better than that of High-at-Risk Group with the mean score ($\bar{X} = 18.5$) in that particular subject test.

Table No. 5
Testing Statistical Significance of Both Groups' Performances in
KSBS

X_1	$(X_1 - \bar{X}_1)^2$	X_2	$(X_2 - \bar{X}_2)^2$
27	39.56	22	12.25
22	1.66	18	0.25
23	5.24	16	6.25
17	13.76	18	0.25
20	0.50		
16	22.18		
20	0.50		
145	$(X_1 - \bar{X}_1)^2 =$ 83.40	74	$(X_2 - \bar{X}_2)^2 =$ 19.00

Where,

X_1 = Low-at-Risk Group

X_2 = High-at-Risk Group

$H_0: \hat{\mu}_1 = \hat{\mu}_2$ There is no significant difference between two groups.

$H_1: \hat{\mu}_1 \neq \hat{\mu}_2$ There is significant difference between two groups.

$$\bar{X}_1 = \frac{X_1}{n_1} = \frac{145}{7} = 20.71$$

$$\bar{X}_2 = \frac{X_2}{n_2} = \frac{74}{4} = 18.50$$

$$S_1^2 = \frac{\sum (X_1 - \bar{X}_1)^2}{n_1 - 1} = \frac{83.40}{6} = 13.90$$

$$S_2^2 = \frac{\sum (X_2 - \bar{X}_2)^2}{n_2 - 1} = \frac{19.00}{3} = 6.33$$

$$S^2 = \frac{\sum_{i=1}^{n_1} (Z_i - \bar{Z})^2}{n_1 - 1} + \frac{\sum_{i=1}^{n_2} (Z_i - \bar{Z})^2}{n_2 - 1} = \frac{6 \cdot 13.90 + 3 \cdot 6.33}{9} = \frac{102.39}{9}$$

... $S^2 = 11.37$

Under H_0 , the test statistic is,

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} = \frac{20.71 - 18.50}{\sqrt{11.37 \left(\frac{1}{7} + \frac{1}{4} \right)}} = \frac{2.21}{\sqrt{4.46}}$$

... $|t| = 1.04$ (calculated value)

Degree of freedom = $n_1 + n_2 - 2$

$$= 7 + 4 - 2$$

$$= 9$$

The tabulated (critical) value of 't' given at 1% level of significance is $t_{9} = 1.833$, i.e. $|t_{9}| = 1.833$.

Decision: Since the calculated value of 't' is little less than tabulated value (C.V. < T.V.) of t_{9} , null hypothesis (H_0) is accepted and hence alternative hypothesis (H_1) is rejected. That means, there is no significant difference between these two groups' mean. This is all because of the slight mean score difference in between these two groups which is due to not other than sample fluctuation which can be seen in table no. 4 that the Low-at-Risk Group's coefficient variation is larger than that of High-at-Risk Group which holds the meaning that the range of data of former group is wider than the latter ones. This is the sole cause of sample

fluctuation here. However, the slight difference in mean score in between these two groups indicates that the Low-at-Risk Group ($\bar{X} = 20.71$) has performed slightly better than that of High-at-Risk Group ($\bar{X} = 18.5$). Thus, from the above discussion we can conclude that the marks of the few students (not all) of High-at-Risk Group in that particular subject and their academic achievements have been affected by such behaviour of teachers in the classrooms.

Table No. 6
Result Sheet of INDEBS

Low - at - Risk Group

Roll No.	Name of the Students	Obtained Marks
1	Annie Kandangwa	37
2	Sanjeev Magar	34
3	Aman Shrestha	21
4	Milan Adhikari	25
5	Bipul Kharel	36
6	Urusha Shrestha	32
8	Aayush Aryal	31
9	Dipika Tandukar	23
11	Deepsona Shrestha	20
12	Isha Thapa	28
13	Devika Tandukar	26
14	Binita Adhikari	24
15	Dipika Adhikari	24
16	Bidhya Lama	21
18	Rajisha Thapa Magar	20
20	Dipesh Mainali	30

21	Bishnu Lama	24
22	Dipesh Thapa	20
24	Mamta Bhattarai	18*
25	Suraj Raj Subedi	23
26	Prajita Lama	17*
29	Govind Raj Subedi	18*
30	Janak Kunwar	20
32	Prasiv Rai	23
34	Bishwash Shrestha	25
36	Nisha Rana	21
38	Gita Bhatta	23
39	Sabiya Sahi	10*
40	Thomas Rai	20
41	Anil Rajbahak	20
42	Sagar Devkota	23
43	Sanjaya Adhikari	23
44	Arpan Ghimire	12*
Total		33

High - at - Risk Group

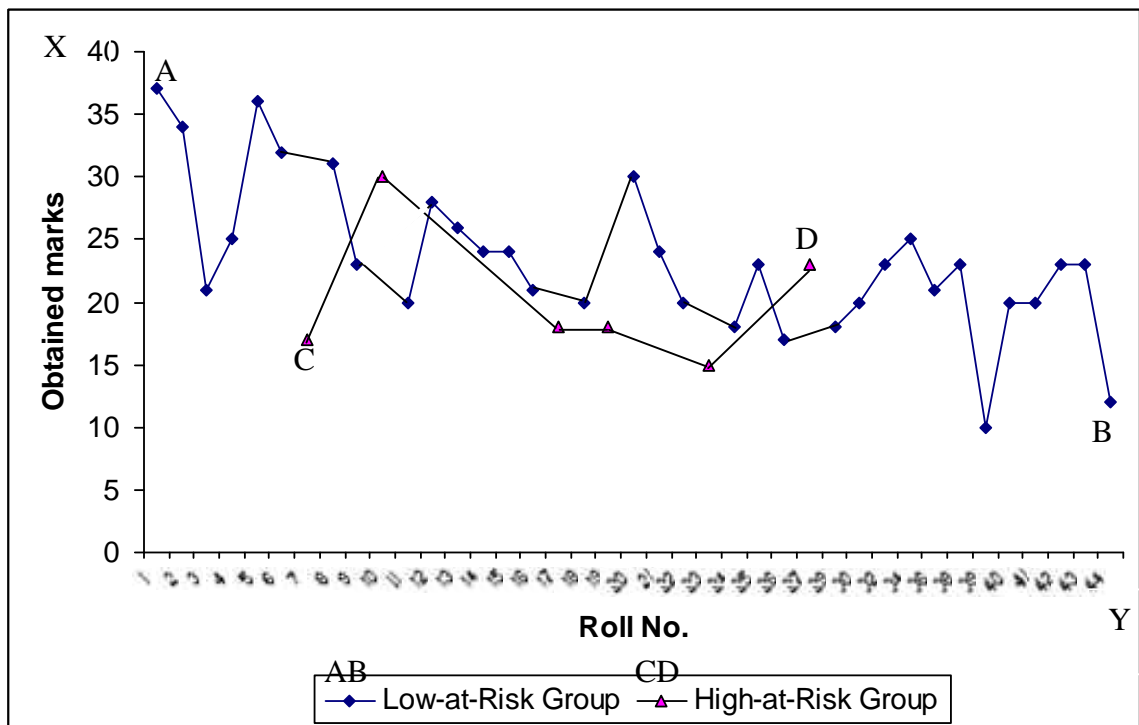
7	Keshab Basnet	17*
10	Sajak Updhaya	30
17	Sudip Bisural	18*
19	Prajal Ghalan	18*
23	Pramita Shrestha	15*
27	Lenin Chaulagain	23
Total		6

* Students scoring below pass mark.

Table 4 shows that 5, out of 33 students of Low - at - Risk Group scored the marks below pass mark whereas 4, out of 6 students (i.e. more than half in percentage) of High - at - Risk Group obtained the marks below pass mark. So, it clearly indicates that fail percentage is high in High - at - Risk Group in comparison to Low - at - Risk Group in INDEBS. This can be shown clearly with the help of the following line-graph:

Line Graph No. 2

Comparison of Marks between the Low- at- Risk Group and High-at- Risk Group of INDEBS.



The line graph -2 clearly shows that the obtained marks of 2 groups of INDEBS in comparison. The line AB and CD represent the Low-at-Risk Group and High-at-Risk Group respectively. As noted above that the line CD in graph is below the line AB in almost cases other than in cases of roll Nos. 10 and 27. And in the cases of Roll nos. 39 and 44 in line AB the situation is even worst as this line is steeply gone down than that of

level of CD. However, the percentage of students scoring below pass mark is higher in High-at-Risk group in comparison to Low-at-Risk Group.

3.3.2 Group Based Comparison of INDEBS

Here, the mean score between Low-at-Risk Group and High-at-Risk Group is compared.

Table No. 7
Difference in Mean between Low-at-Risk Group and High-at-Risk Group of INDEBS

S.N.	Categories of Performance	Mean	S.D.	C.V.
1.	Low-at-Risk Group	23.39	6.02	0.26
2.	High-at-Risk Group	20.16	5.49	0.27

Where,

S.D. = Standard Deviation

C.V. = Coefficient of variation

The above table also shows the somehow similar condition as in KSBS. Here also with the mean score ($\bar{X} = 23.39$) the Low-at-Risk Group's performance is slightly better than that of High-at-Risk Group with the mean score ($\bar{X} = 20.16$) in that particular subject test.

Table No. 8
Testing Statistical Significance of Both Groups' Performance in
INDEBS

X_1	$(X_1 - \bar{X}_1)^2$	X_2	$(X_2 - \bar{X}_2)^2$
37	185.23	17	9.98
34	112.57	30	96.82
21	5.71	18	4.66
25	2.59	18	4.66
36	159.01	15	26.62
32	74.13	23	8.06
31	57.91		
23	0.15		
20	11.49		
28	21.25		
26	6.81		
24	0.37		
24	0.37		
21	5.71		
20	11.49		
30	43.69		
24	0.37		
20	11.49		
18	29.05		
23	0.15		
17	40.83		
18	29.05		
20	11.49		

23	0.15		
25	2.59		
21	5.71		
23	0.15		
10	179.259		
20	11.49		
20	11.49		
23	0.15		
23	0.15		
12	129.73		
$X_1 = 772$	$(X_1 - \bar{X}_1)^2 =$ 1161.810	$X_2 = 121$	$(X_2 - \bar{X}_2)^2 =$ 150.800

Where, X_1 = Low-at-Risk Group

X_2 = High-at-Risk Group

$H_0: \hat{\mu}_1 = \hat{\mu}_2$ There is no significant difference between two groups.

$H_1: \hat{\mu}_1 \neq \hat{\mu}_2$ There is significant difference between two groups.

$$\bar{X}_1 = \frac{X_1}{n_1} = \frac{772}{32} = 23.97 \quad \bar{X}_2 = \frac{X_2}{n_2} = \frac{121}{6} = 20.16$$

$$S_1^2 = \frac{\sum (X_1 - \bar{X}_1)^2}{n_1 - 1} = \frac{1161.810}{31} = 37.476 \quad S_2^2 = \frac{\sum (X_2 - \bar{X}_2)^2}{n_2 - 1} = \frac{150.800}{5} = 30.160$$

$$S^2 = \frac{f_1 S_1^2 + f_2 S_2^2}{n_1 + n_2} = \frac{31(37.476) + 5(30.160)}{37} = 35.476$$

$$X \frac{32}{37} + 5 \frac{30.160}{37} = 35.476$$

$$\dots S^2 = 35.476$$

Under H_0 , the test statistic is,

$$t = \frac{\bar{X}_1 - \bar{X}_2 - A}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} = \frac{23.39 - 20.16 - 3.23}{\sqrt{35.476 \left(\frac{1}{33} + \frac{1}{6} \right)}}$$

...t = 1.22 (Calculated value)

$$\text{Degree of freedom} = n_1 + n_2 - 2$$

$$= 33 + 6 - 2$$

$$t' = 37$$

Tabulated (critical) value of 't' given at 1% level of significance is $t_{37} = 1.684$, i.e. $|t_3| = 1.684$.

Decision: Since the calculated value of 't' is little less than tabulated value (C.V. < T.V.) of t_{37} , null hypothesis (H_0) is accepted and hence alternative hypothesis (H_1) is rejected here as in KSBS. Therefore, there is no significant difference in between these two groups' means. This is all because of the wide difference in between the sample fluctuation where ($n_1 = 33$) in X_1 and ($n_2 = 6$) just in X_2 as we can see in table no. 8. However, if we compare and analyze the difference in mean score in between these two groups the Low-at-Risk Group has performed slightly better than that of High-at-Risk Group in table no. 7. Thus, here also we can conclude that the few students of High-at-Risk Group's school marks in that particular subject and their academic achievements have been affected by such behaviour of teachers in the classrooms.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings of the Study

On the basis of the analysis and interpretation of the data, the following findings have been extracted. The major findings of this research are as follows:

- 1.a. Emotional verbal abuse by the teacher is highly prevalent and a stable phenomenon existing in our classrooms.
- b. The teachers are found to use variety of exponents from a very wide range. Among them, *Bad boy/girl!*, *Foolish!*, *Idiot!*, *Stupid!*, *Silly!*, *Nonsense!*, *Bastard!*, *Heinous!*, *Rascal!*, *Naughty!*, *Bloody hell!*, *Shame on you!*, *Disgusting!*, *Damn it!*, *Hopeless!*, *Bullshit!*, (to name few) are more common and *Dumb-ass!*, *Witch!*, *Stingy!* etc. are the least used terms.
- c. The exponents picked up are from very vast categories such as Nouns (*Joker!*, *Loafer!*, *Dog!* etc.), Adjectives (*Foolish!*, *Idiot!*, *Rubbish!*, etc.), Clauses (*Sick of you!*, *Shame on you!*, etc.), Compound/mixed words (*Bad boy/girl!*, *Damn it!*, etc.), Animals (*Monkey!*, *Donkey!*, *Sheep!*, etc.), Supernatural beings (*Ghost!*, *Bitch!*, *Nymph!*, etc.), Hatred words (*Yuck!*, *Shit!*) Swear (*You damn fool!*), Curse (*Sick of you!*), Labelling (*You dummy!*), Exclamation sentences (*What the hell are you doing!* etc.) etc. Terms can be of any types such as sarcastic, satiric, ironic, mocking, simile and metaphor indicating and disapproving the physical appearance (*Giant!*), way of dressing (*Slumdog!*), talking (*Chatterbox!*), behaving (*Monkey!*), walking (*Tattler!*), manner

(*Haughty!*), working (*Wreck less!*) etc. of the students depending upon the mood, context and situation of the teacher and classrooms. So, these terms are not predictable and certain.

- 2.a. Verbal aggression by teacher is associated with students behaviour-problems viciously, i.e. there is a close reciprocal relationship between them.
- b. The problems related with academic difficulties and language learning problems are very few (just 14 out of 58 problems) in number in comparison to psycho-socio problems resulted through such behaviour of teacher in the classrooms. However, it is a worthless attempt to differentiate academic problems with other because in such a case no one can determine that this is the effect of that cause particularly or vice a versa and all the problems hamper in overall development and healthy functioning of any child in a lesser or a greater degree and academic achievement is only a part of it.
- c. A few number of students' school marks in that particular subject and their academic achievements have been affected by such behaviour of teachers in the classrooms.

4.2 Recommendations

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

- a. Speech affects us all. Words do hurt, even though at times we donot want to admit it. Even if we have to chastise someone, we should do it without using negative words. Telling someone derogatory things is not helpful, kind and they donot build anyone

up, and then why are we all guilty of saying things that will hurt students' feelings?

- b. Abuse is not a good idea because students are very susceptible to their teachers' judgment of them. The words that students are told are taken to heart because the teachers are so influential and important in their lives.
- c. While bad speech can bring bad emotional pain, good speech can bring emotional stability to a person who needs it. It can boost their self-confidence, make them feel loved, wanted and secured. Children are supposed to learn everything they need to thrive in this world from their caretakers. Abusive teachers provide the opposite of what children need. Instead of teaching and nurturing growth, they distort and destroy their life.
- d. In addition to distorting children's thoughts, abuse also forces children into a position of having to "hide the problems". This prevents children from having real relationships and has life-long effects. And because our ability to form healthy social relationships is learnt, abused children are deprived of many skills necessary to navigate the social world. Their entire concept of a relationship is distorted. This leads to problematic relationships in life and even on the job.
- e. This research indicates that a necessary first step in establishing standards for acceptable behaviour in a classroom is to set some norms or rules of conduct to manage students behaviour. Motivation to comply with rules, seems highest when they are started positively and convey what you do want to happen rather than trying to list all the possible unacceptable behaviour.
- f. One way to prevent problem behaviour in the classroom is through the teachers' instructional style, as flexible methods of instruction

focus on the learner and his/her interest and needs, raises the motivation to learn and naturally may reduce misbehaviour.

Dealing with indiscipline is often a matter of 'pastoral' care, helping students to recognize the problem behaviour and start to find a way towards changing it. It is no shame to have disruptive students in our classroom. It is natural and happens to everyone. Here are some practical hints for teachers on classroom discipline :

1. When the code of conduct is broken the teacher should act immediately. If the indiscipline involves anti-social behaviour in the classroom the teacher should take steps at once because the longer type of behaviour is left unchecked, the more difficult it is to deal with.
2. Teachers should take care not to humiliate an uncooperative pupil. It is the behaviour that matters, not the pupil's character. It is always better to be positive rather than negative. It is usually more effective for a teacher to say let's do this, rather than saying don't do that. Taking things forward is better than stopping them in other words.
3. It is appropriate to discuss a student's behaviour in private, and talk about how to improve it.
4. Just as a teacher's behaviour may itself sometimes be the cause of disruptive events, so the way we teach, and the relationship we have with students, can help to prevent problem behaviour from ever occurring. In particular, maintaining our students' interest and relating to them in appropriate ways holds the key to this.
5. A critical aspect in the prevention of problem behaviour is the rapport we have with our students. This can be greatly enhanced by making sure that we listen to what they say with interest, and that

we look at them when we talk to them; we need to ensure that we donot only respond to the students at the front-or the more extrovert ones-but that we try and work all of the people in our class.

6. Start by being firm with students: you can relax later.
7. Get a silence before you start speaking to the class.
8. Know and use the students' names.
9. Prepare the lesson thoroughly and structure them firmly.
10. Be mobile: walk around the class.
11. Start a lesson with a 'bang' and sustain interest and curiosity.
12. Make sure your instructions are clear.
13. Have extra material prepared (to cope with slower/faster working students).
14. Develop an effective questioning technique.
15. Look at the class while speaking and learn how to 'scan.'
16. Make work appropriate (to students' age, ability, cultural background).
17. Develop the act of timing your lesson to fit the available period.
18. Vary your teaching techniques.
19. Anticipate discipline problems and act quickly.
20. Avoid confrontations.
21. Clarify fixed rules and standards and be consistent in applying them.
22. Show yourself a supporter and helper to the students.
23. Don't patronize and berate the students, treat them with respect.
24. Use humour constructively.
25. Choose topics and tasks that will activate the students.
26. Be warm and friendly to the students.

Further, he writes under the heading 'Reacting to Problem Behaviour' what ever the reason for problem behaviour, it shouldnot be ignored when it happens. How a teacher reacts to it should depend upon the particular type of disruption and the person exhibiting the behaviour, Nevertheless it is advisable to have some general guidelines in mind for such situations:

- g. Classroom management is not only to focus on student behaviour or behaviour management in classroom setting but also to control teacher's own behaviour. The teachers must know and pay attention to how they will behave towards the students in the classroom settings and how teaching will be organized for them. Teachers' being in a merry and happy or in a safe and optimistic mode affects their teaching process positively. Their emotional states; whether they are relaxed in the class or not affect their decisions and attitudes in the classroom setting.
- h. Although the effects of verbal aggression depend on child characteristics, verbal aggression is almost universally regarded as "sometimes necessary", however, at the same time teachers must be tactful where and how it must be used. Teachers may believe that they are better teachers if they only use their voice and not their hands. In contrary, the opposite is the case.
- i. It is always better to replace verbally aggressive statements such as "you're stupid to have done x", with nondepreciatory statement such as "I get angry when you do x". When dealing with a conflict situation try to cope with that through reasoning and discussing first.
- j. To prevent it, Intervention Programs focusing on changing teacher behaviours can be an another option in light of the

reciprocity of the teacher-student relationships with teachers and perhaps to solicit parental participation in the context of multilevel interventions to maximize intervention success. In addition, school psychologists need to be informed about the risk associated with verbal abuse by the teachers to facilitate early detection of systems and to help prevent potential negative consequences for child adjustment and health. Information about the importance of positive teacher- student relationships need to be included in early education teacher training.

- k. Teachers have to be realistic and honest with themselves about all the issues, that are involved in 'A day in the life of a teacher'; Environment should be made conducive to teach professionally, effectively and pleasantly.
- l. Responsibility for maintaining order in the classroom seems to be mainly that of the teacher. However, this doesnot necessarily advocate high control teacher methods; on the contrary, educational psychology suggests a low control approach in the belief that pupils bear primary responsibility for controlling their own behaviour and are capable of doing so.
- m. To address these problems an assessment of their social perspectives, beliefs and feelings is necessary. Assistance should be provided through the establishment of a supportive climate and training in important social skills.
- n. Verbal aggression is a recipe for disaster as well as a death warrant to the student because verbal violence is at the root of all other violence. Stopping verbal violence is setting a standard for the future. So, teachers must do two things to restore peace in his life and classrooms: S/he must create a language environment where verbal abuse in truly rare and when s/he finds themselves

involved verbal violence, s/he must end it quickly and honorably and put it firmly behind them. In moments of stress and anger, try to refrain from saying anything mean or sarcastic to the child. Remember, you are his main and most important role model. If you tend to fall apart, lose your control, and act abusively at challenging times, you will likely raise a child who does the same. Here are some ways you can calm yourself down:

- i. Stop gap: This strategy is useful when you find yourself becoming emotionally caught up in the conflict with a student or when you sense that the student is unable to stop engaging in defiant or aggressive behavior because s/he is being controlled by emotion. This technique involves the teacher telling the student that they both need a break from each other until they are able to calm down. This allows both parties to bring emotions under control and prevent the conflict cycle from further developing.
- ii. Try to deal only with the present rather than letting all the stressful incidents that have 'piled up' over-come your emotions.
- iii. Take a 'time out' and then take a few slow deep breaths seeking to let go of the situation emotionally.
- iv. Enter the classroom leaving all your personal tensions outside.
- v. To start getting a handle on your outbursts, try to understand the reasons behind your behaviour.
- vi. Apply 'RETHINK' method to bring your feelings under control. It stands for:
 -) R-ecognize your feelings.
 -) E-mpathize with your students
 -) T-hink of the situation differently (Try using humour constructively-it can be the best way).

-) H-ear what your student is saying (Gain students' trust in you by showing that you listen, care, give due respect and are willing to get involved).
 -) I-ntegrate your love with your angry thoughts.
 -) N-otice your body's reactions to feeling anger and to calming down.
 -) K-eeep your attention on the present problem.
- vii. Share your feelings of resentment or anger with your friends seeking guidance.
- viii. It's all because of our inability to control our strong emotions. To bring this under control, training on some managerial skills and meditation can be other best ways.
 - o. Abused students need time and constructive programs of help to get better. Not only do teachers have to decide if a particular child is the victim of abuse, they may also have to contend with changes in that child's classroom behaviour.
 - p. It is imperative that any teacher strive for emotional balance in order to be an effective guide. As language is as to see into human nature we must realize the responsibility of achieving emotional balance in such a dysfunctional society. This emotional balance is the key to one's effective teaching ability, openness, caring, kindness, positive attitude, excitement about continuing to learn, greeting every day as an opportunity for growth, looking for newer and more effective ideas with wisdom and humanistic ideology/spirit. The more we learn about our emotions the more we can be present enough to learn and then teach others. If we have a healthy ego only, then we can truly embrace the art of pleasant teaching.

- q. As the slip of foot may be recovered but the slip of the tongue imprints a long-lasting effects, the kind of pain that words give is difficult to heal. Teachers MUST learn that words are powerful. They need to learn to choose their words tactfully and carefully according to the situation and context; words that reinforce the positive and diminish the negative. Think twice before you speak. Before you say something that might hurt someone's feelings, think about how you would feel if someone said it to you. Hopefully, someday there will be psychological training in our schools of education for all teachers and young pupils. However, this can only be as effective as the seriousness with which it is embraced.
- r. There is no perfect teacher because there is no perfect person. However, if we look at life as a process of beauty and personal growth, then we can see everyday as an opportunity toward greatness: every moment can be a part of the chain that makes for a beautiful process. Embrace life, your inner self and other with concern, kindness and joyful spirit.

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