

# **CHAPTER - ONE**

## **INTRODUCTION**

This chapter deals with general background of language, importance of English Language, status and need of English language teaching in Nepal. Linguistics, sociolinguistics, varieties of linguistic code, categories and levels of language are highlighted in this chapter. Mass media its history and types, book writing and its history, preface, history of preface writing, how to write book's preface are consisted. Like this way, review of the related literature, objectives of the study, significance of the study and definition of the specific terms are also incorporated in this chapter.

### **1.1 General Background**

Language is a means of communication, the most significant and advanced means of communication through which we express our feelings, thoughts emotions and desires to each other. Language is the most important thing for human beings through which one receives the clean picture of the whole world. So, all the human beings begin to acquire at least one language during their childhood and become linguistically matured` when they are six years old. In short, language is a voluntary, arbitrary vocal system of human communication.

Language is an abstract phenomenon as complex as human relationship in a society. In the absence of language, there is no possibility of human civilization. It is assumed to be as old as human race itself. It provides various functions to maintain the human communication. We can communicate through the use of language. So, overall global communication is the major function of language. And language is defined as the system of human communication which consists of the structural arrangement of sounds or their written representation in to large units. It is species-specific possession of man. No

species other than man has been endowed with this unique phenomenon of the earth. There are several purposes to learn language. One of them is to make oneself capable of living as a social being in this vast world.

In this connection, Wardhaugh (2002, p. 3) has defined, "language is a system of arbitrary vocal symbols used for human communication." In this connection, Sapir (1921, p. 8) conceded, "language is a purely human and non instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols." Likewise, Robin (1979, p. 14) has said, "Languages are symbol systems ...based on pure or arbitrary convention ...infinitely extendable and modifiable according to the changing needs of the speakers." While defining languages, Hall (1968, p.158) has said, "Language is the institution whereby human communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols" (as cited in Lyons, 1981, p.4). In regard to the definition of language, Chomsky (1957, p.13) opined "a language to be a set (finite or infinite) of sentences each finite in length and constructed out of a finite set of elements" (as cited in Lyons, 1981, p. 7). In the same way, Todd (1986, p. 6) has mentioned, "Language is a set of signals by which we communicate."

From the aforementioned definitions, it is noted that there is no only one definition of Language that is defined differently. Some of the linguists defined it as an organized and systematic noise used in active situation and others said, this is a very complex human phenomenon. So, there is no hard and fast definition of language. The more linguists there are, the more definitions there will be. However, all the linguists have come to the conclusion that language is a human phenomenon, especially meant for communication through which we can express our thoughts, feelings, emotions, wants, experiences and so on. Without language man would have remained only a dumb animal. Furthermore, we can not think of any social, academic and artistic activities going without language.

### **1.1.1 Importance of English Language**

Language is used in human society. In the process of social change, the language of the society goes on changing. The countries of the world have different languages. So English, which has been known as international language, is working as lingua franca in the world community. Therefore, nowadays, one in every six human beings can speak English.

In UK, USA, and Canada, English is the native language. In rest of the world, it has been used as second and/or foreign language. Thus, it is known as the language of the world. English is used to serve different purposes, for example, to establish diplomatic relationship with most of the countries of the world by some of the internationally recognized organizations like United Nations (UN), South Asian Association for Regional Co-operation (SAARC), etc. It is the language of business, politics, education and so on. In addition to this, world's famous books are printed in English language, and the language of media is also English. Similarly, all the university level textbooks and reference books are written in English. So, it is established as the most appropriate medium that plays vital role in national and international communication. Thus, it is the principal language for international communication.

#### **1.1.1.1 Status of English Language Teaching(ELT) in Nepal**

Education is the building block of a country. The development of a country or society depends upon the quality of education provided. Nepal does not have a very long history of education among the general public. There was a time when only the ruling and elite classes were given the privilege, but Durbar high school brought a change in the scenario. Though education in Nepal already existed during the Rana regime, learning English as a subject only started after Jung Bahadur Rana invited a Britan from India to teach his children English. He established Darbar High School at Rani Pokhari in 1854 A.D. to provide education to the children from Rana families and the only social class who

could afford it. So, English was formally started for public only after the opening of Trichandra college in 1918 A.D. in higher education. In those days, only the literature was focused in studying English and reading and writing were the language skills given the most priority. Grammars Translation method was the dominant method in teaching English Language learning was meant to be able to recite rules, examples and exception then to translate from one language to another and to analyze literary text written in target language.

In Nepal, systematic teaching of English was started only after the implementation of National Education System Plan (NESP) in 2028 B.S. In present day Nepal, the one who can converse well in English is considered to gain prestige and dignity in the society. One is obliged to learn English for one purpose or another. The purpose of learning may vary from person to person. In this connection teaching and learning methods and techniques are also changed in course of time.

#### **1.1.1.2 Need of English Language Teaching in Nepal**

In Nepal, it has become essential to acquire the skill of this language for fulfilling various needs. English language is given great important in the educational system of Nepal. English language is formally taught and learnt as a second language because it is included in the syllabus up to university education. Nowadays, not only in the formal institutions but many people have been learning English informally as well. Learning English language is not only important from the academic and occupational point of view but also it is equally significant to be highly informative through mass media, world famous magazine, internets and interviews of the leading figures of the countries. So, English language has become a license to understand the complexities of the world that is being globalized.

English in Nepal is largely treated as an academic subject in almost all the educational institutions. In other respect, most of the fields such as civil

aviation, foreign trade, tourism and international relation require a high level of proficiency in English .Thus, English has undoubtedly of vital importance for accelerating the modernization process in Nepal.

### **1.1.2 Linguistics**

The discipline that studies language is called linguistics which is defined as the scientific study of language. It is the discipline or knowledge that studies language. So, it is also called science of language. Linguistics endeavors to answer the question what is language and how it is represented in the mind. Linguistics focuses on describing and explaining language but does concern with the perspective rules of the language. There are two terms in the definition 'Linguistics is the scientific study of language; 'scientific' and 'language'. Language study maintains scientific spirit, using scientific methods and following scientific principles. Scientific spirit refers to the spirit of a person who does not take any thing for granted. He challenges the old ideas and tries to find out the truth. To carryout the linguistic study one must have scientific spirit. A scientific method includes "observation of event prior to the setting up to a hypothesis, which then systematically investigated via experimentation and a theory, is developed (Crystal, 1981, as cited in Rai, 2004, p. 4). Scientific principle includes principle of objectives, principle of economy, principle of systematicness, principle of completeness and so on. So linguistics is the science which formulates the general rules of language. Linguistics studies language as universal and recognizable part of human behavior. It is the theoretical study of language and concerns with what language is. Linguistics gives us a framework to describe and improve language in a systematic way with reference to the knowledge about language. Todd (1986, p. 5) has defined linguistics as "the scientific study of language."

Linguistics is the science which studies the origin, organization, nature and development of language descriptively, historically, comparatively and explicitly and formulates the general rules related to language. Linguistics has

made a great contribution to the study of several other fields. It includes psychology, sociology, anthropology and so forth. Linguistics comprises different branches as theoretical, applied, synchronic, diachronic, general, descriptive, sociolinguistics, psycholinguistics and so on.

### **1.1.3 Sociolinguistics**

Sociolinguistics is a fascinating and challenging field of linguistics which studies the language in relation to society. It is the branch of linguistics which studies the relation between language and social structure where the users of language live. It studies such matters as the linguistics identifies the social groups, social attitudes to language use, social varieties and level of language, the social basis of multilingualism and so on. In other words, sociolinguistics is concerned with the social dimension of language, how different people use different varieties of a language in different social situations. It studies the language structure in relation to the social factors. Social factors include different castes, religions, age, sex, social class, educational status, economic status and so on. Hudson (1980, p. 2) has defined sociolinguistics as "the study of language in relation to society." Similarly, Crystal (2003, p. 422) has defined sociolinguistics as, "a branch of linguistics which studies all aspects of the relationship between language and society." In the same connection Holmes (2008, p.2) has said, "Sociolinguistics is concerned with the relationship between language and the context in which it is used."

Likewise, Wardhaugh (2002, p. 12) has concluded that Sociolinguistics is concerned with investigating relationship between language and society with the goal being, a better understanding of the structure of language and of how language function in communication. Similarly, Labov (1978, cited in Wardhaugh, 2002, p. 14) defined sociolinguistics as, "the study which is aimed ultimately at improving linguistic theory and at developing out understanding of the nature of language in reference to society."

These definitions clarify that language is used in the society. It is not used in the vacuum. Language reflects the structure and status of the society. Sociolinguistics which deals about how language and society are interlocking. In other words, sociolinguistics studies the interrelation between language as a network of relations and society as a network of language. There are different domains of sociolinguistics. They are language varieties as dialect, idiolect, register, British language, American language, vernacular language, pidgins, creoles and so on. So, sociolinguistics deals with different uses of language according to social situations.

#### **1.1.4 Varieties of Linguistic Code**

Generally speaking, code refers to a set of conversation for converting one signal in to another in commutation. In sociolinguistics, code is human language which manifests the forms or the sum total of its varieties. And variety means any systems of linguistic expression according to the situations. Language with its different varieties is the subject matters of sociolinguistics. The people of the world are different by their language and culture. Different languages are used in different parts of the world and every people has the some uniqueness to use same language, it is called varieties of linguistic code. Language may differ according to the different regions, speakers, subject matter and situations. Language varies not only from person to person, situation to situation but also from one speech community to other. Linguistic code is seen in the form of different varieties, they are: dialect, idiolect and register.

##### **1.1.4.1 Dialect**

Dialect is commonly understood as the subordinate variety of a language. Dialect is regionally or socially distinctive variety of language identified by a particular set of words and grammatical structure. Dialect is the variety of

language which is distinguished according to user. So, dialect is a specific form of language used by a speech community.

Dialect is defined as, "A variety of language spoken in one part of a country (regional dialect) or by people belonging to a particular social class (social dialect or sociolect) which is different in some words, grammar and or pronunciation from other forms of the same language." (Richards et al. 1985, as cited in Rai, 2061, p. 31).

According to Fishman (1972, p. 17) dialects are the varieties of language that initially and basically show divergent geographical origins of the speakers. A dialect shows the geographical origin of the speaker. Through the dialect, one may recognize who the speaker is and which geographical area he/she belongs to.

From those definitions, we can say that the differences in the same language is called dialect. Therefore, dialect is such a variety of language that tells some things about or identifies the speaker or the user of the language. So, it is said that dialect reflects the personality of the user or the speaker of the language. There are two types of dialect; geographical or regional dialect and social dialect or sociolect. Language variation from one place to another place is known as geographical or regional dialect. When a variety of language is distinctive in terms of the region where it is used, the variety is called regional dialect. And the variation in language use in relation to social groups or classes is known as social dialect. So socially distinctive variety of language is called social dialect.

#### **1.1.4.2 Idiolect**

Idiolect is a variety of language used by one individual speaker, including peculiarities of pronunciation, grammar vocabulary etc. No two individuals speak exactly the same way although they might be using the same language.



Personal dialect of an individual is an idiolect. In other word idiolect is the individual's total command of language.

Crystal (2003, p. 225) has defined idiolect as, "a term used in linguistics system of an individual speaker one's personal dialect". Similarly, Hockett (1916, p.22) had said, "Generally speaking the totality of speech habit of a single person at a given time constitutes an idiolect."

The aforementioned definitions expressed that a language varies in its accent, tone, word, choice and the way it is expressed from individual to individual which is why a person is easily identifiable on the basis of how he speaks. This individual variation of language is called idiolect. Every individual speaker employs a variety of language that is of his own .Thus, idiolect differs from person to person.

#### **1.1.4.3 Register**

A language not only varies according to the geographical or social distance but it also varies according to the subject matter used for the situation Register refers to varieties according to use. For example, English language which is used in science or sport is different from the English used in law and literature. So, language variation according to subject matter and situation is known as register. Dialects are the varieties of language according users whereas register are the varieties of language according to use. Registers are stylistic- functional varieties of a dialect or language. So, a particular register distinguishes itself from other speech varieties because of technical terms used in it and distinctive style of using it.

According to Wardhaugh (2002, p. 52), "Registers are sets of language items associated with discrete occupational or social groups. Surgeons, pilots, bank managers, sales clerks and others employ different registers."

Regarding register, Hudson (1980, p. 45) has said, "The term register is widely used in sociolinguistics refers to varieties of language according to user." From the above definitions it can be concluded that registers are controlled by speech situation or context in which language is used. There are three sub-types of register variations in terms of features of speech. Halliday (1978, p. 33) distinguished three types of dimensions as field, mode and tenor. Field based register is concerned with the purpose and subject matter of communication. It is also called topic based register. Literary English, scientific English, English for the mass media are the examples of field based register. It concerns with why and what aspect. Other type of register is mode based register. The language differs in its spoken and written form is called mode based register. In other words, the language used by the same person differ to the channel (visual or auditory) he is using is called mode based register. It concerns with how aspect.

The third type of register is tenor based. It is also called situation based register. Tenor depends on the relationship between participants. The same speaker uses different varieties of language according to where, when and to whom he is speaking. The same speaker uses formal language to talk with his friend in the office and he may use informal language outside of the office. Formal language and informal language are the examples of tenor based register.

Thus, registers are the special terms of any language which differ according to the situation, mode of language (i.e. oral or written) and field or topic. Here, this study is related with the field based register. The variety of language changes according to the subject matter or field based about which one is taking such variety is called field based register. The discourse used by the writers in prefaces is different from other field to be found. So, prefaces of the books are also field based register.

### **1.1.5 Grammatical Categories**

A grammar of any language makes provision of various categories to group items having similar characteristics. The term category does not have any precise definition of its own. Linguists have tried a lot to define it, still many hundred of them have been wasting their time on it, on contrary, and the result is an inconsistent description all the time. None of the treatment of grammatical theory has uniformity. Many times, category has been employed as a set or a class or referring to parts of speech. Grammatical categories includes: gender, number, person, case, tense, aspect and mood.

#### **a Tense**

Tense is a category which directly associated with verb. Tense refers to the relationship between form of the verb and the time of action or state it describes. English has two tense systems; the past tense and the non-past tense. The sentences having verb with suffix 'ed' as in. 'He walked carefully while returning home' is said to be in the past tense and rest of the others are in the non-past tense.

In English language, the modal verbs express the different moods of speaker. They are twelve in number; will, shall, would, should, can, may, could, might, dare, must, used to and need to.

#### **b Aspect**

Aspect refers to the manner in which a verbal form is completed or in progressive form Aspect is a grammatical category which deals with how the event described by the verb is viewed, such as whether it is in progress or complete or habitual, etc. There are four aspects in English namely; simple, progressive, perfective and perfective progressive. Simple aspect refers to the events that conceptualized as complete wholes. There is no possibility of further development. The meaning of progressive aspect is imperfective. It

shows the incompleteness of event which is somehow limited and allows further development. The meaning of the perfect is 'Prior' and it is used in relation to some other point in time. And perfective progressive aspect combines the sense of prior of the perfect with the meaning of incompleteness inherent in the progressive aspect.

### **1.1.6 Levels of Language**

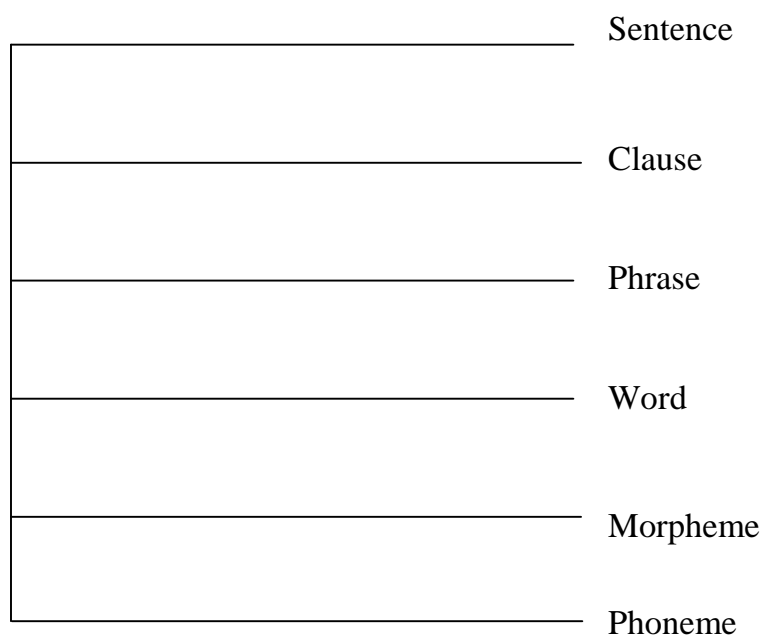
Level, a general term in linguistics, refers to a major dimension of structural organization held to be susceptible of independent study. The most widely recognized levels of analysis are; phonology, grammar and semantic but often phonetics is distinguished from phonology and syntax are seen as separate levels with in grammar.

Language is analyzed into three levels: phonology, grammar and semantics, The first refers to the sound system, the second deals with the patterns and structure of words, phrases, clause and sentences and the third takes account of meaning.

Sounds are the building blocks of language; no sounds no language, the whole building of language is erected on sounds. Sounds, therefore, from the bottom layer and this layer or level is known as phonology. Different sounds are combined together to form larger units. The layer above then sounds is called grammar which is often divided into morphology and syntax dealing with word formation and sentences respectively. The level beyond grammar is called semantic which deals with the meaning component of language.

In the phonological level of language, sound system is studied and or analyzed. Only certain sounds are used by speakers of a language and only certain combination of these sounds are possible. The sound system of language allows a small number of sounds to be used over and over again in various combinations to form units of meaning. In grammatical levels, sounds are combined together to form words and than we enter into the realm of grammar

which is very often divided into morphology and syntax. Morphology deals with the form of word, different kinds of morphemes and so on whereas different kind of sentences their formation and functions are studied in syntax. Semantics level deals with meaning. It helps to understand practical problems of communication and concept manipulation in modern society. The sound system and grammatical system to form larger units of language is to communicate and communication is to convey meaning. The levels of language can be shown in following figure 1.



**Figure 1: Levels of Language**

Figure 1 clarifies that sentence consists of several units there linguistic units are sentence, clauses, words, morphemes and phonemes. A phoneme is the smallest unit while sentence is the largest unit. Phonemes combine to make a morpheme. Morphemes combine to form a word. Words are arranged to form a phrase. Phrases are grouped together to form a clause. And clauses combine to make sentence.

### **1.1.6.1 Sentence Type**

Sentence type refers to the types of sentence according to the structural point of view. Structurally, sentences are classified into three types: simple, compound and complex.

A simple sentence can be defined as a sentence in which none of the functions is realized by a clause. In other words, a simple sentence does not contain an embedded sentence as realization of one of its functions. A simple sentence is always independent sentence that is capable of occurring on its own. For example:

The children have been quarreling all day.

A compound sentence is one in which two or more sentences (called conjoins) have been coordinated. Each of the conjoin is independent, since there is no question of embedding. For example:

I have bought a new shirt, but it does not fit me.

Sentences in which one or more sentence functions are realized by a clause (finite or non-finite) are complex. A sentence or clause that contains one or more clauses is called super-ordinate.

For example:

I do not mind telling you that I am bored as soon as I come home.

### **1.1.7 Mass Media**

The term mass media is used to denote the section of the media specially designed to reach a very large audience. In general sense, mass media are the tools of mass communication. Mass media includes newspapers, magazines, periodical, journals, books and other forms of publications (print media), radio television (broadcast media) and film, cinema, and internet (electronic media)

Regarding mass media, D'souza (1992, p. 65) has said, "Mass media as the name suggests are media which reach the mass spread over the vast areas simultaneously." The term mass media refers to the organized means for communicating openly and at a distance to many receivers within a short space of time (Mc Quail, 2004, as cited in Acharya, 2008, p. 49). Similarly, Gamble and Gamble (1989) has defined mass media as, "Tools or instruments of communication that permit us to record and transmit information and experiences rapidly to large scattered heterogeneous audience as such they extend our ability to talk to each other by helping us to overcome barrier caused by time and space" (as cited in Saud, 2061, p. 8).

Mass Medias are the means or devices used to convey or transmit our ideas and thoughts through speech or writing. Mass media are the information vehicles to mass audience of different locations. Newspapers, radio, televisions, films, internet, etc. are the tools to communicate in mass because the mass media amplify message or information to reach to large volume of audience.

#### **1.1.7.1 History of Mass Media**

Mass media helps in connecting people and brings the global into our glance. Let us take a look into the history as well as origin of mass media which is also popularly known as public media. History of mass media can be traced back to the days of dramas that were performed in various cultures. However, the term mass media originated with the print media that was also its first example. The first newspaper was printed in China in 868 A.D. But due to the high cost of paper and illiteracy amongst people, it didn't prosper. Regarding the origin of the mass media, European can boast to be the primary source. It was Johannes Gutenberg who for the first time printed a book in printing press in 1453.

Gradually, during the period of post Second World War radio, television and internet were introduced. The audio-visual facilities became very popular as they provided information and entertainment. Of late, it is the internet which has

become the latest and most popular medium of the mass media. Here, information has been generated through various websites and search engine. One can play games, listen to radio, while working and chat with friends and relatives. It also gives information on various topics such as literature politics, science, sports, fashion, movies, education, career, jobs, etc. Similar to the other types of mass-media, media includes print media like newspapers, magazines and books, electronic media like radio, television and new age digital media like internet blogs and mobile phone. Thus, due to the progress of science and technology history of media has evolved and reached the present day world of internet cellular blogs and podcast (Bhattacharya, A., 2010).

#### **1.1.7.2 Types of Mass Media**

Classification of the mass media is not an easy task. Mass media are generally defined as the most powerful transmitters of disseminating hard news articles, features, reviews and instruction, they include print, electronics and alternative media that are used to convey or send message to the mass. Print media are the oldest form of mass communication but they have proved to be more effective and accessible. From the beginning of civilization, human beings have been using print media in different forms for different purpose. Print media are so named because they make use of printed symbols, to communicate message to the receiver. Books, newspapers, magazines are the examples of print media. The media that can operate by electronic tools with the help of electricity is called electronic media. It is also called broadcast media; radio, television, cinema and so on are the examples of electronic media.

Nowadays, medias are used to give information to the large mass of people. They are neither print media nor the electronic media. They are called alternative media. Pamphlets, banners, hooding board, colour clothes, wall painting, road painting, jacket, and T-shirt painting, etc. are the examples of alternative media.



### **1.1.8 Book**

Book is one of the aspects of the mass media. It is the oldest form of modern mass media. The history of modern media begins with the printed book, certainly a kind of revolutions. A book is a set of printed pages that are fastened inside a cover page so that we can turn them and read them easily. In other words, a book is a set or collection of written, printed, illustrated or blank sheets made of papers parchment or other various materials usually fastened together to hinge at one side. Like other media, book shares the functions of informing, educating, entertaining and so no. Book has different parts. They are acknowledgement, foreword, preface, printing history, table of contents, footnote, glossary, appendix, reference, Index and so no.

#### **1.1.8.1 History of Book Writing**

The history of book follows a suite of technological innovations for books. These innovations improved the quality of text conservation, the access to information portability and the cost of production. This history has been linked to the political and economical contingencies, the history of ideas and the history of religion.

Writing is a system of linguistic symbols which permits one to transmit and conserve information. Writing appears to have developed between 7th millennium B.C. and the 4th millennium BC first in the form of early mnemonic symbols which became a system of indographs or pictographs through simplification. The oldest form of writing were thus primarily logograph in native. Later symbolic and alphabetic (or segmental) writing emerged. When writing systems were invented in ancient civilizations nearly everything that could be written upon stone, clay, tree bark, metal sheets papyrus and parchment (Robinson, 2007).

Book is the most important and most informative form of mass media. The word book comes from old English 'boc' which itself comes from the Germanic

root 'Bok'. The history of modern mass media begins with printed book certainly a kind of revolution. Printed media refers to written things which are prepared in press by using printing machine. Johnnes Gutenberg of Germany invented printing machine in 1440 and published 300 Bibles in 1453. Book writing had started in 1453 from German. So Bible became the first book ever printed from modern machine in the history of the world (Acharya, 2008, p. 51).

The history of Nepalese Journalism formally begins with the arrival of type Chhapakhana. It was a handy letter press. Janga Bahadur, the first Rana Prime Minister of Nepal, brought that press in 1851 while returning from one year long Europe visit. Postal tickets, governmental documents, pamphlets and religious books were printed in the early year. Thus, religious books were the first books of Nepal (Acharya, 2008, p. 85).

### **1.1.9 Preface**

Preface is the one of the most important part of the book. Books contain many essential parts including the preface. This section includes information for the reader directly from the author. The preface of the book contains information written by author to provide the reader with significant information and background on the books contents. The preface is usually located at the front of the books. The content can take up a single page or a small section of pages. The books' preface has some features like book's scope, the background, preliminary or historical content and or intention of author.

Preface is an introductory statement written by the author or authors specially to the readers. The preface gives the author's reason and purpose for writing the book and may include a summary of problems encountered while writing the book. The preface also attempts to describe the reader; for whom the book is meant.

Writing a preface for the book is very important. The preface will be read by the company that the author wanting to print the book and sponsor to the authors. This is the author's opportunity to express his/her thoughts about the book. In the preface, the author should write about what made the author want to write the book.

Not every book has to have a preface but readers do enjoy learning more about how the book, the author wrote came together. The preface includes a brief description of the book and purpose of writing it. It can also contain information on where and how you found your information and also any problems you encountered along the way. A preface covers the story of how book was developed. This is often followed by thanks and acknowledgements to people who were helpful to the author during the time of writing.

#### **1.1.9.1 History of Preface Writing in Books**

Preface is a misleading sort of word. It has no connection with the face. It pronounces as /prEF s/. It means an introduction to a book or speech. The word preface comes ultimately from Latin word 'Praefatio' say beforehand. This was a compound view based formed from the prefix 'prae' means before and 'fari' speak. So, etymologically, preface is virtually the equivalent of the native formation foreword. The word 'preface' was used in the 14<sup>th</sup> century at first. Preface is a statement written as an introduction to an literary or their work typically explaining it's scope, intension, method, etc. In the case of book, preface is an introduction to a book written by the author. It is often close with acknowledgement of the book (Vieweng and Sohn, 2011, p. 2).

#### **1.1.9.2 How to Write Preface of the Books?**

A preface is a small introduction to a book, usually written by the author. It should not be mistaken for the foreword, which is an introductory note written by a person other than the author. The foreword usually precedes the preface.

The preface is one of the first things people tend to look at when they want to buy a book. What the author say in the preface can make the readers be potential decide weather they want to buy the books or not. That's why it is important that the author to put himself or herself. If he was a reader what would he/she be looking for?

The preface can include all or any of the following points:

- a A little description of the book in general lines without unveiling the plot the characters or the conclusion. Later than revealing too much always leave room for little bit of mystery. Make the readers curious enough to want to read the book, intrigue them. Talk about the question ask in the book but let them find the answer themselves by reading it.
- b The reason why the writer wrote the book. In this part writer can explain how to get the idea of writing the book and which were the decisive factors that made him commit himself/herself to such a complex task. The writer can also refer to the origin or genesis of his work.
- c The purpose of his/her book point out what his/her potential readers would gain if they read his book and all the benefits they would get form it. Explain how it would help them, entertain them or enrich them.
- d. Refer to the writers to target audience whom did he/she has in mind when he wrote his book? Why did he/she choose or write for that particulars audience? There are a few quantities he/she can answer in his/her preface.
- e The reason why he/she choose to write about that particular subject.
- f Resources and sources of inspiration. Talk about what inspired him/her in writing the book, the resources he/she has used in aid his experiences and knowledge accumulated through journey, study or research.

- g. How long it took him to write the book.
- h. How the author feels about his/her work. Explain what makes him/her to feel like that. That about what he/she has learned and how writing this book has helped him/her as an author and as a human being.
- i. Advice how to read the book, explain how the book is structured. Include any special notes related to the structure or content.
- j. Experience he/she had or incidents that accrued during the writing period.
- k. Acknowledgements express the author's gratitude by thanking the people who helped to the writer and encouraged him in the process of writing his book (Wilson, 2011).

### **1.1.9.3 Language of the Preface as a Register**

Language of the preface in the books is different from others. Therefore, the language used in the preface is a kind of field based register which is different from other fields. Generally, the specific sentence patterns, terminologies, specific vocabularies, make language of prefaces different from the language used in the other fields.

## **1.2 Review of Related Literature**

Since the area of language is very broad many researches have been carried out in the use of language. It is worth reviewing some related literature especially those carried out in the Department of English Education. They are as follows:

**Baral** (1999) carried out a research on **Language used in the field of tourism** and identified the use of special sentence patterns, vocabulary items and language functions used in the field of tourism. He used questionnaires, checklists, interviews and observation as the tools of data collection. He concluded that maximal use of abbreviation, borrowed words from different

languages, no uniformity in the use of language structure and farewell, greeting welcoming, inviting, introducing, etc of language of functions are used in the field of tourism.

Similarly, **Chapagain** (2005) has carried out a research on **The language used in English newspaper advertisements**. He described the language of advertisement in terms of structure, vocabulary items (word class) and communicative functions. He has mentioned different kinds of advertisements named trade advertisements, retail advertisements, classified advertisements display advertisements, and business directories, published in different newspaper. He found that all the newspapers advertisements have their own style of writing. Mostly verb less construction, and major word class were frequently used.

Likewise, **Tiwari** (2007) made a great effort on **The language used in economic journal**. The research was carried out in order to find out the frequency of voice, tense, aspects, and sentences type and sentence length using Judgmental sampling procedure and secondary sources of data, he concluded that complex sentences, non-post and active voice had higher frequency than the simple and compound sentences, past tense and passive voice.

In the same way, **Baral** (2007) carried out a research on **Language used in scientific texts**. He analyzed and described the feature of English language used in scientific text in terms of tense, voice aspect and word class. He also compared native scientific text and non-native scientific text. He concluded that both in native and non-native's text there was high frequency of occurrence of the active voice non-past, simple aspect, and major words.

In this connection, **Aryal** (2009) conducted a research entitled **Language used in newspaper interviews**. She analyzed types of questions, sentence type, tense, voice and aspect of newspaper interviews. She concluded that open ended questions, complex sentences, non-past active voice and simple aspect had been more often than other.

Similarly, **Tiwari** (2010) conducted a research on **Language used in the prospectus** and he had analyzed in term of sentence types, aspects, voice, and tense. He found that aspect, non-past simple sentence, simple and active voice were frequently used in prospectus. And prospectus have their own register.

Likewise, **Neupane** (2010) carried out the research on **Language used in acknowledgements**. He had analyzed the language in terms of sentence pattern, language functions and special structures. He found that Su-P-PC (A) sentence pattern and expressive language function were maximally used in the acknowledgements. And the acknowledgements also possessed their own style of writing.

So far as the above mentioned research works are related to different fields of language, no research has been carried out on the language of preface. So this is an attempt to study of preface written by non-native writers. The present study aimed to analyze the language used in the prefaces in terms of voice, sentence type, tense, and aspect. Thus, this research is different from previous researches in terms of objectives, methodology, analysis and findings.

### **1.3 Objectives of the Study**

The study had the following objectives:

- a To describe the language used in the prefaces in terms of voice (active and passive), sentence type (simple, complex and compound), tense (past and non past) and aspect (simple, progressive, perfective and perfective progressive).
- b To suggest some pedagogical implications.

### **1.4 Significance of the Study**

Even though it is a small work, it mainly aims to give a general picture of the English language used in the books prefaces. The study is significance as it throws light on the language of prefaces which are very useful for different

people including language teachers and students to update their knowledge in the field of language. This study is also significant to the other people who are directly or indirectly concerned with books' preface. It is expected that the research will be useful especially to the person who is interested in doing research in any fields of language and text book writing. The finding of the study will also be helpful to the course designers, teachers, trainers and writer where they need to read and write preface. Similarly this study has direct relevance to the learning and teaching of the current B. Ed. English. Last but not the least this study will also be equally useful for the forthcoming research workers who want to work on the related fields.

## **1.5 Definition of the Specific Terms**

**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 phrase which are associated with it. English has two types of active and passive.

**Aspect:** Aspect refers to the manner in which a verbal form is completed or in progress. Aspect is a grammatical category which deals with how the event described by the verb is viewed, such as whether it is in progress or complete, habitual etc. There are four aspects in English namely simple, progressive, perfective and perfective progressive.

**Sentence type:** 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 introduces the methodology. Methodology is process to discover a new fact and information about a particular subject. In this study methodology encompasses source of data, sampling procedure, tools for data collection, process of data collection and limitations of the study. The research has adopted the following methodology to accomplish the study.

#### **2.1 Sources of Data**

There are two types of sources of data, viz. primary and secondary but in this research I used only secondary data as it is solely based on the prefaces of books.

##### **2.1.1 Secondary Sources of Data**

In order to fulfill the intended objectives, I used only the secondary sources of data. I collected the prefaces of the different books written by non-native speakers of English which were related to English Language Teaching, because they are accessible and useful in the Nepalese context.

Beside these books I consulted other convenient materials in print and electronic media which were directly and indirectly related to this study especially the previous carried out research works related to mass media, books, newspaper, articles, journals, periodical and related information in internet which were related to the study as secondary sources of data. I consulted various books like: Hudson (1980), Wardhaugh (2002), Lyons (1981), Fishman (1972), Crystal (2003), Hockett (1916), etc.

## **2.2 Sampling Procedure**

I applied judgmental sampling which is one of the most useful non-probability sampling design. Non-probability sampling is a sampling in which units are selected at the discretion of the researcher. It is used when the number of the population is either unknown or cannot be individually identified. And judgmental sampling is a kind of non-probability sampling. In this type of sampling, the researcher selects those units who, he thinks can provide the best information to achieve the objectives of his study.

For this study, I collected thirty prefaces from thirty different books which were related to English language teaching. All the thirty books were written by non-native writers of English. This is a mini research, I believed that 30 books prefaces would be a baseline to generalize the finding to other books prefaces. So, 30 prefaces of concerned books were collected judgmentally and were taken for the analysis for the study.

## **2.3 Tools for Data Collection**

For this present study, observation was the tool for data collection. I collected thirty prefaces from different English books which are written by non-native writers then; I read and reread these prefaces to get the required information for the study.

## **2.4 Process of Data Collection**

The following steps were followed for data collection:

- a I visited library and collected the required books.
- b I selected the required texts prefaces from these books.
- c I read and re-read the prefaces until and unless I got the required information.
- d Finally, I noted down the data systematically under voice (active and passive), sentence type (simple, compound and complex) tense (past and non-past), and aspect (simple, progressive perfective and perfective progressive)

## **2.5 Limitations of the Study**

This was the first research in this particular field for the specific purpose. Due to the constraints of time and resources, I carried out it taking the following limitations and considerations to make the study precise and systematic.

- a The area of the study was limited to the language used in the prefaces of books.
- b The study was based on only the English medium books which were related to English language teaching and written by non native writers of English.
- c The study was restricted to thirty prefaces.
- d The study was limited to the analysis of the following categories: voice (active, passive), sentence type (simple, compound, complex) tense (past, non-past), and aspect (simple, progressive, perfective, perfective progressive).

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of the language of prefaces. The data collected from different English language teaching books. They were analyzed and interpreted in terms of voice system, aspect and tense, sentence type using statistical tools like taste, frequency, and percentage.

The total number of sample size was thirty prefaces from English language teaching related books written by non-native writers of English. I analyzed voice, sentence type, tense and aspect separately.

#### **3.1 Voice Used in the Prefaces**

Voice refers to the way in which a language expresses the relationship between a verb and the noun phrases associated with it. There are two types of voice in English: active and passive. I have taken a sentence includes 'Be+ed' participle of a transitive verb, it in passive voice, a sentence follows the simple structure of tenses and their aspects is active voice and a sentence having both active and passive voice is mixed voice. To study this aspect in the prefaces of the selected books, the prefaces have been observed and analyzed carefully. From the careful study and observation of the selected prefaces of the English language teaching related books written by the non-native writers (See appendix - I), the following frequency and percentage was found.

**Table 1**  
Voice Types Used in the Prefaces

Voice	Frequency	Percentage
Active Voice	550	75.54
Passive Voice	140	19.23
Mixed Voice	38	5.23
Total	718	100

Table 1 shows the fact that the average percentage of active voice has the highest position covering 75.54% (i.e. 550 out of 718) of the sentences used. Similarly, the use of passive voice was lower than active which was limited in 19.23% (i.e. 140 out of 718) and 5.23 % (i.e. 38 out of 718) of the sentences were used in mixed voice in compound and complex sentences. Finally, the overall analysis of voice is concluded that active voice has been maximally used in the in the prefaces of the selected books.

Some examples of the use of active voice (I - iii) passive voice (iv -vi) and mixed voice (vii - viii) in the prefaces are as follows.

- i This book tries to present the key concepts in a simple language.  
(Adapted from Rai, 2000)
- ii The western tradition of linguistics or grammar began with the Greeks.  
(Adapted from Yadava, 2007)
- iii Our conventional society accepts the exam as sacrosanct, there fore, we see no room for change in it we make no rigorous effort to change it.  
Adapted from Khaniya, 2005)
- iv This book is addressed to different audience.  
Adapted from Khaniya, 2005)
- v Structural grammar has been discussed in detail in chapter II.  
Adapted from Yadava, 2007)
- vi The book is primarily based on the curriculum of M Ed 1<sup>st</sup> year  
Tribhuvan University.  
Adapted from Guragui, 2008)

- vii I'm almost confident that I've done something which has never been done so convincingly before.  
(Adapted from Maharjan, 2004)
- viii The text book is designed for the students majoring English who have recently enrolled on a two years M.Ed. Programme in Nepal.  
(Adapted from Maharjan, 2004)

### 3.2 Sentence Types Used in the Prefaces

Sentence type refers to the type of sentence according to its structural point of view. They were categorized variously on the basis of sentence formation and clause they had. From this view, there are three types of sentences namely simple, compound and complex. I have characterized a simple sentence which contains at least one subject and one verb and can stand alone as an independent clause. A compound sentence consists of two or more clauses of equal grammatical importance and co-ordinate conjunctions convert the two clauses into one sentence. And a complex sentence having of least one independent clauses and one or more dependent clause linked by some subordinator. I found the following frequency and percentage of occurrence of sentence type (see appendix - II) used in the prefaces of the ELT related books.

**Table 2**  
Sentence Types Used in the Prefaces

Sentences types	Frequency	Percentage
Simple sentences	355	48.76
Compound sentences	160	21.97
Complex sentences	213	29.25
Total	728	100.00

Table 2 clearly presents that there were three different types of sentence used in the language of prefaces written by non native writers. Out of the total sentences, the simple sentence had the highest frequency (i.e. 48.76% of total

728 sentences). The complex sentence occupied the second position in the frequency of occurrence covering 29.25% ( i.e. 213 out of 728) and the last position was occupied by the compound sentence covering 21.97% (i.e. 160 out of 728)

The following are some examples of simple sentence (i-iii) compound sentence (vii-ix) used in the prefaces.

- i This is our first step in the publication of a book.  
(Adapted from Guragai and Pokharel, 2004)
- ii This book is addressed to different audience.  
(Adapted from Khaniya, 2005)
- iii Linguistics may be defined as the scientific study of language.  
(Adapted from Yadava, 2007)
- iv The book is primarily based on the syllable of major English for M.Ed. (I year) and obviously it can be a very useful reference book for both student and teacher of the course entitled Sociolinguistics.  
(Adapted from Sharma, 2010)
- v In writing this book, I took help from the works of different scholars and I am grateful to them.  
(Adapted from Rai, 2003)
- vi At this moment, I would like to record in my memory, a deep sense of gratitude and respect to my guru professor Dr. Shishir Kumar Stapit of Department of English Language Education.  
(Adapted from Bhattarai, 2010)
- vii We are equally indebted to our lovely family members, spiritually helpful neighbors and all our friends who helped as by creating very much fertile environment for the cultivation of scholarly activities.  
(Adapted from Sharma & Banjada, 2010)
- viii I avail this opportunity to express my gratitude to Prof. Dr. Shishir Kumar Sthapit, to Dr. Shanti Basnyat. Prof.Dr.Jai Raj Awasthi, Pro.Dr.Tirtha Raj Khaniya, Prof. Dr.Govinda Garj Bhattarai, Prof.Dr.

Chandeshwar Mishra, Prof.Dr.Anju Giri, Mrs. Tapashi bhattacharya, Mr. L.B. Maharjan, Mr.Vishnu Singh Rai, Dr. Anjana Bhattarai, Dr.Balmukunda Bhandari and all he respected guru and colleagues who have provided me with content academic and psychological encouragement-a great source of inspiration for getting this book published (Adapted from Pokharel, 2004).

ix I hope this is a kind book in Teaching of English, which professional practioners and enthusiastic Grade xi students in Nepal have been waiting for (Adapted from Pandey, 2010).

### 3.3 Tense Used in the Prefaces

Tense refers to the relationship between form of the verb and the time of action or state it describe. Mainly English has two tense systems: past and non past. I have taken a sentence having verb with suffix 'ed' as past tense rest of the others are in the non-past tense. In the prefaces of the books both past and non-past tense were used. To analyze the tense used in the books' preface, the selected prefaces from the selected books have been analyzed.

I have presented the frequency and percentage of tense being found (see appendix - III) in the prefaces in the table 3.

**Table 3**  
Tenses Used in the Prefaces

Tense	Frequency	Percentage
Past	47	6.45
Non-Past	681	93.54
total	728	100

Table 3 clearly shows that non-past tense was used at the highest frequency than the past tense covering 93.54% (i.e. 681 out of 728) of the total sentences in the prefaces. Similarly, the past tense had lower frequency than non-past



tense covering 6.45% (i.e. 47 out of 728) of the total sentences to the non-past tense. In the language of prefaces past tense was rarely used.

In order to make it far clear, some sentences of past tense (i-iii) and the non-past tense (iv-vii) have been presented below:

- i In the nineteenth century the ongoing development of the traditional grammar coincided with the origin of a new trend in the linguistics, called comparative linguistics (or philology).  
(Adapted from Yadava, 2007)
- ii The twentieth century employed translation extensively as a most powerful and indispensable vehicle for disseminating knowledge and information.  
(Adapted from Bhattarai, 2010)
- iii As the vice-chairman of Higher Secondary Education Board, I was involved in managing Higher Secondary Examination all over the country.  
(Adapted from Khaniya, 2005)
- iv The book has three major units: an introductory unit dealing with the boarder areas of semiotics and linguistics, different kinds of relationships between form and substance meaning/functional and that between semantics and Pragmatics.  
(Adapted from Garagai, 2006)
- v Similarly, my sincere gratitude goes to professor Dr. Yogendra Prasad Yadava Central department of Linguistics, T.U. Kritipur for his genuine academic help and spiritual encouragement.  
(Adapted from Sharma, 2009)
- vi In the preparation of this book, I have tried to present every detail about the English Sounds but regarding the structure of English a comprehensive way has been adopted.  
(Adapted from Maharjon, 2004)
- vii Materials under each unit have been organized Systematically with extensive examples and explanations so as to facilitate the learners

enhance their basic understanding of language and linguistics in a practical way.

(Adapted from Bhandari, 2010)

### **3.4 Aspects Used in the Prefaces**

Aspect refers to the manner in which a verbal form is experienced. Aspect is a grammatical category which deals with how the event described by the verb is viewed such as whether it is in progressive or complete or habitual, etc. English is said to have two main aspects: perfective aspect as in 'I have seen a tiger', which is worked by have/has/had + v-en and progressive aspect as in, 'The birds are flying', which is marked by be + ing. The perfective aspect shows that the action is completed and used mostly in narrating the past tense. The progressive aspect is used to show the activity denoted by the verb is in progression and incomplete. The sentences which are neither in perfective nor in progressive aspects are considered to be simple aspect and facts to enhance their dramatic nature of a event and to establish the temporal sequences of an event compared of phases.

In order to study, the used of aspects in the language of prefaces were analyzed and interpreted carefully.

After the carefully observation and analysis of the collected data, the following, (see appendix - IV) frequencies of occurrences of the aspects were found in the prefaces of the books.

**Table 4**  
Aspects Used in the Prefaces.

S.N.	Aspects	Frequency	percentage
1	Simple	589	80.90
2.	Progressive	16	2.19
3.	Perfective	118	16.20
4.	Perfective Progressive	5	0.68
	total	728	100

Table 4 presents that the average percentage of the simple aspect was in the highest position covering 80.90% (i.e. 589 out of the 728) of the total sentences analyzed. Similarly, the perfective aspect was in the second position covering 16.20% (i.e. 118 out of 728) of the total sentences. The progressive aspect was in the third position covering 2.19% (i.e. 16 out of the sentences analyzed. The perfective progressive aspect was in the last position covering 0.68% (i.e. 5 out of 728) of the sentence used. The perfective progressive aspect which was the least used aspect in the prefaces of all the thirty books. On analyzing the aspects, it was found that progressive and perfective progressive aspects were used very rarely in the prefaces. Most of the prefaces have not used them of all.

Some examples of the use of aspect: simple (i - iii) progressive (iv - v) perfective (vi - vii) perfective progressive (ix) in the prefaces are given below:

- i Semantics and pragmatics are the disciplines that are related to the study of meaning.  
(Adapted from Rai, 2003)
- ii The books thoroughly introduces and discussed some of the major concepts of sociolinguistics in a simple and coherent manner.  
(Adapted from Pokharel, 2010)

- iii The course of applied linguistics is so vast that a single book of three or four hundred pages cannot cover the whole course.  
(Adapted from Sharma, 2009)
- iv Tribhuvan University along with some other private Universities is producing, experts in the field of ELT.  
(Adapted from Phyak and Sharma, 2009)
- v He are, therefore, experiencing a growing need for scientific Translation and Machine Translation everyday.  
(Adapted from Bhattarai, 2010)
- vi For the first time in the history of Tribhuvan University Translation Studies has been introduced into MA Linguistics syllabus by the Department of Linguistics in 1993.  
(Adapted from Bhattarai, 2010)
- vii During the writing of the book, I have received very useful inputs suggestion and comment from different individuals.  
(Adapted from Dawali, 2008)
- viii In the preparation of this book, I have drawn ideas directly or indirectly from different sources.  
(Adapted from Saud, 2009)
- ix Nepali teachers of English Language have been lobbying with many vibes: some are already established and some are emerging.  
(Adapted from Phyak & Sharma, 2009)

### **3.5 Overall Analysis of the Language Used in the Prefaces**

I found (see appendix - V) the following frequency and percentage of the occurrence of tense, voice sentence type and aspect in the selected prefaces as follows:

**Table 5****Overall Analysis of the Language of Prefaces**

		Frequency	Percentage
Voice	i) Active	550	75.54
	ii) Passive	140	19.23
	iii) Mixed	38	5.23
Sentence Types	Simple	355	48.76
	Compound	160	21.97
	Complex	213	29.25
Tense	Past	47	6.45
	Non past	681	93.54
Aspects	Simple	589	80.90
	Progressive	16	2.19
	perfective	118	16.20
	Perfective progressive	5	0.68
	Total	728	100%

Table No. 5 depicts that in the prefaces of the books both past and non-past tense, active, passive and mixed voice, simple, compound and complex sentence and simple progressive, perfective and perfective progressive aspects were used. On the whole the table presents that non-past, active voice, simple sentence and simple aspect had the more frequency than others.

## **CHAPTER - FOUR**

### **FINDINGS AND RECOMMENDATIONS**

To find out the characteristic features of language used in prefaces in terms of voice, sentence type, tense and aspect was the main aim of the study. For this, I studied the language of prefaces written by non-native writers. To achieve the aim of the study, I have presented the data in table and analyzed and interpreted them under different heading using simple statistical tools like frequency, percentage and so on. In light of this discussion this chapter comprises the major findings and recommendations.

#### **4.1 Findings**

On the basis of analysis and interpretation of the data from selected books, the following findings have been derived:

##### **i Voices Used in the Prefaces**

Regarding the use of voice, active voice was found to be higher frequency. It covered 75.5% in average, passive voice was also used but it occupied only 19.3%. In the same way, 5.2% of the total sentences were in both active and passive voice in the same sentences. Thus it can be concluded that active voice is in highest, and passive and mixed voice come in the second and third position respectively.

##### **ii Sentence Types Used in the Prefaces**

With regard to the use of sentence types in the prefaces of the books, the use of simple sentences was found to be used of higher frequency of occurrence. Considering the average of the sample prefaces nearly 49% of the total sentences were found to be in the simple sentences. Similarly compound and complex sentences were less than simple sentences. In the analysis it was found that complex sentences were found to be used

more than the compound sentences. However the differences in the use of them is not greater. So, it can be concluded that simple sentences are mostly used in the prefaces of the books.

### **iii Tenses Used in the Prefaces**

In terms of the use of tenses in prefaces of the books, the research revealed that non-past tense was maximally used in writing. The use of non-past tense occupied nearly 94% sentences of the total sentences. Quite opposite to the non-past tense, the past tense only occupied about 6% sentences of the total sentences. So past tense was used very rarely. In the some prefaces past tense was not used. I also found that present form was used of higher frequency than future form in the non-past tense. Thus, it can be summed up that non-past tense is used at the greater number in the prefaces.

### **iv Aspects in Used in the Prefaces**

In the case of aspects, simple aspect was maximally used rather than other aspects in the prefaces. In the average simple aspect covered 80.90% of the total sentences. Similarly perfective aspect had stood in the second position. It occupied 16.20% of the total sentences. In the same way progressive aspect was found in the third position covering 2.19% of the sentences used. And perfective progressive aspect was used very rarely in the books' prefaces. It covered only 0.68% of the total sentenced used only five sentences were found in the selected prefaces.

### **v Language Used in the Prefaces on the Whole**

While analyzing the language of the prefaces of books, I found that active voices simple sentences, non-past tense and simple aspect were maximally used.

## **4.2 Recommendations**

As the present research is one of the few research works in language used in prefaces written by non native writer of the English on the basis of the finding from the analysis and interpretation of the collected data I have made the following recommendations for pedagogical implication and for further researches.

### **4.2.1 Recommendations for Pedagogical Implications**

- i I have found that prefaces have their own style and patterns of writing. Therefore, it is recommended for the language teachers that they should make their students familiar with prefaces of the book as a register.
- ii The curriculum designers planners and book writer should include the preface in their books to make the readers familiar with the different style of writing and to know the main theme of their books.
- iii The curriculum and book writers should include sufficient discussion of the language of the prefaces in terms of tense, voice, aspect and sentence type so that the learners will have clear ideal to write any prefaces of their books.
- iv Some of the book writers are not include the prefaces in their books. So it is recommended that the book writers should include prefaces in their books.
- v The finding of the study should be considered for preparing the books of any fields.
- vi It has been recommended for planner as well as syllable designers that the most commonly used sentence pattern and structures should be introduced in the syllables of English language and linguistics.



#### **4.2.2 Recommendations for Further Researchers**

It is only the study of the language of the preface and of the specific nature on the researcher's knowledge, experience, attitude and belief, it certainly has some shortcomings. Therefore, the researcher on the basis of his experience, attempts to offer some recommendations for betterment of future researches of this in other areas too.

- i The study can be broadened by carrying out the study in the language of acknowledgements in terms of the tense, voice, aspect and sentence type.
- ii The research was limited to the prefaces of the non-native writers' book only. It would be desirable for the further study to compare the prefaces of native and non-native writers.
- iii The present research is based only on the tense, voice, sentence type and aspect. It is advisable to carry out the further research on language function, sentence pattern and special structure.
- iv This study was limited only to thirty prefaces of the ELT related University level books. It is advisable to carry out further researches on school level and other fields' books.

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## APPENDIX-I

The study was based on the prefaces of the following books and writers:

S.N.	Name of the books	Name of the writers
1.	An Introduction to Translation Study	Govinda Raj Bhattarai
2.	Semantics and Pragmatics	Vishnu Singh Rai
3.	A Textbook of Sound and Structure	Laxmi Bahadur Maharjan
4.	A Course in English Phonetics	Tej Ratna Kanskar
5.	Theories of Grammar	Yogendra Prasad Yedava
6.	Foundation of Language and Linguistics	Bal Mukunda Bhandari
7.	A Text Book on English Grammar for Teacher	Sunil Kumar Yadav
8.	Examination for Enhanced Learning	Tirtha Raj Khaniya
9.	Fundamental of Language and Linguistics	Nil Bahadur Basnet
10.	Teaching of English	Gopal Prasad Pandey
11.	Foundation of Language and Linguistics	Mohan Singh Saud
12.	Research Methodology	Rishi Bhakta Gautam
13.	A Textbook on Linguistics	Yam Bahadur Kshetry
14.	Semantics and Pragmatics	Dilli Prasad Guragai
15.	Research Methodology	Ranjit Kumar
16.	Sociolinguistics	Bhes Raj Pokhrel
17.	A Course in Phonetics and Phonology	Saraswati Dawadi
18.	A Textbook on ELT Materials and practice	Hira Lal Subedi
19.	Readings in Sociolinguistics	Bikash Sharma
20.	A Textbook of Applied Linguistics	Uma Nath Sharma
21.	An Introduction to Phonetics and Phonology	Dilli Prasad Guragai and Bhes Raj Pokharel

22.	A Course in Phonetics and Phonology	Uma Nath Sharma and Goma Banjara
23.	ELT Theory and Practices	Yogendra Prasad Yadava and Binda Lal Shah
24.	Phonetics and Phonology	Laxmi Bahadur Maharjan and Saraswati Dawadi
25.	SLA an Overview	Hima Rawal and Khem Raj Joshi
26.	Teaching English Language	Prem Bahadur Phyak and Bal Krishna Sharma
27.	The magic of Words	Shreedhar Prasad Lohani and Rameshwor Prasad Adhikari
28.	The Heritage of Words	Shreedhar Prasad Lohani, Rameshwor Prasad Adhikari and Abhi Subedi.
29.	ELT Method	Saraswati Dawadi, Prem Prasad Poudel and Chandra Bhadur Karki
30.	A Course in Phonetics and Phonology	Pitri Raj Banstola, Pitambar Paudel and Bhumi Raj Pandit



## APPENDIX-II

### Individual Analysis of the Voice in the Selected Prefaces

S. N.	Name of books	Name of the writers	Active		Passive		Mixed.		total
			Freq.	Perc.	Freq.	Perc.	Perc.	Freq.	Freq.
1.	An Introduction to Translation Study	Govinda Raj Bhattarai	29	-	8	21.2	1	-	38
2.	Semantics and Pragmatics	Vishnu Singh Rai	10	83.33	1	8.33	1	8.33	12
3.	A Textbook of Sound and Structure	Laxmi Bahadur Maharjan	18	81.81	3	13.64	1	4.54	22
4.	A Course in English Phonetics	Tej Ratna Kanskar	12	57.14	8	38.1	1	4.76	21
5.	Theories of Grammar	Yogendra Prasad Yedava	28	70	10	25	2	5	40
6.	Foundation of Language and Linguistics	Bal Mukunda Bhandari	13	86.66	2	13.34	-	-	15
7.	A Text Book on English Grammar for Teacher	Sunil Kumar Yadav	12	60	7	35	1	5	20
8.	Examination for Enhanced Learning	Tirtha Raj Khaniya	47	85.45	5	9.0	3	4.55	55
9.	Fundamental of Language and Linguistics	Nil Bahadur Basnet	28	77.77	6	16.66	2	5.55	36
10.	Teaching of English	Gopal Prasad Pandey	7	70	3	30	-	-	10
11.	Foundation of Language and Linguistics	Mohan Singh Saud	11	78.57	3	21.43	-	-	14
12.	Research Methodology	Rishi Bhakta Gautam	10	62.50	5	31.25	1	6.25	16
13.	A Textbook on Linguistics	Yam Bahadur Kshetry	9	81.81	2	18.19	-	-	11
14.	Semantics and Pragmatics	Dilli Prasad Guragai	11	68.75	3	18.75	2	12.5	16
15.	Research Methodology	Ranjit Kumar	30	62.50	13	27.01	5	10.41	48
16.	Sociolinguistics	Bhes Raj Pokhrel	10	76.92	3	23.07	-	-	13
17.	A Course in Phonetics and Phonology	Saraswati Dawadi	13	81.25	3	18.75	-	-	16
18.	A Textbook on ELT Materials and practice	Hira Lal Subedi	11	61.11	6	33.33	1	5.55	18
19.	Readings in Sociolinguistics	Bikash Sharma	23	74.19	5	16.12	3	9.67	31

20.	A Textbook of Applied Linguistics	Uma Nath Sharma	18	75	4	16.66	2	8.33	24
21.	An Introduction to Phonetics and Phonology	Dilli Prasad Guragai and Bhes Raj Pokharel	22	81.48	3	11.11	2	7.40	27
22.	A Course in Phonetics and Phonology	Uma Nath Sharma and Goma Banjara	8	72.72	3	27.27	-	-	11
23.	ELT Theory and Practices	Yogendra Prasad Yadava and Binda Lal Shah	8	80	2	20	-	-	-
24.	Phonetics and Phonology	Laxmi Bahadur Maharjan and Saraswati Dawadi	14	77.77	3	16.12	1	5.55	18
25.	SLA an Overview	Hima Rawal and Khem Raj Joshi	26	74.28	5	16.16	4	11.42	25
26.	Teaching English Language	Prem Bahadur Phyak and Bal Krishna Sharma	56	80	9	14.28	5	7.14	70
27.	The magic of Words	Shreedhar Prasad Lohani and Rameshwor Prasad Adhikari	13	81.25	3	12.85	-	-	16
28.	The Heritage of Words	Shreedhar Prasad Lohani, Rameshwor Prasad Adhikari and Abhi Subedi.	22	81.48	5	18.75	-	-	27
29.	ELT Method	Saraswati Dawadi Prem Prasad Poudel and Chandra Bhadur Karki	17	77.27	5	22.72	-	-	22
30.	A Course in Phonetics and Phonology	Pitri Raj Banstola,	14	87.5	2	12.5	-	-	16

		Pitambar Paudel and Bhumi Raj Pandit							
			550	75.54	140	19.23	38	5.23	728

## APPENDIX- III

### Individual Analysis of the Sentence Types in the Selected Prefaces

S.N.	Name of books	Name of the writers	simple		Compound		Complex	total	
			Freq.	Perc.	Freq.	Perc.	Perc	Freq.	Freq.
1.	An Introduction to Translation Study	Govinda Raj Bhattarai	15	39.47	15	39.47	8	21.05	38
2.	Semantics and Pragmatics	Vishnu Singh Rai	4	33.33	3	25	5	41.67	12
3.	A Textbook of Sound and Structure	Laxmi Bahadur Maharjan	11	50	4	18.18	7	31.81	22
4.	A Course in English Phonetics	Tej Ratna Kanskar	11	52.38	4	21.04	6	28.57	21
5.	Theories of Grammar	Yogendra Prasad Yedava	24	60	11	27.5	5	12.5	40
6.	Foundation of Language and Linguistics	Bal Mukunda Bhandari	5	33.33	4	26.66	6	40	15
7.	A Text Book on English Grammar for Teacher	Sunil Kumar Yadav	12	60	3	15	5	25	20
8.	Examination for Enhanced Learning	Tirtha Raj Khaniya	21	38.18	10	18.18	24	43.63	55
9.	Fundamental of Language and Linguistics	Nil Bahadur Basnet	15	41.66	6	16.66	15	41.66	36
10.	Teaching of English	Gopal Prasad Pandey	3	30	2	20	5	50	10
11.	Foundation of Language and Linguistics	Mohan Singh Saud	7	50	3	21.42	4	28.57	14
12.	Research Methodology	Rishi Bhakta Gautam	5	45.55	3	27.27	3	27.27	11
13.	A Textbook on Linguistics	Yam Bahadur Kshetry	13	81.25	3	18.75	-	-	16

14.	Semantics and Pragmatics	Dilli Prasad Guragai	5	31.25	1	6.25	10	62.5	16
15.	Research Methodology	Ranjit Kumar	25	52.08	12	25	11	22.91	48
16.	Sociolinguistics	Bhes Raj Pokhrel	7	53.84	4	30.76	2	15.38	13
17.	A Course in Phonetics and Phonology	Saraswati Dawadi	8	50	1	6.25	7	43.15	16
18.	A Textbook on ELT Materials and practice	Hira Lal Subedi	7	38.88	3	16.66	8	44.44	18
19.	Readings in Sociolinguistics	Bikash Sharma	17	54.84	6	19.35	8	25.80	31
20.	A Textbook of Applied Linguistics	Uma Nath Sharma	14	3	3	12.5	7	29.66	24
21.	An Introduction to Phonetics and Phonology	Dilli Prasad Guragai and Bhes Raj Pokharel	15	55.55	3	11.11	9	33.33	27
22.	A Course in Phonetics and Phonology	Uma Nath Sharma and Goma Banjara	5	45.45	1	9.09	5	45.45	11
23.	ELT Theory and Practices	Yogendra Prasad Yadava and Binda Lal Shah	7	70	2	20	1	10	10
24.	Phonetics and Phonology	Laxmi Bahadur Maharjan and Saraswati Dawadi	12	66.66	2	11.11	4	22.22	18
25.	SLA an Overview	Hima Rawal and Khem Raj Joshi	21	60	8	22.85	6	27.15	35
26.	Teaching English Language	Prem Bahadur Phyak and Bal Krishna Sharma	32	45.71	21	30	17	24.28	70

27.	The magic of Words	Shreedhar Prasad Lohani and Rameshwar Prasad Adhikari	5	31.25	8	50	3	18.75	16
28.	The Heritage of Words	Shreedhar Prasad Lohani, Rameshwar Prasad Adhikari and Abhi Subedi.	12	44.44	6	22.22	9	33.33	27
29.	ELT Method	Saraswati Dawadi Prem Prasad Poudel and Chandra Bhadur Karki	8	36.36	6	27.27	8	36.56	22
30.	A Course in Phonetics and Phonology	Pitri Raj Banstola, Pitambar Paudel and Bhumi Raj Pandit	9	56.25	2	12.50	5	31.25	16
			355	48.76	160	21.97	213	29.25	728

## APPENDIX - IV

### Individual Analysis of Tense in the Selected Prefaces

S.N.	Name of books	Name of the writers	Past		Non-past		total
			Freq.	Perc.	Freq.	Per.	Freq.
1.	An Introduction to Translation Study	Govinda Raj Bhattarai	8	21.05	30	78.95	38
2.	Semantics and Pragmatics	Vishnu Singh Rai	3	25	9	75	12
3.	A Textbook of Sound and Structure	Laxmi Bahadur Maharjan	2	9.01	20	90.90	22
4.	A Course in English Phonetics	Tej Ratna Kanskar	-	-	21	100	21
5.	Theories of Grammar	Yogendra Prasad Yedava	9	22.5	31	77.5	40
6.	Foundation of Language and Linguistics	Bal Mukunda Bhandari	1	6.66	14	93.33	15
7.	A Text Book on English Grammar for Teacher	Sunil Kumar Yadav	2	10	18	90	20
8.	Examination for Enhanced Learning	Tirtha Raj Khaniya	5	9.10	50	90.90	55
9.	Fundamental of Language and Linguistics	Nil Bahadur Basnet	2	5.5	34	94.5	36
10.	Teaching of English	Gopal Prasad Pandey	1	10	9	90	10
11.	Foundation of Language and Linguistics	Mohan Singh Saud	1	7.14	13	92.86	14
12.	Research Methodology	Rishi Bhakta Gautam	-	-	16	100	16
13.	A Textbook on Linguistics	Yam Bahadur Kshetry	-	-	11	100	11
14.	Semantics and Pragmatics	Dilli Prasad Guragai	-	-	16	100	16
15.	Research Methodology	Ranjit Kumar	3	6.25	45	97.75	48
16.	Sociolinguistics	Bhes Raj Pokhrel	-	-	13	100	13
17.	A Course in Phonetics and Phonology	Saraswati Dawadi	2	6.45	14	87.50	16
18.	A Textbook on ELT Materials and practice	Hira Lal Subedi	-	-	18	100	18

19.	Readings in Sociolinguistics	Bikash Sharma	2	3.70	29	93.55	31
20.	A Textbook of Applied Linguistics	Uma Nath Sharma	-	-	24	100	24
21.	An Introduction to Phonetics and Phonology	Dilli Prasad Guragai and Bhes Raj Pokharel	1	3.70	26	96.30	27
22.	A Course in Phonetics and Phonology	Uma Nath Sha and Goma Banjara	-	-	11	100	11
23.	ELT Theory and Practices	Yogendra Prasad Yadava and Binda Lal Shah	-	-	10	100	10
24.	Phonetics and Phonology	Laxmi Bahadur Maharjan and Saraswati Dawadi	2	11.11	16	88.84	18
25.	SLA an Overview	Hima Rawal and Khem Raj Joshi	1	2.85	34	97.15	35
26.	Teaching English Language	Prem Bahadur Phyak and Bal Krishna Sharma	-	-	70	100	70
27.	The magic of Words	Shreedhar Prasad Lohani and Rameshwor Prasad Adhikari	-	-	16	100	16
28.	The Heritage of Words	Shreedhar Prasad Lohani, Rameshwor Prasad Adhikari and Abhi Subedi.	-	-	27	100	27
29.	ELT Method	Saraswati Dawadi Prem Prasad Poudel and Chandra Bhadur Karki	2	9.09	20	90.91	22
30.	A Course in Phonetics and Phonology	Pitri Raj Banstola, Pitambar Paudel and Bhumi Raj Pandit	-	-	16	100	16
			47	6.45	681	93.54	728



## APPENDIX - V

### Individual Analysis of the Aspects in the Selected Prefaces

S. N.	Name of the books	Name of the writers	Simple		Progressive		Perfective		perfective progressive	
			Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Perc.	Freq.
1.	An Introduction to Translation Study	Govinda Raj Bhattarai	24	63.15	7	18.42	7	18.42	-	-
2.	Semantics and Pragmatics	Vishnu Singh Rai	12	100	-	-	-	-	-	-
3.	A Textbook of Sound and Structure	Laxmi Bahadur Maharjan	16	72.72	1	4.54	4	18.18	1	4.54
4.	A Course in English Phonetics	Tej Ratna Kanskar	14	66.66	-	-	7	33.33	-	-
5.	Theories of Grammar	Yogendra Prasad Yedava	28	70	-	-	12	30	-	-
6.	Foundation of Language and Linguistics	Bal Mukunda Bhandari	12	80	-	-	3	2.00	-	-
7.	A Text Book on English Grammar for Teacher	Sunil Kumar Yadav	17	85	-	-	3	15	-	-
8.	Examination for Enhanced Learning	Tirtha Raj Khaniya	48	87.27	-	-	6	10.90	1	1.81
9.	Fundamental of Language and Linguistics	Nil Bahadur Basnet	31	86.11	-	-	5	13.88	-	-
10.	Teaching of English	Gopal Prasad Pandey	9	90	-	-	1	10	-	-
11.	Foundation of Language and Linguistics	Mohan Singh Saud	12	85.71	-	-	2	14.28	-	-
12.	Research Methodology	Rishi Bhakta Gautam	12	75	-	-	4	25	-	-
13.	A Textbook on Linguistics	Yam Bahadur Kshetry	9	81.18	-	-	2	18.18	-	-
14.	Semantics and Pragmatics	Dilli Prasad Guragai	15	93.75	-	-	1	6.25	-	-
15.	Research Methodology	Ranjit Kumar	40	83.33	-	-	8	16.66	-	-
16.	Sociolinguistics	Bhes Raj Pokhrel	11	84.61	-	-	2	15.38	-	-
17.	A Course in Phonetics and Phonology	Saraswati Dawadi	13	81.25	-	-	2	12.5	1	1.42
18.	A Textbook on ELT Materials and practice	Hira Lal Subedi	13	72.25	-	-	4	22.22	1	5.55
19.	Readings in Sociolinguistics	Bikash Sharma	28	90.32	2	6.45	1	3.22	-	-
20.	A Textbook of Applied Linguistics	Uma Nath Sharma	18	75	-	-	6	258	-	-
21.	An Introduction to Phonetics and Phonology	Dilli Prasad Guragai and Bhes Raj Pokharel	22	81.48	-	-	5	18.32	-	-
22.	A Course in Phonetics and Phonology	Uma Nath Sharma and Goma Banjara	11	100	-	-	-	-	-	-
23.	ELT Theory and Practices	Yogendra Prasad Yadava and Binda Lal	7	70	-	-	3	30	-	-

		Shah									
24.	Phonetics and Phonology	Laxmi Bahadur Maharjan and Saraswati Dawadi	11	61.11	-	-	7	58.88	-	-	
25.	SLA an Overview	Hima Rawal and Khem Raj Joshi	31	88.57	-	-	4	11.42	-	-	
26.	Teaching English Language	Prem Bahadur Phyak and Bal Krishna Sharma	54	77.14	6	8.57	9	12.85	1	1.42	
27.	The magic of Words	Shreedhar Prasad Lohani and Rameshwor Prasad Adhikari	16	100	-	-	-	-	-	-	
28.	The Heritage of Words	Shreedhar Prasad Lohani, Rameshwor Prasad Adhikari and Abhi Subedi.	26	96.29	-	-	1	3.70	-	-	
29.	ELT Method	Saraswati Dawadi Prem Prasad Poudel and Chandra Bhadur Karki	16	72.725	-	-	6	27.27	-	-	
30.	A Course in Phonetics and Phonology	Pitri Raj Banstola, Pitambar Paudel and Bhumi Raj Pandit	13	81.25	-	-	3	18.75	-	-	
			589	80.90	16	2.19	16.20	16.20	5	0.68	

## APPENDIX - VI

### Overall Analysis of the Language of Prefaces

		Frequency	Percentage
Voice	i) Active	550	75.54
	ii) Passive	140	19.23
	iii) Mixed	38	5.23
Tense	Past	47	6.45
	Non past	681	93.54
Sentence Types	Simple	355	48.76
	Compound	160	21.97
	Complex	213	29.25
Aspects	Simple	589	80.90
	Progressive	16	2.19
	perfective	118	16.20
	Perfective progressive	5	0.68
	Total	728	100%

## **APPENDIX - VII**

### Samples of Prefaces

