

CHAPTER-ONE

INTRODUCTION

This very first chapter consists of many subchapters. This makes brief introduction to the language and linguistics, varieties of linguistic codes, review of the related literature and finally the definitions of key terms.

1.1 General Background

Language is viewed as only a unique asset of human being as it has made mankind different from other living beings. In this universe, it is the special gift for human beings which is the most developed and the most frequently used means of communication. Language is used as a means to transmit and interchange ideas, thoughts, information, opinions, desires, emotions, etc. from person to person. Human beings are, therefore, endowed with the credibility of being 'social'. Similarly, it is the element that identifies a society/nation and the means of sharing and preserving the culture for coming generation. There are several purposes of learning a language. One of them is to make one-self capable of living as well as versed social being in the world.

Language is an abstract phenomenon as complex as human relationship in a society in the absence of which there is no possibility of human civilization. It is assumed to be as old as human race itself. There are other means of communication too, e.g., olfactory, gustatory, tactile, visual, aural, etc. but these systems are not as developed as language.

Change is the essence of the world. Language, being a social phenomenon as well as living one, cannot certainly be the exception. After the end of World War II in 1945, there was the drastic change towards the view of language. English became the accepted international language of technology, commerce. It has created a new generation of learners who knew especially why they were learning it. We can communicate through the use of global function of

language. Various linguists have defined language in several ways. Some of them are mentioned in the following sub-section:

Sapir (1978, as cited in Lyons 1981, p. 4) has defined language as, “The institution whereby human communicate and interact with each other by means of habitually used oral auditory arbitrary symbols.” This definition is not sufficient to define language properly as it has several defects. However, the definition touches the terms ‘communicate’ and ‘interact’, there is much area that is not covered by any of the terms. Following Chomsky (1957, p. 43), “A language to be a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements.” To put it in another words, language is a system of systems, where system means a whole consisting of smaller units which are related to each other in some ways or other and perform particular functions. Those units are combined at various levels viz., phonological, morphological, syntactic, semantic and discourse. Similarly, Varsheny (1977, p. 1) has defined, “Language is a very complex human phenomenon; all attempts to define it has remained inadequate. In a nutshell, language is an ‘organized noise’ used in actual social situations. That is why, it has also been defined as ‘contextualized’ systematic sounds.”

This definition is also somehow related to Sapir’s concept as it focuses on contextual use of language. Similarly, Richards et al. (1999, p. 196) have opined, “Language is the system of human communication which consists of the structural arrangement of sounds into larger units, e.g., morphemes, words, sentences and utterances.” This definition is also somehow similar to Sapir’s one. Likewise, Crystal (2003, p. 255) has defined language as “The abstract system underlying the collection totality of a speech/writing behaviour of a community or the knowledge of the system by an individual.”

In this connection, to quote Bloch and Trager (1942, cited in Lyons, 2006, p. 3), “A language is a system of arbitrary vocal symbols by means of which social group cooperates.” Here, language is a symbol which is based on

arbitrary conception and can be extended or modified as per the need of speakers. As language is arbitrary; there is no inherent relation between the meaning and form of a word. Moreover, language is modifiable so that language keeps on changing diachronically or synchronically.

Studying the aforementioned definitions, none of the definition is comprehensive and satisfactory in itself or looks like to be so, it might have been the cause that still the term 'language' is being defined by different scholars/linguists in different ways. So, it is said that even ten thousand best linguists of the world cannot define a language perfectly.

To understand what language is, we must consider its features/characteristics viz., creativity or productivity, duality of structure, arbitrariness, interchangeability, specialization, displacement and cultural transmission. These features are found as a whole set only in the system of human communication that distinguish human language from other systems of communication like animal communication, sign language, etc.

On the another fold, to carry out the research wouldn't be so significant if there were only one language in the world. "There are nearly 6000 languages in use at present throughout the world" (Harmer, 2001, p. 8). So, it is an interesting subject matter to all the linguists. Only in Nepal there are more than 100 languages in the existence (Report of CBS, 2001). Hence, it is significant to relate language with linguistics to show how linguistics investigates languages of the world and the precise research of it is going on day after day.

1.1.1 Linguistics: A Brief Introduction

Linguistics is the scientific study of the systems or principles underlying human languages. It is scientific because it follows the general methodology of science. It means observing language use, forming hypotheses about it, testing these hypotheses and then refining them on the basis of the evidence collected are the steps of scientific procedure. It is the theoretical study of language and

it concerns with what a language is. Linguistics gives us a framework to describe and improve a language in a systematic way with reference to the knowledge about language.

Todd (1987, p. 5) has defined linguistics as, “The scientific study of language”. As an academic discipline, the development of this subject has been relatively recent and rapid, which has become particularly widely known and taught in the 1960s. Linguistics makes the language knowledge oriented. It gives the description of systems and subsystems of the language. According to Richards et al (1985, p. 167), “Linguistics now covers a wide field with different approaches and different areas of investigation, for example, phonetics, phonology, syntax, semantics, pragmatics, functions of language.”

Linguistics, as the scientific study of the language, studies the origin, organization, nature and development of language from different perspectives. It has its own spirit, principles and methods to study about language. It studies language systematically, explicitly and objectively. Thus, linguistics is the science which formulates the general rules and principles related to language.

1.1.2 Varieties of Linguistics Codes

Very simply speaking, code refers to the particular language or dialect that a person chooses to use on any situation/occasion. It refers to the set of conventions for converting one signaling system into another in terms of communication rather than linguists. Speakers of different languages use different linguistic codes while speaking or exchanging their ideas and thoughts. So, it is the system used for communication between two or more parties. It is almost a rare case that a speaker has command over only one code as most of the speakers command over several varieties of any language they speak. Therefore, linguistic code refers to a particular use of language. To put it on another way, each linguistic code itself is a varieties of linguistic codes which can also be termed as varieties of varieties.

Language varies according to the person to person or community to community. Language also varies according to the age, sex, social class, profession, prestige, context and so on. Varieties of code are used even in a piece of conversation. So, we may also refer to a language or a variety of a language as a code. Terms like dialect, language, style, register, standard language, pidgin and creole are inclined to arouse emotions.

A code is an arbitrary, pre-analyzed set of signals. A language is merely one special variety of code. The total organization of various linguistic components in a language is the code of that language. It is an abstract system which happens to be accepted arbitrary in the community which uses it.

Therefore, we can conclude that difference in a linguistic code can occur in different use and context. A code is a variety that refers to any system of linguistic expression where the use is governed by the situational variable. Any linguistic code is seen in the form of different varieties. Dialect, idiolect and register are the varieties of a linguistic codes.

1.1.2.1 Dialect

The term 'dialect' is widely used in Sociolinguistics. It is one of the varieties of language like other varieties. It is a regionally or socially distinctive variety of a language, identified by a particular set of words and grammatical structures. Broadly speaking, a dialect is a variety of language according to the users. Same language is interpreted and represented in many different forms in terms of pronunciation, grammar and vocabulary, which are known as dialects. Thus, it is said that a dialect betrays the personality of the users or the speakers of the language.

Rai (2005, p. 125) has defined dialect as, "The use of a language varied according to place, time and group of people is called dialect." Therefore, dialect is the concrete manifestation of language. That is why any code that people speak is a dialect rather than a language. In short, we can say that a

dialect is the variety of language which is distinguished according to user, i.e., what geographical location and social class s/he comes from. People belonging to different geographical areas use different dialects characterized by various features in terms of pronunciation, vocabulary and also syntax.

1.1.2.2 Register

The term 'register' is widely used in Sociolinguistics to refer to varieties of language according to use, in contrast with dialects, defined as the varieties according to user. Register is also one of the varieties according to the subject matter and situation. In another words, use based variation is a register of a language. The same message is expressed differently in the different situations due to one's own style, situation, role of participants and so on. So, register depends on fields styles and participants of language user. Therefore, registers are sets of language items associated with discrete occupational or social groups, surgeons, bank managers, journalists, sales clerks employ different registers.

Regarding register, Ferguson (1994, cited in Wardhaugh, 2006, p. 48) has mentioned, "People participating in recurrent communication or communication situations tend to develop similar vocabularies, similar features of information and characteristics bits of syntax and phonology that they use in these situations." This kind of language variety is the register. So, register is different from dialects in the sense that dialect is user based variation where as a register is use based variation of language. He further adds that its special terms for recurrent objects and events, and formulaic sequences or routines seem to facilitate speedy communication; other features apparently serve to mark the register, establish feelings of rapport and other purpose similar to the accommodation that influences dialect formation.

Likewise, Hudson (1980, p. 45) has conceded, "The term register is widely used in Sociolinguistics to refer to the varieties of language according to the

use, in contrast with dialects.” Therefore, it is a subject of a language used for a particular purpose in a particular social setting.

Register therefore is, situationally conditioned field of discourse oriented variety of language. It differs from dialect in the sense that it focuses on the use aspect of language. Three variables that determine register are: field (the subject matter of the discourse), tenor (the participants and their relationship), and mode (the channel of communication, e.g., spoken or written).

Field of discourse is the first type of register. It is the variety of language that is distinguished with reference to the purpose and subject matter of communication. It differs in terms of vocabulary and syntax. Literature, medicine, commercial writing, religious, legal, documents are the examples of registrial varieties according to the field or subject matter of discourse.

Another type of register is ‘tenor/style of discourse’. Style of discourse refers to the relations among the participants. To the extent that these affect and determine features of the language; they suggest a primary distinction into colloquial and polite. Here the participants in a discourse are the speaker or (addresser) and the hearer or (addressee). The same speaker/user uses different varieties of a linguistic code according to where, when and to whom s/he is speaking. Formal, informal, etc. varieties of a language are the examples of tenor-based register.

Mode of discourse is the another variety of language, which refers to the medium or mode of the language activity and it determines or rather correlates with the role played by the language activity in the situation through written and spoken which is related to how a communication takes place, i.e., either in written or oral form. Here, the main difference exists in the difference between speech and writing. Thus, speech and writing are the typical examples of mode based register.

Thus, registers are the special terms of any languages which differ according to the situation, topic and mode of language (i.e., oral or written) regarding the use of different words in different types register, Wardhaugh (2006, p. 48) has asserted that, “Register are the set of vocabulary items associated with discrete occupational or social group.... The variety of language changes according to the subject matter or field about which one is talking. The registers of science, law, religion, education, journalism and so on are the suitable examples of different field based registers.” The language used in character/transfer certificates is different from the languages of other fields. In this sense, language used in mass media is a field based register.

1.1.2.3 Idiolect

Idiolect can be regarded as a variety of language different from dialect and register. It can also be defined as the personal dialect of an individual. Idiolect is a technical term we use to refer to the variety of language spoken by each individual speaker of the language. One speaker speaks differently from the way the other speakers speak, even if they are using same dialect. It may include those features either in speech or in writing which distinguish one individual from others in terms of voice, quality of pitch and speech rhythm. All of the members have the same attitudes to their language and share its common features. However, each member has his own individual language in some respects. If we look it closely, it varies from one individual to another in certain features.

Hocket (1967, p. 222) opined that, “Generally speaking, the totality of speech habits of a single person at a given time constitutes an idiolect”.” Every individual speaker employs a variety of the language; that is: uniquely his own, containing features that do not occur anywhere else. Thus, idiolect differs from person to person.

1.1.3 Mass Media

Literally, the term 'mass' refers to 'a large number of people' and 'media' refers to 'the means of mass communication' such as TV, radio, newspapers, etc. Mass media are generally defined as the most powerful transmitters or disseminating hard news, articles, features, middles, reviews, instructions. They serve the purpose of informing and making people aware of facts and functions of some products as well. In Mehata's (1979, p. 3) view, "The basic function of mass communication is to entertain to people. The media also motivate people directly or indirectly." Therefore, it can be defined as the means of communication for sending message to a large scattered number of people over a vast area at the same time. Generally, mass media include electronic and print media. These media are used to send or transmit messages to the mass.

The term 'mass media' was coined in the 1920s with the advent of nationwide radio networks and of mass circulation newspapers and magazines. The mass media audience has been viewed by some commentators as forming a mass society with special characteristics during the 20th century; the advent of mass media was drives by technology that allowed the massive duplication of material at a low cost. Andrew (199, p. 25), has further said, "In a democratic society, independent media serve to educate the public/electorate about issues regarding government and corporate entities.

Gamble and Gamble (1989, p. 87) have defined, mass media as, "Tolls, instruments of communication that permit us to record transmit information and experiences rapidly to large, scattered heterogeneous audiences, as such they extend our ability to talk to each other by helping us overcome barriers caused by time and space."

To quote Boutwell (1962, p. 31), "The mass media have demonstrated over and over in the areas of entertainment, information, education and inspiration that they are instrument potential for man's growth in mind and spirit. Much of this

potential has yet be realized.” This definition has focused on the transmitting of potential instrument for man’s growth in mind and spirit.

Mass media include newspapers, magazines, posters, certificates, pamphlets, television, radio, the internet, etc. Broadly speaking, they can be categorized as print and electronic media. Both of them are equally important for mass communication. Electronic media seems to be somehow modern than print media. Print media have proved to be more effective and accessible, through. Print media, as such, make use of the printed symbols to communicate messages to receivers. Therefore, print media consist of books, manuals, certificates, newspapers, magazines, periodicals, brochures, prospectus, pamphlets, postures, banners, signboards, traffic signs and signals, menus, bills, etc. These print media help people to be informed of the world. They are different in physical form and linguistic features, such as vocabulary, structures, tenses, aspects, moods, voices, so and so forth. Different print media use the language use to day to day lives.

1.1.3.1 A Glimpse on the History of Mass Media in Nepal

In the Nepalese context, ‘mass media’ is thought to be the 4th arm of the country and regarded to be a very powerful aspect of the nation while talking of the history of mass media in Nepal one should try to go to its root.

Decades back, in Nepal, there was the system of Katuwal (the person who was responsible for the dissemination of the information throughout the village) by Karauney (shouting). In society it is also heard that the horses and the pigeons were used to transfer the information through letters in previous era. ‘Gaineys’ and ‘Gandharvas’ were said to be transferring the news through songs.

(Khadka, 2011, p. 3)

Before the arrival of the printing press, the late king Prthvi Narayan Shah had established postal systems. But the modern history of mass media in Nepal begins with the printing press by Jung Bahadur Rana in 1851 A .D. (1908 B.S.) from Britain. This printing press was named ‘Giddhe Press’. After Giddhe

Press 'Manoranjan Press' was established after the establishment of which, 'Muluki Ain' (The Civil Act) was published (ibid.). Meanwhile, the first magazine in Nepali language was published in Banaras-India namely 'Sudha Sagar' in 1898. Like these two presses, other were 'Jungi Press', 'Chandra Prabha Press' and 'Pashupati Press' (ibid.).

In the chronology of development of the time, the Gorkhapatra started to be published in 2000 B.S, twice a week and since 2003 B.S, it got published thrice a week. In this chain, in 1913 A.D., telephone service started in Nepal.

After the uprootment of the Ranarchy in 1951 A.D., the newspapers started to be published in higher rate. The first daily Nepali newspaper 'Aawaj' got published. Some of the daily newspapers were Samaj, Nepal Samachar, Fillingo, Naya Samaj, etc. The establishment of the Radio Nepal in 20th Chaitra 2007 B.S. was a new stone added in the pillar of the Nepalese mass media. (ibid.). After the royal coup in 2017 the then king Mahendra, the growth of the Nepalese mass media were found to be more or less limited. However, the project to enter satellite communication with the joint of then HMG, Nepal and British Government happened in the year 1982 A.D., which helped in the telephone service, telex, fax and other many more elements. Next remarkable step in the field of the Nepalese mass media was the establishment of the Nepal Television in 2042 B.S. formally although it was tough for journalists and mass media to disseminate the information freely, (ibid.)

After the public movement-I in 1990 A.D. (2046 B.S.), mass media gradually went on growing. Even in the private sectors so many newspapers, magazines televisions and the FM radios have been established. The cell phones and internet are also equally powerful and wide-spreading in disseminating news and information from one corner to another in the world.

1.1.3.2 Types of Mass Media

The media that can interact and communicate among large numbers of audience are termed as 'mass media'. Anything that serves the source for communication amongst a large audience is included in the category of mass media. Be it the pictorial messages of the early ages, or the high technology media are an inseparable part of our lives. Whatever may be called, but the essence is the same, i.e., all the media convey message(s) to the general people. But the difference is the means they use to convey the message.

Bhattarai (2002, p. 19) has divided mass media into two groups: print media and electronic media. This division may not be very exact however this provides an overall impression of what the total picture looks like another division, according to Bhattarai (2002, p. 19), is that press (daily news media) ... and main line media or they are also known as the core media.

In light of this extract, we can broadly categorize mass media into following three types:

- a Print media
- b Electronic media
- c New-age media

a Print Media

By name, print media refer to such media which use a kind of device called printer to transfer a text or a kind of device sheets of papers/clothes or metal through mechanical process. Print media is the oldest form of mass communication (Bhattarai, 2002, p. 19). With the invention of printing press, handwriting texts proliferated and people became widely educated which preserved the treasure of knowledge. Print media include books, manuals, newspapers, magazines, periodicals, brochures and prospectuses, pamphlets, posters, banners, traffic signs and signals, charts, graphs, diagrams, captions, menus, bills, etc. There exists a majority of audience who prefer the print

media for various communication processes despite the claim that print media have been replaced by the electronic or new media.

b Electronic Media

Electronic media are the media that use electronics or electromechanical energy for the end-user to access the content. “The term electronic refers to things or results produced or operated by a flow of electrons.” (Bhattarai, 2002, p. 45).

From this, we can derive that any media that runs from electronics or an extremely small piece of matter with a negative electrical charge are called electronic media. The term electronic media, in this sense, as print media also use electronic current during printing, seem to be similar but in fact, they are different. “Although the distinction is no longer clear-cut today because a best seller (fiction book) can also be read through electronic media” (ibid.).

Electronic media include radio, television, cinema, etc. For many people, it is impossible to imagine a life without their television sets, be it the daily news dose or even the soap operas. Nowadays electronic media have been the most dominating media in the society whatever their impacts may be positive or negative.

c New-Age Media

With advent of new technologies like internet, we are now enjoying the benefits of high technology mass media, which is not only faster than the old schools of mass media but also has a widespread range. Mobile phones, computers and internet are often referred to as the new-age media. Internet has opened up several new opportunities for mass-communication which include e-mail, web-sites, blogging, internet, TV and other mass media which are blooming today.

1.2 Review of the Related Literature

In spite of the great importance of mass media in language teaching in the modern world, very few studies have been carried out in this field at the department of English Education. Some of them, for the purpose of this research, have been reviewed here.

In the process of carrying out the research, **Baral (1999)** conducted a research on **Language Used in the Field of Tourism**. He found out that language used in the field is far different than the common language and concluded that there is not any similarity in the use of structure of this field.

Regarding the study **Bhandari (1999)**, carried out the research entitled '**Use of Tense and Aspect in Nepali-English Newspapers.**' She has descriptively analyzed the use of tense and aspect in Nepali-English Newspapers. The study shows that in general non-past tense and perfective aspect are more frequently used in Nepali-English newspapers regarding the aspect used in *The Rising Nepal* and *The Kathmandu Post*; the perfective (especially present perfective) aspect is used more often than the progressive aspect in both dailies.

Furthermore, she has come to the conclusion that certain structures of determiner, finite and non-finite construction, and structures of complement are not found to occur in newspaper headlines.

Similarly, **Upadhaya (2003)** carried out the research entitled '**The language used in Brochures.**' He described brochures physically as well as linguistically and concluded that single background colour and verb less slogans were found most found most frequently used in brochures.

In the same way, **Pokhrel (2003)** carried out a research on '**English in Broadcast and Print Media**'. This research attempted to compare print and broadcast media in terms of sentence type, narration, voice, tense, aspect, sentence length, contracted form and S-V proximity. The researcher found that

the language of print media was complex and language of broadcast media was simple.

Likewise, **Chapagain (2005)** carried out a research on **‘The Language Used in English Newspaper Advertisements’** describing the language structure, vocabulary items and communicative functions. He has categorized different types of advertisements like, trade advertisements, classified advertisements, retail advertisements, display advertisements and business directories. He found that major word classes and verb less constructions were frequently used in the newspaper advertisements.

Similarly, **Sapkota (2005)** made a research on **A study of Language Used in E-mail, Chat and Text Message**. He drew the conclusion that language of e-mail, chat and the text message is not similar to the usual language. He says generally incomplete sentences are used. And also, abbreviated forms are used in this type of area of language use.

In the same line, **Neupane (2006)** made a great effort on **‘The Language Used in Notices.’** He described language of notices in terms of constructions, tenses, aspects and language function. In case of construction he found out that verbless constructions were highly used. In terms of language functions, the requesting function had the highest frequency.

Similarly, **Tiwari (2007)** studied **‘Language Used in Economic Journal’**. The main purpose of his study was to find out the frequency of voice, tense, sentence type, aspect and sentence length used; observation was his main research tool for data collection. Finally, he concluded that complex sentences were maximally used and simple and compound sentences were used rarely. Non-past tense was more frequently used rather than the past tense. Active voice was highly used than passive one. Simple aspect was maximally used. Perfective aspect was used more frequently than progressive aspect.

Next to the above, **Sharma (2007)** conducted a research entitled '**Language Used in Newspaper Editorials: A Descriptive Study.**' The main objective of the study was to analyze language used in newspaper editorials in terms of sentence types, voices, tense, aspect, length of editorial, sentence length observation was his tool for data collection. At last, he showed that the similarity and difference between English newspapers from Nepali and English newspapers from abroad.

Similarly, **Dhakal (2008)** made a great effort to study on '**Language Used in Poster**'. He has analyzed the language used in poster in terms of sentence type, aspect, tense and voice using only the secondary sources of data and concluded that simple sentences are more frequently used than compound sentences. Moreover, he also found that past tense, progressive aspect and passive voice are minimally used than non-past tense, simple aspect and active voice were used in higher frequency than others.

Likewise, **Oli (2009)** concluded a research on '**Language Used in Medical Journals.**' He carried out the research in terms of tense, aspect, voice and sentence type using only secondary sources of data and judgemental sampling procedure and observation-tools for data collection. He came with the conclusion that past tense, simple aspect and passive voice were maximally used in the medical journals.

Furthermore, **Lamsal (2010)** made a great effort on '**Language Used in Forestry Journals.**' She used judgemental sampling procedure to collect secondary data. She studied language in terms of voice, tense, sentence type and specific words and concluded that complex sentence has the highest frequency of distribution than that of the rest.

All the aforementioned researches have been carried out under the mass media in the Department of English Education and they throw some light in the language used in mass media. But no study has yet been carried out on the language used in character/transfer certificates. So, the present study has aimed

to analyze the language of character/transfer certificates in terms of types of sentence, tense, voice and register words.

This research is different from the other works, regarding its data and the sources of the data, tools used for analyzing. It is also distinct from the point of view of problem of analysis and findings.

1.3 Objectives of the Study

This research was carried out aiming:

- i to analyze the language used in character/transfer certificates in terms of:
 -) types of sentence (simple, complex and compound)
 -) tense (past and non-past)
 -) voice (active and passive)
 -) register words
- ii To suggest some pedagogical implications.

1.4 Significance of the Study

This is a mini-research so it mainly aims to give a general picture of English language used in the of character/transfer certificates. This study is significant to those students, teachers, academic institutions and other people who are directly and/or indirectly concerned with character/transfer certificates. This study is made with the view that it provides useful references.

1.5 Definition of the Key Terms

Register: Register is a variety of language used for a particular purpose or in a particular social setting. It is the variety of language according to its use.

Tense: Tense refers to the relationship between form of the verbs and the time of action or state it describe. English has two tense systems; past tense and non-past tense.

Voice: Voice refers to the way in which a language express the relationship between verb and noun phrases which are associated with it. English has two types of active and passive.

Types of sentence: Sentence type refers to the types of sentence according to its structural point of view. From this view, there are three types of sentences namely simple, compound and complex.

CHAPTER-TWO

METHODOLOGY

This chapter deals with how this research work was carried out. In this chapter, the sources of data, sample population, sample procedure, tools for data collection and the limitation of the study are discussed.

2.1 Sources of Data

To accomplish this research work, the data is required and analyzed. The data included in this research are mentioned in the following sub-sections.

2.1.1 Secondary Sources of Data

For this research only the secondary sources of data were used. Out of enumerable academic institutions, i.e., high schools, the certificates of representing institutes were included. Using judgmental sampling procedure, one of the most useful non-probability sampling designs was adopted to collect data for this research study. The certificates issued by the selected institutes were treated to be the secondary sources of the data for this study. Moreover, the books, journals, articles helpful to accomplish this research work like Oxford Advanced Learners' Dictionary, Sociolinguistics by Wardaugh, Gumperz, Hockett, Dell Hymes, and Hudson were also taken as the secondary sources of data and theses carried out by seniors were also the sources for secondary data.

2.2 Population of the Study

All the certificates of academic institutions were thought to be the population of the study. However, this mini research was not able to include all of them at a same time. So, this researcher had the obligation to make the population representative.

2.3 Sample Population

The certificates, however, not all the certificates issued by all the institutions included, of the following institutions of Kaski district comprised the sample population.

- 1 Golden Future Boarding School (GFBS)
- 2 Kaski Modernized Academy (KMA)
- 3 Jyotikunja Secondary English School (JSES)
- 4 Balvidhya Mandir Secondary Boarding School (BMSBS)
- 5 Kumudini Homes Higher Secondary School (KHHSS)
- 6 National Inventive Boarding School (NIBS)
- 7 Paramount Public School (PPS)
- 8 Mount Annapurna Higher Secondary School (MAHSS)
- 9 Tarapunja Education Academy (TEA)
- 10 Hill Point High School (HPHS)
- 11 The Wisdom Kaski English Boarding School P. Ltd. (TWKEBS)
- 12 Diamond Higher Secondary School (DHSS)
- 13 Adarsha English Boarding School (AEBS)
- 14 Vidya Niketan Secondary School (VNSS)
- 15 Shree Sirjana Community Secondary School (SSCSS)
- 16 Rainbow Academic Homes (RAH)
- 17 Shanti Nikunja Boarding School (SNBS)
- 18 Social Public School (Kaski) P. Ltd. (SPS)
- 19 Suryodaya English Boarding School (SEBS)
- 20 Manakamana Boarding School P. Ltd. (MBS)
- 21 Lotus Academic School (LAS)
- 22 Pragati English Boarding School (PEBS)
- 23 Shanti Deep English School (SDES)
- 24 Marigold Boarding School (MBS)
- 25 Peace Zone Academy (PZA)
- 26 Bal Kalyan Boarding School (BKBS)

- 27 Tops Higher Secondary School (THSS)
- 28 Nepal Adarsha Awasiya Vidyalaya (NAAV)
- 29 Gyanubaba Secondary Boarding School (GSBS)
- 30 Shree Shukla Gandaki Secondary School (SSGSS)

2.4 Sample Procedure

Applying the judgmental procedure, the researcher visited the 30 academic institutions and after the oral permission of heads of the institutions, the certificates were collected.

2.5 Tools for Data Collection

Observation, for this study, was the tool for data collection. The texts of collected certificates were carefully read and tabulated according to the categories they fall on and to fire the objectives the data were tabulated as well.

2.6 Process of Data Collection

In the process of data collection, the researcher collected certificates of different academic institutions of Kaski district. Then, he read and re-read all the texts to gather the required information. At the same time the information for analysis, description and interpretation was noted down.

2.7 Process of Data Analysis

I read all the certificates. I used the simple statistical tools to find out percentage, average, frequency of occurrences of each category; then, the brief description of the result of the analysis was given. Then, I applied descriptive tool for the analysis of the register. Regarding the analysis of the language of the character/transfer certificates. Then, the data were tabulated in accordance with their categories. Next, I read the register words. Then, I consulted the dictionary

and noted the words in the list of registers which had specific meaning. The word which had only specific meaning they were not compared with any other meaning (see, appendix I).

2.8 Limitation of the Study

Since it is a mini research, it no doubt has some demarcations which are in the following sections.

-) The study was limited only to the language of certificates not anything else.
-) The study was carried out being based only on thirty certificates issued by thirty different private/boarding schools selected judgmentally within Kaski district.
-) The study was limited to the analysis of voice, tense, and types of sentences.
-) The level lower than sentences was not included in the analysis.
-) The study was confirmed to the observation of the language used in the essential component of the certificates. The research did not take into consideration of any personal views, experiences, etc.
-) The stasticals language was excluded.
-) The study includes the certificates of just SLC level.

As the researcher was the dweller to the Kaski district, it was easily accessible to reach those academic institutions. And, only so certificates were collected because this small, say mini, research was not capable of including all the certificates of the whole state. Thus, the researcher had compulsion to make the research data representative.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the collected data. Using thoroughly over the collected data, every detail is presented on the various tables and charts. As mentioned in the previous section, the linguistic aspects of the character/transfer certificates are analyzed under the separate headings namely, tense, voice, types of sentences along with the special words. Different operational tools have been used so as to present the data clearly.

3.1 Types of Sentences in Character/Transfer Certificates

Regarding the types of sentences structurally, in English, there are three different types of sentences.

-) Simple sentences (SS)
-) Compound sentences (CS)
-) Complex sentence (CXS)

After the observation of the character/transfer certificates of selected institutions, the researcher found that more or less all types of sentences were used in all the character/transfer certificates however, the number of the sentences was different. But, in totality all the certificates used SS more frequently than CS and CXS. All these three types of sentences and frequency of their occurrence varies as shown in the following table.

Table 1**Types of Sentences Used in Character/Transfer Certificates**

S.N.	School	Freq. SS	%	Freq. CS	%	Freq. CXS	%
1	GFBS	4	80	0		1	20
2	KMA	4	80	0		1	20
3	JSES	5	83.33	0		1	16.67
4	BMSBS	4	66.67	0		2	33.33
5	KHHSS	4	80	0		1	20
6	NIBS	2	50	1	25	1	25
7	PPS	2	50	1	25	1	25
8	MAHSS	3	60	1	20	1	20
9	TEA	2	40	2	40	1	20
10	HPHS	4	80	0		1	20
11	TWKEBS	3	75	0		1	25
12	DHSS	4	66.67	1	16.67	1	16.67
13	AEBS	3	75	0		1	25
14	VNSS	2	50	1	25	1	25
15	SSCSS	2	50	1	25	1	25
16	RAH	4	66.67	1	16.67	1	16.67
17	SNBS	3	50	2	33.33	1	16.67
18	SPS	3	60	1	20	1	20
19	SEBS	3	60	1	20	1	20
20	MBSP	2	66.67	0		1	33.33
21	LAS	2	40	2	40	1	20
22	PEBS	3	75	0		1	25
23	SDES	4	80	0		1	20
24	BS	5	71.43	0		2	28.57
25	PZA	3	75	0		1	25
26	BKBS	4	66.67	1	16.67	1	16.67
27	THSS	4	80	0		1	20
28	NAAV	3	60	0		2	40
29	GSBS	4	87.14	1	14.28	2	28.57
30	SSGSS	4	66.67	1	16.67	1	16.67
Total average		99	65.40	18	11.81	34	22.79

Figure 1
Types of Sentences Used in Character/Transfer Certificates

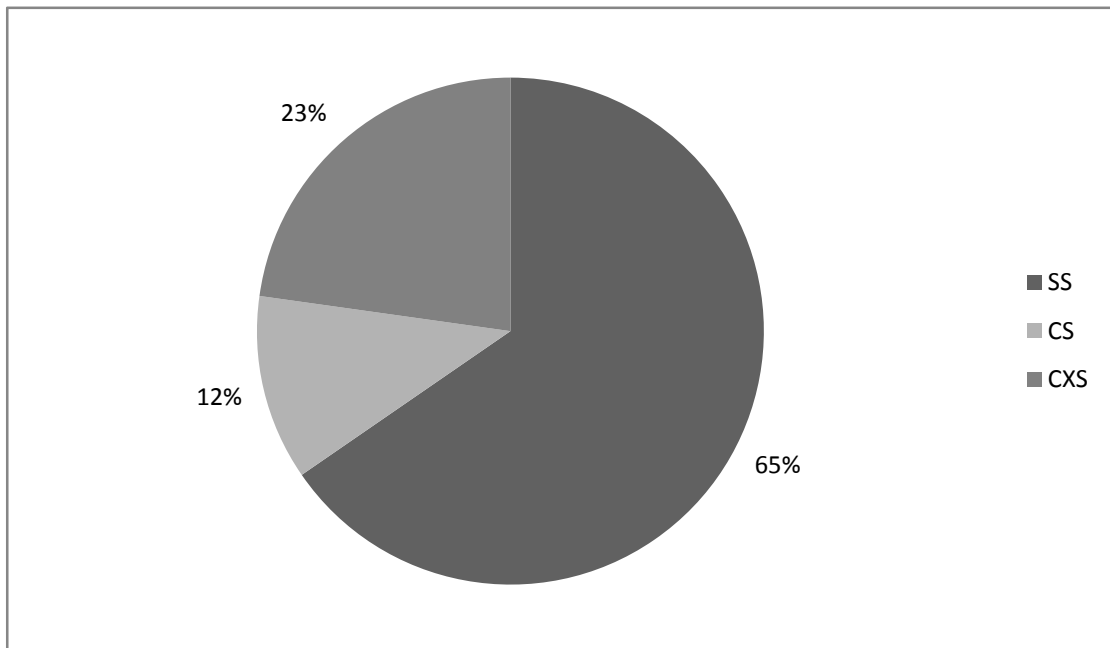


Table 1 and figure 1 clearly show different types of sentences with their occurrence in the character/transfer certificates. With 66% of frequency, the number of occurrence of SS was higher than rest. In the same way, the CXS and CS occupied the second and third position with 22% and 12% respectively. Analyzing the table, it is the fact that SS were mostly used in character/transfer certificates.

The following are some examples of SS (i-iii) CS (iv-vi) and CXS (vii-ix) used in the character/transfer certificates.

- i He has passed S. L. C. examination held in 2066 B. S. in first division. (GFBS).
- ii His date of birth according to the school register is 2049-07-13 B. S. (KMA).
- iii To the best of my knowledge he bears a good moral character (JSES).
- iv He has successfully passed the S. L. C. examination conducted by the Government of Nepal in first division securing 75.13% in the year 2066 B. S. (MAHSS).

- v He was studying in class ten and has passed character/transfer examination in first division held in 2066 B. S. (SSCSS).
- vi He has passed the character/transfer board examination in 1st (First) division held in Chaitra, 2066 under S. L. C. registration number 6641068002 and symbol number 0417848 'B' (SEBS).
- vii This is to certify that Master Ridesh Gurung, son of Mr. Him Prasad Gurung an inhabitant of Tallo Dip, Pokhara-16, Kaski was a bonafide and regular student of this school (BMSBS).
- viii This is to certify that Master Niraj Pun Magar, son of Mr. Chheg Bahadur Pun Magar resident of Parbat district, Kuwapani village, ward no. 4 had attended this school from 2063 B. S. to 2066 B. S. (TEA)
- ix This is to certify that Mr. Basanta B. K., son of Mr. Baburam Bishwakarma, an inhabitant of Pokhara-16, Kaski has successfully passed S. L. C. examination with first division held in the year of 2066 B. S. (VNSS).

3.2 Tense Used in Character/Transfer Certificates

character/transfer certificates used both past tense (PT) and non-past tense (NPT). Regarding the analysis of tense, these two types of sentences were analyzed on the basis of the sentences used in thirty character/transfer certificates which were taken from different private schools of Kaski district. The frequency and percentage of the past and non-past tense used in character/transfer certificates are presented in the table 2.

Table 2**Tense Used in Character/Transfer Certificates**

S.N.	School	Freq. PT	%	Freq. NPT	%
1	GFBS	2	40	3	60
2	KMA	2	40	3	60
3	JSES	1	16.67	5	83.33
4	BMSBS	3	50	3	50
5	KHHSS	1	20	4	80
6	NIBS	2	50	2	50
7	PPS	1	25	3	75
8	MAHSS	2	40	3	60
9	TEA	1	20	4	80
10	HPHS	1	20	4	80
11	TWKEBS	1	25	3	75
12	DHSS	2	33.33	4	66.67
13	AEBS	2	50	2	50
14	VNSS	0	0	5	100
15	SSCSS	2	50	2	50
16	RAH	2	33.33	4	66.67
17	SNBS	2	33.33	4	66.67
18	SPS	2	40	3	60
19	SEBS	1	20	4	80
20	MBSP	1	33.33	2	66.67
21	LAS	2	40	3	60
22	PEBS	1	25	3	75
23	SDES	1	20	4	80
24	BS	2	28.57	5	74.43
25	PZA	2	50	2	50
26	BKBS	2	33.33	4	66.67
27	THSS	2	40	3	60
28	NAAV	3	60	2	40
29	GSBS	3	42.86	4	57.14
30	SSGSS	2	40	3	60
Total average		51	33.99	100	66.01

Figure 2
Tense Used in Character/Transfer Certificates

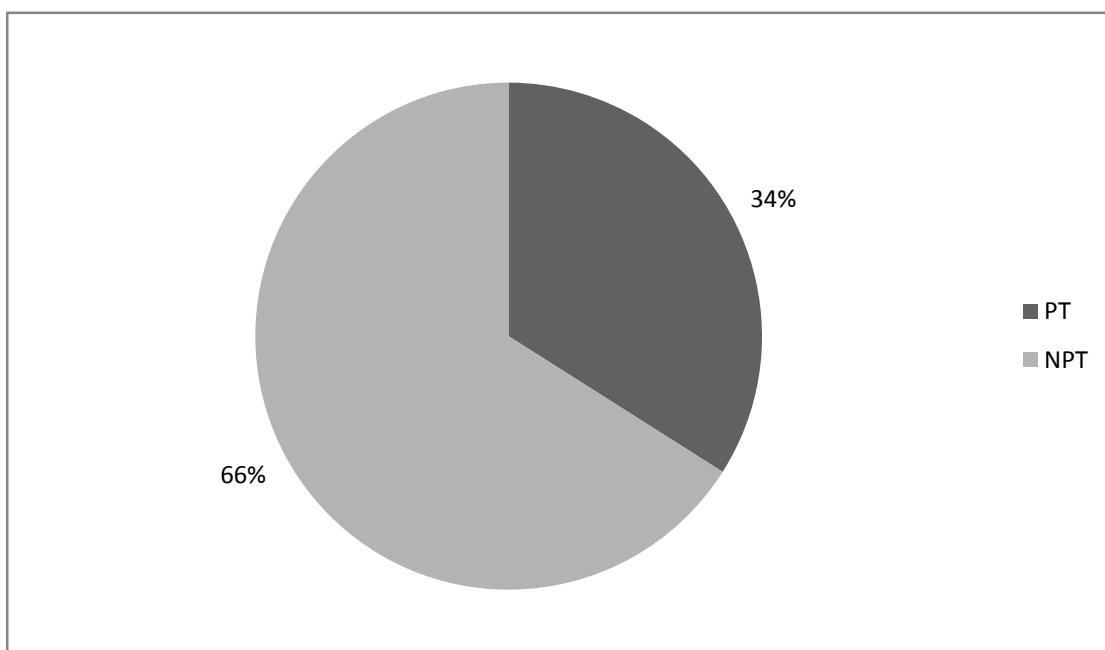


Table 2 vividly shows that non past tense has the highest frequency of occurrences occupying the first position which was 66% (i.e., 99 out of 150). The past tense, on the other hand, had the frequency of only 34% (i.e., 51 out of 150) which shows the fact that there was the high difference between the uses of past and non past tense in the character/transfer certificates.

In order to make it far clear, some example sentences of past tense (i-iv) non-past tense (v-viii) have been presented below:

- i His conduct at school was very good (RAH).
- ii He displayed excellent ethics during his stay in this institution (PEBS).
- iii He passed S. L. C. examination held in the year 2066 B. S. in first division securing 66.88% (PZA).
- iv He actively took part in extra co-curricular activities and earned merit certificates in many events (GHSBS).
- v His date of birth in accordance with the school record is 2051-06-22 (MBHS).
- vi He bears a good moral character (SEBS).

- vii He has been in the school from 2065 B. S. to 2067 B. S. (SPS, Kaski).
- viii He bears a good moral character and I know nothing against him (VNSS).

Character/transfer certificates consist of few sentences. Among those few number of sentences, the occurrence of non past tense was far higher than the occurrence of past ones. On the other hand, the frequency of NPT was found nearly double than PT.

3.3 Voice Used in Character/Transfer Certificates

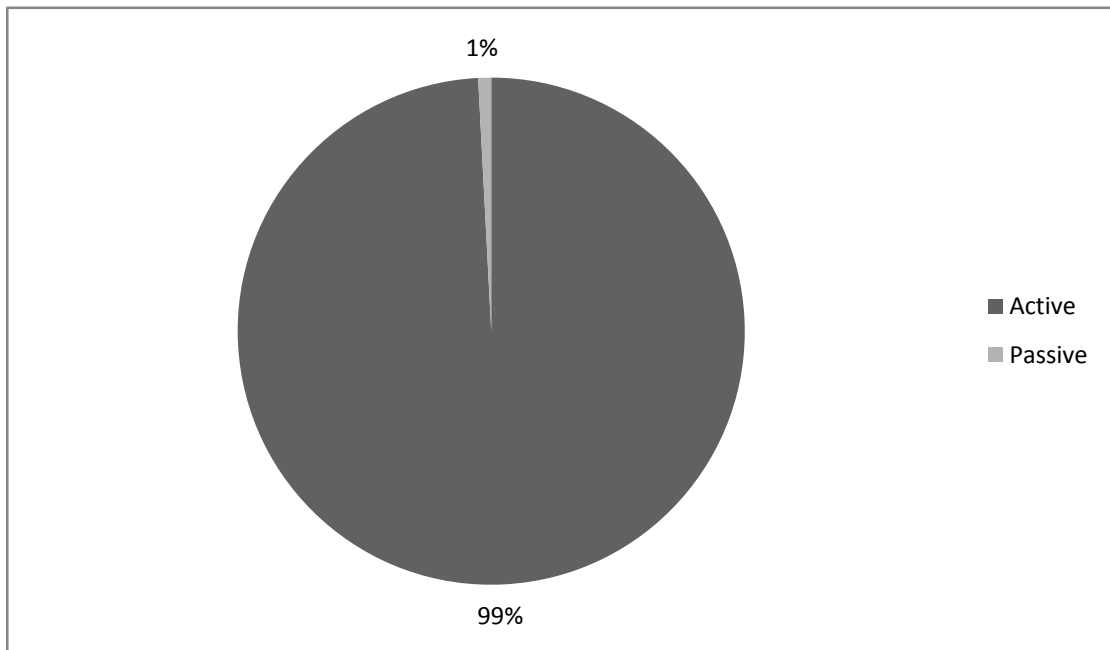
Regarding the analysis of sentences in terms of voice, both active voice (AV) and passive voice (PV) were found with different frequency. In the analysis of voice, the criteria for distinction of the voice were: the sentences in which the subject of a clause is most often the agent or doer of some actions and verb form is thought to be of active voice while the sentence in which the subject is affected by the action of the verb and form of the verb is treated to be passive voice.

After the careful study and observation of the text of the selected certificates, the frequency of occurrences of the voice was found which is presented in table 3. This table shows that active voice is excessively used in character/transfer certificates where as passive voice is less used than active voice. Active voice is used only 99.33% whereas passive voice was used 0.67%. The data have been presented in table 3 with their frequency of occurrence supporting by percentage.

Table 3**Voice Used in Character/Transfer Certificates**

S.N.	School	Freq. Active	%	Freq. Passive	%
1	GFBS	5	100	0	0
2	KMA	5	100	0	0
3	JSES	6	100	0	0
4	BMSBS	7	100	0	0
5	KHHSS	5	100	0	0
6	NIBS	4	100	0	0
7	PPS	3	75	1	25
8	MAHSS	5	100	0	0
9	TEA	5	100	0	0
10	HPHS	5	100	0	0
11	TWKEBS	4	100	0	0
12	DHSS	6	100	0	0
13	AEBS	4	100	0	0
14	VNSS	4	100	0	0
15	SSCSS	4	100	0	0
16	RAH	6	100	0	0
17	SNBS	6	100	0	0
18	SPS	5	100	0	0
19	SEBS	5	100	0	0
20	MBSP	3	100	0	0
21	LAS	5	100	0	0
22	PEBS	4	100	0	0
23	SDES	5	100	0	0
24	BS	7	100	0	0
25	PZA	4	100	0	0
26	BKBS	6	100	0	0
27	THSS	5	100	0	0
28	NAAV	5	100	0	0
29	GSBS	7	100	0	0
30	SSGSS	5	100	0	0
Total average		150	99.17	1	0.83

Figure 3
Voice Used in Character/Transfer Certificates



The table 3 clearly shows that the use of AV is very high as it does have the frequency of 149 out of 150. Similarly, having the frequency of 1 out of 150 PV. AV covers 99.17% of the total sentences where as PV covers 0.83%. Thus, the sentences are highly used in AV in character/transfer certificates while PV is minimally used.

Some examples of AV (i-iv) and PV (v) have been given as follows:

- i He has passed his School Leaving Certificate (S. L. C.) examination in the first division in the year 2066 B. S. (TEA)
- ii I wish his progress in the days to come (TWKEBS).
- iii I wish him every success in future (RAH).
- iv His conduct during his stay in this school was excellent (SPS).
- v It is certified that Master Roshan Gurung, the son of Mr. Chandra Bahadur Gurung, an inhabitant of Madhaulia VDC-4, Rupandehi, Lumbini, Nepal has been declared passed the School Leaving Certificate (S. L. C.) examination held in the year 2066 B. S. and secured second division.

3.4 Special Words

Each type of writing has its more or less particular words used to refer to distinct meaning according to the context and topic of discussion. Such types of words are difficult to understand by common people as they are unintelligible. However, they are explicit to the people of same field or professions. In the contrary, common words are intelligible to all the people of any field and professions even to laymen. Register are also called technical words or terminologies. The researcher also went through the character/transfer certificates in order to find out and analyze such terminologies. The researcher examined the character/transfer certificates closely and found some special registers that are used in the character/transfer certificates.

3.4.1 List of Register in the Character/Transfer Certificates

The words, the researcher found and treated them as register in each of the character/transfer certificates (see, appendix I).

Those words that have both common and specific meaning have been presented with both of the meaning. The first meaning refers to the common meaning (CM) and the second meaning refers to the specific meaning (SM).

- a certify (v.) somebody/something to state officially, especially in writing, that something is true (CM). to give somebody an official document providing that they are qualified to work in a particular profession (SM).
- b bonafide (adj.) genuine, real or legal not false (CM). Genuine, real or legal not false (SM).
- c examination (n) the act of looking at or considering something very carefully (CM). the act of looking at or considering something very carefully (SM).
- d conduct (v.) to organize and/or do a particular activity (CM). conduct (n.) a person's behaviour in a particular place or in a particular situation (SM).

- e division (n.) the process or result to dividing into separate parts (SM).
- f registration (n.) the act of making an official record of something/somebody (CM). a document showing that an official record has been made of something to compare (SM).
- g admission (n.) the act of accepting somebody into an institution, organization, etc, (CM). the right to enter a place or to join an institution or organization (SM).
- h bear (v.) to be able to accept and deal with something unpleasant (CM). to be able to accept and deal with something unpleasant (SM).
- i obtain (v.) to get something, especially by making an effort to obtain advice/information/permission (CM). to get something, especially by making an effort to obtain advice/information/permission (SM).
- j career (n.) the serious jobs that a person has in a particular area of work, usually involving more responsibility as time passes (CM). the period of time that you spend in your life working or doing a particular thing (SM).
- k photographed (adj.) taken a photographed of somebody/something (SM).
- l character (n.) all the qualities and features that make a person, groups of people and places different from others (CM). all the qualities and features that make a person, groups of people and places different from others (SM).
- m transfer (v.) to move from one place to another; to move sth/sb from one place to another (CM). transfer (n.) the act of moving sth/sb from one place, group or job to another; an occasion when this happens (SM).
- n certificate (v.) to give somebody an official document proving that they have successfully completed a training course, specially for a particular profession (CM). certificate (n.) an official document that may be use to prove that the facts its states are true (SM).
- o school (n.) a place where children go to educated (CM). a place where children go to educated (SM).

- p diligent (adj.) showing care and effort in your work or duties (CM).
showing care and effort in your work or duties (SM).
- q disciplined (adj.) a person who obey the rules and orders (CM). a person
who obey the rules and orders (SM).
- r institution (n.) a large important organization that has a particular
purpose (CM). a large important organization where children are taught
(SM).
- s place (n.) a particular position, point or area (CM). place (v) to decide
that sth/sb that has a particular position or rank compared with other
people or things (SM).
- t secure (adj.) feeling happy and confident about yourself or a particular
situation (CM). secure (v.) to obtain or achieve sth, especially⁷ when
this means using a lot of effort (SM).
- u confer (v.) to discuss sth with somebody in order to exchange opinions
or get advice (CM). to give sb an award, a university degree or particular
honour or right (SM).
- v boarding (n.) long pieces of wood that are put together to make a wall
(CM). the arrangement by which school students live at their school,
going home during holidays (SM).
- w co-curricular (adj.) not part of the usual course of work or studies at a
school or college (SM).
- x board (n.) a long thin piece of strong hard material, specially wood, used
(CM). exams that you take before you enter to the university (SM).
- y distinction (n.) a clear difference or contrast especially between people
or thing that are similar or related (CM). the quality of being excellent or
important (SM).

3.4.2 Analysis of Register in Character/Transfer Certificates

In the analysis of registers (at the word level), the words were categorized into 12 groups according to the schools of occurrence viz. SPS, SEBS, MBHS, KHHSS, TEA, RAH, PZA, PEBS, THSBS, GHSBS, DHSS, BMSBS and out

of total 25 registers found, out of which 12 were nouns, 7 were verbs and 6 were adjectives.

Table 4
Distribution of Registers in Character/Transfer Certificates According to
Word Class

S. N.	Word class	No. of words
1	Nouns	12
2	Adjectives	6
3	Verbs	7
	Total	25

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The main objectives of this research were to analyze language used in character/transfer certificates and to describe the language used in the character/transfer certificates in terms of types of sentence, tense, voice and register words. On the next fold, since this research was carried out with limited resources and materials, the finding of this research can vary from context to context. The research was limited to the language used in writing the necessary essential of the character/transfer certificates.

In order to find out the fact and exact figure I collected certificates and deeply analyzed. I collected all the necessary data under different categories and sub categories being based on the objectives of the research. I collected register words and they were compared with their common and specific meaning. Those data were presented in accordance with their categories by using descriptive and simple statistical tools like average, percentage and data display diagram, tables and charts for analysis and interpretation.

4.1 Findings

The findings of this research, based on the analysis and the interpretation of the data are synopsized below:

- 1 Regarding the types of sentences in character/transfer certificates, the use of the simple sentences (SS) was found at the highest frequency of occurrence considering the average of the character/transfer certificates, more than half of the sentences were simple sentences. Likewise, the use of complex sentences and compound sentences was relatively less, i.e., 22.79% and 11.81% in average respectively. So, in light of this outcome of the analysis, it can be concluded that simple sentences are mostly used in character/transfer certificates.

- 2 While analyzing the use of tense in the character/transfer certificates, conclusion can be made that is non past tense was used at the higher frequency than that of past tense. The percentage in average occurrence of non-past tense 66.01% and past tense is 33.99%.
- 3 Similarly, regarding the voice in character/transfer certificates, the conclusion is that active voice was maximally used. Out of 151 voices, 150 sentences were found in active voice and only 1 was found in passive; in average that comes to be 99.17% and 0.83% respectively.
- 4 In the analysis of the register, it was found that the words used in character/transfer certificates are different from the words used in general language. The same word also meant different from its common meaning when it was used in this field and the words do not match in other field. Out of 25 words 12 were nouns, 7 were verbs and 6 were adjectives.
- 5 In a nutshell, I found that the language of character/transfer certificates was simple, straight forward and contained register words of which meaning is different from the common meaning. And the language of certificates contained very precise and a few sentences.
- 6 Language of certificate has special meaning than the meaning conveyed by the combination words conventionally.

4.2 Recommendations and Pedagogical Implications

On the basis of the findings of the study, some recommendations have been given as follows:

- 1 The curriculum designers should include sufficient topics and exercises of sample of certificates, tense, voice and types of sentence so that the learners would be acquainted with the terms used in character/transfer certificates, and the tense, voice and types of sentence as well.
- 2 This research was limited only to the certain registers and character/transfer certificates. So, it cannot be claimed that the findings

of this research are applicable elsewhere; researchers can carry out this type of researches including more sample.

- 3 The findings of the research in terms of register will be of importance for those who are involved in teaching learning process of mass media and linguistics and special care should be given to choose terminologies to include in character/transfer certificates.
- 4 If wider geographical area was covered more interesting facts could be gathered but this research is limited only to 30 schools of Kaski district can study the certificates including more samples from area.
- 5 This research was limited to only private boarding schools' character/transfer certificates. As the governmental schools' certificates are also available, the forthcoming researchers can carry out the researches in comparison of the two types of certificates too.

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APPENDIX I

List of Register in the Character/Transfer Certificates

The words, the researcher found and treated them as register in each of the character/transfer certificates, are listed below:

A In SPS

certify (v.)

bonafied (adj.)

examination (n.)

conduct (n.)

B In SEBS

division (n.)

registration (n.)

admission (n.)

bear (v.)

C In MBHS

obtain (v.)

career (n.)

photographed (v.)

D In KHHSS

character (adj.)

transfer (adj.)

certificate (n.)

school (n.)

E In TEA

diligent (n.)

disciplined (adj.)

F In RAH

institution (n.)

place (v.)

G In PZA

secure (v.)

H In PEBS

confer (v.)

I In THSBS

boarding (adj.)

J In GHSBS

co-curricular (adj.)

K In DHSS

board (n.)

L In BMSBS

distinction (n.)