

# **THE USE OF ENGLISH IN SCHOOL PREMISES**

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

**Submitted by  
Sagar Poudel**

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

**2010**

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## **RECOMMENDATION FOR ACCEPTANCE**

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## **DECLARATION**

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

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.....

**Sagar Poudel**

# **DEDICATION**

**Affectionately Dedicated**

**To**

**My Parents and Brother**

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## **ABSTRACT**

This thesis has been prepared to identify and analyze the data which have been collected from the school premises, to find out the situations on which the English language is used and the accuracy and appropriacy of language used by analyzing and interpreting the speech events and to list some pedagogical implications and recommendations on the basis of findings of the study. The principal aims of this study were to observe the situations in which English was used in the school premises and to analyze the accuracy and appropriacy of language used. For this, 40 speech events were collected from two private school students of Tanahun district. As the research tool, non-participant observation was used. From the study it was found out that the students most frequently used English when they were under the supervision of their teachers such as; before the school assembly. The most frequent language functions used by them were greetings, seeking conformation, asking for information and requesting respectively. It was also found that the students used much accurate and appropriate speech events when the teachers were present around them.

This thesis contains altogether four chapters. Chapter one deals with the introduction. It consists of general background under which different language skills are included. Then overview of ELT approaches and methods, ELT in Nepal, English in modern world, focus on communication within this speech events and communicative functions are dealt. Then English in school premises, culture of private school, review of related literature, objective and significance of the study are given. Chapter two deals with methodology. It incorporates sources of data, sampling procedure, tools of data collection, population of the study, process of data collection and limitation of the study. Chapter three consists of analysis and interpretation of the required data. The data was analyzed and interpreted descriptively. This chapter includes the contextual use of English, functional analysis and accuracy and appropriacy of the speech events. Chapter four presents findings of the study and recommendations.

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## LIST OF ABBREVIATIONS AND SYMBOLS

ALM	:	Audio Lingual Method
ASTP	:	Army Specialized Training Programme
CLT	:	Communicative Language Testing
Dr.	:	Doctor
e.g.	:	For Example
etc.	:	Et Cetera
ELT	:	English Language Teaching
GTM	:	Grammar Translation Method
i.e.	:	That is
IELTS	:	International English Language Testing System
LAD	:	Language Acquisition Device
M.Ed.	:	Master of Education
NELTA	:	Nepal English Language Teachers' Association
No.	:	Number
P.	:	Page
Prof.	:	Professor
Reg.	:	Registration
S	:	Student
S1	:	Student First
S2	:	Student Second
S3	:	Student Third
S4	:	Student Fourth
SLA	:	Second Language Acquisition
Ss	:	Students
T	:	Teacher
TOEFL	:	Test of English as Foreign Language
T.U.	:	Tribhuvan University
U.S.	:	United States

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter deals with general background first, under which the four English language skills have been briefly described. Further, it includes the general overview of different ELT approaches and methods, ELT situation in Nepal – the status of English from past to present. This section also includes English in modern world then focuses on communication under which speech events and communicative functions. English in school premises that is, how it has been generally practiced in the schools of Nepal and culture of private school. Besides, review of the literature related to the study has been done, which is further followed by the objectives of the study and finally, the significance of the study.

### **1.1 General Background**

Language is the primary means of communication, which is very necessary for the people to survive in the society. It is said that language is a vocal system of human communication. So, the spoken language comes first then only the written. Language has its own creativity, which covers human thoughts, feelings, hopes, pleasures and so on. Especially human beings use the language for the functional purpose. Language can serve many purposes of communications. It enables us to deal with past, present and future.

Language is something which is specific to human, which enables us to distinguish from other living creatures. Among the thousands of languages in the world, English has occupied a special position in the global communication. The idea of 'a global village' is fast becoming a reality by means of the English language. Due to the technological progress in transport and communication, explosion of knowledge and literature in the history of human race, an international language was required. The English language

occupies this position to play a vital role for the people in achieving the wider goal of international understanding and social progress across the world. As English occupies a significant status in school and university curricula in Nepal, everyone intends to get mastery over it.

### **1.1.1 Language Skills**

A language consists of several skills and systems. The skills include listening, speaking, reading and writing. Actually, it makes a little sense to talk about skills in isolation as Hinkel points out, "in meaningful communication, people employ incremental language skills not in isolation, but in tandem" (Hinkel, 2006, p.113, as cited in Harmer, 2007, p. 265). When one is involved in a piece of communication, he/she is bound to listen as well as speak because otherwise one can not interact with the person who he/she talking to. Not only these two skills, but also the reading and writing provoke the conversation and comment. One mere example comes from today's communication via electronic mails and text messages that is, one reads what messages he/she gets, then replies instances above clearly provide an evidence how language as a means of communication is the combination of all the skills but none in isolation.

On the other hand, a language system also exhibits several systems like pronunciation, grammar, vocabulary and so on. Considering the importance in the study, the four skills are further discussed in some detail.

#### **1.1.1.1 Receptive Skills**

Language skills generally are classified into two types namely: the receptive skills and the productive skills, though the distinction is not watertight. This is because the skills taken as receptive also sometimes tend to be productive and the vice-versa. On the basis of how the skills play different roles in communication, listening and reading are classified as receptive skills.

## **a. Listening**

As stated by Underwood (1989), "listening is the activity of paying attention to and trying to get meaning from something we hear" (p. 1). Communication takes place only when one is able to listen successfully. If one can not do so, then it might give some sorts of miss-interpretation or an ice breaking. No one knows exactly how listening works or how people learn to listen and understand. It is a skill which seems to develop easily for mother tongue listening in a foreign language is concerned (ibid). It has been found that people can listen in their mother tongue with little or no effort. However, it is dependent upon a number of factors such as, the speakers, the amount of speech, the topic or the context and so on. For Rost (2001), "the term listening in language teaching is used to refer to a complex process that allows us to understand spoken language" (p. 7). It is one of the most widely used skills in language learning. So, listening is the channel in which we process in real time-employing facing, units of encoding and pausing that are unique to spoken language (ibid).

As a global activity, listening involves bottom-up processing and top-down processing. In the first process, one attends to the data in the coming speech signals while in the second he/she utilizes prior knowledge and expectations to create meaning. In second language acquisition (SLA) research, it is the linguistic environment that serves as the stage for SLA. This environment what Krashen (1982) focuses on 'comprehensible input' is necessary for learning.

## **b. Reading**

Reading is another receptive skill where by one views at the written symbols and comprehends what message the symbols in combination convey. Simply it is of understanding a text. This is why reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it (Harmer, 2008, p. 99).



Often a distinction is made between extensive and intensive reading. The term extensive reading refers to reading which students do often (but not excessively) away from the classroom where possible, extensive reading should involve reading for pleasure.

Wallace (2001, p. 21) describes reading as the activity of practice, product and process. It is generally accepted that reading is most essential activity for a student at college level. This is the skill by means of which students not only practice the language but also grasp the meaning through the texts in the process of communication.

Although some take listening and reading as the receptive skills because one appears to be inactive generally while doing such activities one is engaged in the activity of constructing a message in order to be described as a listener or a reader. Hence, they involve active processes too.

#### **1.1.1.2 Productive Skills**

In a general sense of the classification, the productive skills are the ones which involve the active process while implementing them. Speaking and writing are classified under the productive skills (Harmer, 2007). According to him, "in productive skills students actually have to produce language themselves" (p. 265). Here is a brief description of these two skills.

##### **a. Speaking**

Speaking is the fundamental linguistic property of every normal human child. It is the skill which involves the particular type of communicative acts. "Speaking activities are designed to provoke speaking as a skill, where there is a purpose for talking which is not just linguistic" (Harmer, 2008, p. 132). It becomes clear from this statement that speaking is an active skill of day to day communication.

According to Levelt (1989) speech production involves four major processes: conceptualization, formulation, articulation and self-monitoring (as cited in Bygate, 2001, p. 16).

Speaking is a very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking. Even the speaker himself can have no clue how the utterances are organized in a string in his "speech control room" and how they come out making an oral interaction consistent, relevant and meaningful. Harmer (1991) calls it a 'store' and argues that to achieve communicative purpose the speakers, both native and non-native, select the language from the store they think appropriate for the purpose. It is also difficult to describe how an utterance is followed by another one, and how they are processed (p. 47).

People use language when they want to express their ideas, opinions, desires and establish social relationship and friendship. When communicative language teaching came into practice, the importance of communication was over-emphasized because the primary function of language is for interaction and communication, and the structure of language reflects its functional and communicative use. It is not easy to limit speaking with some verbal or sentential definitions. However, for our purpose, we can define speaking as the ability to express oneself fluently in a foreign language. It is a complex and complicated skill; in addition to the structures and vocabulary items, it involves thinking of what is to be said. But it is especially difficult in foreign language because effective oral communication requires the ability to use the language appropriately in social interactions. It requires more than its grammatical and semantic rules. Diversity in interaction involves not only verbal communication, but also supra-segmental elements of speech such as pitch, stress and intonation. In addition, non-linguistic elements such as gestures and body language posture, facial expression and so on may accompany speech or convey messages directly without any accompanying speech.

## **b. Writing**

Writing as a productive skill which involves manipulating, structuring and communicating. It is the most difficult skill for L2 learners to master. This is because it requires a great deal of conscious efforts to learn. According to Harmer (2008, p. 122), it includes a chance for students to process language in a more considered way than they may sometimes do when speaking. This implies that this process involves delayed release of message in communication.

Writing is a complex process and it plays a vital role in the expression of ideas in an effective way. Like other skills, it has also an important role in communication though it is through a different mode i.e. through written codes. While one is engaged in writing he/she goes through several stages. One thinks and then writes. It can have several purposes. However, the general purposes are to express the feelings, ideas and emotions. Harmer (2008, p. 112) focuses on language processing the reasons for teaching writing.

Anyway, this can be said of writing that like other skills, it has separate but distinctive role in communication. Some linguists take writing and reading as the secondary skill and the rest two as primary. This is because the first two are the result of conscious efforts.

### **1.1.2 Overview of ELT Approaches and Methods**

To seek the progressive and radical changes in the field of language teaching, several linguists and language specialists have sought different approaches and methods. It was American applied linguist Edward Anthony, who identified three levels of conceptualization and organization which he termed approach, method and techniques. He defines approach as:

. . . a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the subject matter to be taught...

...a method as an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon the selected approach there can be many methods . . .

. . . a technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. (Anthony, 1963, pp. 63-67, as cited in Richards and Rodgers, 2001, p. 19).

Development of approaches has begun with the behaviouristic approach in 1950s. One of the best known attempts to construct a behaviouristic model of linguistic behaviour is embodied in B. F. Skinner's 'Classical Verbal Behaviour' (Brown, 1994, p. 22).

This approach is mechanistic approach in which teaching-learning activities are carried out in a pre-designed controlled laboratory like environment. The similar view has been expressed by Osgood (1957, as cited in Brown, 1994, p. 23).

As an outcome against behaviourist approaches was the 'nativist approach'. Chomsky (1959) in his 'Review of Verbal Behaviour' propounded this view. This approach argues that language is learned innately and logic plays a pivotal role in language learning. For them, language is not merely a behaviour obtained through experience. Instead, a child is equipped with language acquisition device (LAD), which is responsible for learning such aspects. So, this approach came against the view that a child's mind is tabula- rasa which was the focus of behaviourist approach.

The then debate among the psychologists and linguists led towards communicative views of language learning. During 1960s various sociolinguists like Firth, Halliday, Widdowson, Gumperz, Labov and others focused on the language as a means of communication. This gave birth to communicative approach. According to this approach, language is much to be

appropriate then accurate and that it is the learnt behaviour as the result of various communicative activities. During late 1970s, the linguists like Terrell and Krashen developed natural approach, which also takes language as a means of communication. It focuses that acquisition takes place only when people understand messages in the target language (Krashen and Terrell 1983, p. 9). Hence, the language learning as a result of behaviour tended to be a result of communication, indeed, the need for communication itself.

It is the Grammar Translation Method, which is regarded to be the most traditional one. It got a dominant position during 1840s to 1940s. This does not imply that it is not practiced today. In some parts of the world it still exists. This method focuses that learning is the outcome of the translation of massive literary texts of the target language into mother tongue. And this is how learners learn for the supporters of this method. It was Karl Ploetz (1819-1881) who advocated this method. Later it was developed by Ollendorff around 1940s (Howatt and Widdoson 2004, p.152). This method so heavily focuses on grammatical accuracy.

Towards the end of 1800s, a revolution in language teaching philosophy took place giving birth to the 'Direct Method'. This was due to the frustration towards Grammar Translation Method (GTM). This method heavily emphasized during late 1900s. The basic assumption of this method was to teach the language directly without using translation.

The next revolution in language teaching methodology coincided with World War II. America needed its army personnel communicating in foreign languages. So, 'Army Method' was developed to train such personnel in foreign languages. This 'Army Specialized Training Programme' (ASTP) gave birth to 'Audio Lingual Method' (ALM). It was Brooks (1964) who propounded this method (Richards and Rodgers 2001, p. 53). It was based on structural linguistics of Bloomfield. The focus was on speech rather than writing. The method took language learning as the outcome of learned behaviors. Teaching

through native language was prioritized. The revolution in English language teaching is not completed yet. The communicative need of language increased day by day. And the communicative (functional) approach of 1960s emphasized on the communicative teaching of language. This gave rise to communicative method. This is what the present world focuses on too. The method aims at 'communicative competence' where the learning is only possible through different communicative or interactive activities.

Besides, the change towards the use of different techniques in ELT has also become a remarkable part. The teacher-centered techniques mainly, the 'lecture technique' has sifted to 'tandem learning' or 'discovery techniques'. These all events imply how the world of English language teaching (ELT) is changing day by day. At present, language has become a means of communication when the focus is on fluency rather than accuracy. The communicative functions are the subject matter of the courses and syllabuses of the different formal and informal institutions. Indeed, there exist no most and least appropriate approaches, methods and techniques. It is the learner, situation and the need that determine learning.

### **1.1.3 ELT in Nepal**

Nepal is multi-ethnic and multi-cultural country. Most prominently, it is a multi-lingual country. Ethnologue Report for Nepal (2001) reports 126 languages of which 123 are still alive but 3 are dead. Besides, its own languages there are several other international languages used in Nepal. Here is a brief overview of ELT in Nepal.

English is said to have entered Nepal with the entry of British Missionary people. Father Craybrawl in 1628, and Father Grover and Father Dorbil in 1961 came to Nepal (Gopinath, 2000, P. 33). In Education, English got entry into Nepal in 1854 A.D, when Janga Bahadur Rana established Durbar High School, after his return from Britain. It was only for Ranas when established. The teachers of the school also were British that time.

Later, gradually the entry was opened for other people too. Thus, from 1854 A.D. to 1947, 13 secondary schools opened in Nepal (Gopinath, 2000, p. 17). Later, in 1918, Trichandra College was launched for higher education. It was in early 1970s that the Nepalese government took an initiative towards the total overhauling and restructuring of education system of the country in which the objectives of teaching English were defined. The national education system plan (1971) implemented English education. It was the same year, Tribhuvan University started B. Ed. programme in English education.

In 1980s, after a decade, the government commissioned a survey team under Alan Davies, which came out with the Davies Report after an extensive study of ELT situation in Nepal (Bhattarai, 2006, p. 12). It proposed to teach English from grade eight. After this, the government took the policy of decentralization which led the birth of private sectors. Thus, the private English medium schools opened. It gradually extended to rural areas too. Now there are a number of English institutions. Even in the government aided schools English is taught from grade one. Today approximately of total 31 thousand primary to higher secondary schools, half are English medium ones (Bhattarai, 2006, p. 13). In the schools all the subjects besides Nepali are taught through the English language. Now English is taught as a compulsory subject up to Bachelor level despite its position as an elective subject at each level of education. Besides these, there are a lot of opportunities where students take language classes. Students apply for abroad study programmes and they prepare for standardized tests like TOEFL, IELTS and other. Remarkably, Nepal English Language Teachers Association has been established which is celebrating its 17<sup>th</sup> anniversary day in February. So, English has succeeded to achieve a special status of international language in Nepal at present.

#### **1.1.4 English in Modern World**

Not only in Nepal but also outside, the use of English has become unpredictable. Though it is a social phenomenon, it has become a part of

personal authority too. The use of it mostly has been seen from communicative view point. To mention another way, most people today agree that language is a means of communication. For them, the fluency of speech is the main focus. It is to be used the way native speakers speak it though it may break the rules of written and formal language. English at present is not only limited to the school premises. It has no boundary where and when it is used. Even in the markets, the use is very common. The temptation of people towards English and more prominently, the highly positive attitude towards it has made the world so. A mere example comes from the way people are found to have switched their codes. No matter whether it is accurate or not people think it to be appropriate and use it thus. Though the formal aspects of English are emphasized under the roof of formal institutions, no such emphasis is found to be given outside. So, the English of today for them is for speaking, the goal is the fluency. But the situations are not predictable and hard bind. This is why the researcher wants to investigate such cases of private schools.

### **1.1.5 Focus on Communication**

Generally the term communication refers to the interactive activities adopted to convey certain messages between and among the interlocutors. At current, the main focus of language teaching has become communication. In other words, the aim of teaching/learning a language is communicative competence. Troike (2006) defines it as a basic tenet of sociolinguistics. According to him, it is "what a speaker needs to know to communicate appropriately within a particular language community" (p.186). To achieve this purpose students involve in several communication activities. Harmer (2007, p. 70) maintains the following as the part of communicative activities.

- a desire to communicate
- a communicative purpose
- content not a form
- variety of language
- no materials control



He focuses on these activities relating to the field of teaching what he calls 'Communicative Language Teaching' (CLT).

It is generally defined that language is a means of communication. No structure of language can be used unless it serves certain functions in the society. So, the assumption behind communicative approach is 'language use' rather than 'usage'. When we use language for communication, we must have knowledge of the linguistic forms of language we use and also knowledge of when, how and to whom it is appropriate to use the forms. That is the users of a language, to make communication effective, require the knowledge of the social meaning of the linguistic forms and their functions. Richards and Rodgers (2001, p. 161) mention the following characteristics of language as communicative system:

- Language is a system for the expression of meaning.
- The primary function of language is to allow interaction and communication.
- The structure of language reflects its functional and communicative uses.
- The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

If the users of a language have only the knowledge of language rules and forms, then they are said to have 'linguistic competence', and if they also have the knowledge that enables them to communicate functionally and interactively then they are said to have 'communicative competence'.

A major objective of most language programs is to prepare the learners for meaningful interaction: making them able to use and understand natural speech forms. Genuine interaction differs from classroom discourse in many ways. Ur (1996) identifies four characteristics of a successful speaking activity: learners talk a lot, participation is even, motivation is high and language is of an acceptable level (p. 120). Whenever natural communication takes place there is

a sender and receiver or speaker and hearer. When we communicate, we use the language to accomplish some functions such as arguing, persuading, or promising. Moreover, we carry out these functions within a social context. A speaker will not only choose a particular way to express his/her level of emotion, but also take account of who he/she is addressing to. Since communication is a process, it is insufficient to simply have knowledge of target language forms, meanings and functions. Students must be able to apply this knowledge in negotiating meaning. It is possible through the interaction between speaker and listener.

### **1.1.5.1 Speech Events**

A particular instance, when people exchange speech, for example an exchange of greetings, an enquiry, requesting etc. is known as speech events. Speech events are governed by rules and norms for the use of speech, which may be different in different communities. Speech event is a speech happening which is linguistic interaction. It may consist of one or more than one utterance. A speech event takes place in a speech situation. So, the term 'speech situation' is sometimes used instead of speech event, but usually it refers to any situation which is associated with speech, e.g., a classroom lesson, playground, cafeteria, a party, business, telephone conversation etc. they more/less produce some utterances.

Language is used to sustain reality (Wardhaugh, 2008, p. 242). Moreover, many speech events take place in a situation. They may be linear or concomitant. So, speech event takes place usually involving more than one person. A speech event is usually a two-way traffic but not necessarily always. Specially there are three types of speech events, they are: monologue, dialogue and multiple participants. On a speech event, there are various components, which are briefly given as follows:

### **a) Participants and their Social Relationship**

The participants are the interlocutors in a speech event. The speech becomes meaningful by the presence of addresser and addressee in a piece of conversation.

### **b) Message**

Message refers to the content of conversation. Message can be expressed through verbal means, or through other extra-linguistic means.

### **c) Channel**

Any message is transmitted through a channel; it is the medium of transmission of the content of subject matter. For example, visual or auditory and written or spoken medium, etc. Holmes (2008, p. 366) uses the terms message form, code and channel equivalently.

### **d) Key**

According to Wardhaugh (2008, p. 248) “key refers to the tone, spirit or manner in which a particular message is conveyed”. A key may be marked by some non-verbal means also.

### **e) Code**

For a speech event to take place there should be a linguistic or paralinguistic code to be shared by both the addresser and addressee.

### **f) Setting**

Setting refers to the time and place (Wardhaugh, 2008, p. 247). Message, code, channel, etc. are directly affected by the setting.

### **g) Topic**

According to Holmes (2008, p. 366), topic refers to what people are talking about. It is the subject or field to which one makes reference. The topic should be related to both addresser and addressee. Mostly addresser determines the topic.

Hence, speech event is a common activity, taking place in our daily communicative moments. It has other several factors too which go together during the moment it takes place.

#### **1.1.5.2 Communicative Functions**

However, there are two types of functions: grammatical and communicative, the term language function or function of language refers to the communicative function of language. The main function of language is its communicative function. Communicative function of language refers to the communicative goal for which a language is used in community or a group of people. What language does is its function. In other words, what we can do through the use of language is its function. We can communicate through the use of language; therefore communication is the overall global function of language. This function of language is also reflected in the definitions of language as 'a system of communication' and 'a vehicle used for the sake of communication'. That is why; a function in language refers to the purpose for which an utterance of a unit of language is used. Such functions are often described as categories of behaviours e.g. greeting, requesting, thanking, asking for information, denying and so on. The functional use of language can not be determined simply by studying the grammatical structures of the sentences but also the purpose of language used and setting i.e. on which situation communication takes place should be studied.

Communicative functions of language have been classified variously from narrow to broad classification. Some of the main approaches are as follows:

According to Van Ek (1975) the following are the types of language functions.

- a. Imparting and seeking factual information (identifying, reporting, asking, etc.).
  - Identifying: e.g. Yes, he is., This is a pen.
  - Reporting: e.g. Hari said that he'll send it to you next week.
  - Asking: e.g. What's going on here?
- b. Expressing and finding out intellectual attitudes ( expressing and inquiring about agreement and disagreement, accepting and declining an offer or invitation, etc.).
  - Agreement: e.g. I agree.
  - Disagreement: e.g. I don't think so.
  - Accepting an offer/invitation: e.g. Just what I wanted., That extremely good.
  - Declining an offer/invitation: e.g. No, thank you., Thanks but it's ok.
- c. Expressing and finding out emotional attitudes (pleasure or displeasure, surprise, hope, intention, etc.)
  - Pleasure: e.g. This is very nice.
  - Displeasure: e.g. This is not very pleasant.
  - Surprise: e.g. What a surprise!
  - Hope: e.g. I hope he comes on time.
  - Intention: e.g. I am thinking of visiting Mustang...
- d. Expressing and finding out moral attitudes (apologizing, expressing approval or disapproval, etc.).
  - Expressing appologizing: e.g. I am sorry.
  - Expressing approval: e.g. Good!, Excellent!
  - Expressing disapproval: e.g. I don't like the way he talks.
- e. Getting things done (suggesting a course of action, advising, warning, etc.).
  - Advising: e.g. You should take rest.
  - Warning: e.g. Be careful!

- f. Socializing (greeting and leaving people, attracting attention, proposing a toast, etc.).
  - Greeting: e.g. Good morning, Sir.
  - Leaving people: e.g. Good bye., See you.
  - Attracting attention: e.g. Excuse me, may I have your attention, please.
  - Proposing a toast: e.g. Good health!, Cheers!

Halliday (1991) discusses seven essential functions:

1. Instrumental (I want.) – satisfying needs by material.
2. Regularity (Do as I tell you.) – controlling the behavior of others.
3. Interactional (Me and you) – getting along with other people.
4. Personal (Here I come) – identifying and expressing the self.
5. Heuristic (Tell me why) – exploring the world around and inside me.
6. Imaginative (Let's pretend) – creating a world of one's own.
7. Informative (I've got something to tell you.) – communicating new information.

Halliday puts the above functions into the following three macro categories:

- a. **The ideational function:** This function is to organize the speaker's or writer's experience of the real or imaginary world, i.e. language refers to imagination, persons, things, actions, events, states, etc.
- b. **The interpersonal function:** This function is to indicate, establish or maintain social relationships among people. It includes the form of address, speech function, modality, etc.
- c. **The textual function:** This function is to create written or spoken texts which cohere within themselves and which fit the particular situation in which they are used.

Though various linguists have categorized the functions of language variously, no classifications can be complete in themselves. This is because language itself is a vast ocean. On the other hand, the use of language differs from society to society and person to person. This study involves only the functions found within the speech events observed.

### **1.1.6 English in School Premises**

The status of English from past to present has already been mentioned in the previous section. So, this section will be a particularization regarding the use of English in the Nepalese private schools.

At present, English not only has become a fashion but also the need of the day. It is the dream of every parent to hear his/her children speaking English. This might be the reason why the interests towards English medium schools are growing day by day. As a result, abundant numbers of schools have been established and are still opening in not only the urban areas but also in the rural areas. Particularly, the interests are growing towards international schools of such type. This is because the parents want their children better in English. The main aspect of influence has been their speech (i.e. the fluency).

Now, of total weighting of 800 marks, the subjects containing 700 weighting (other than Nepali) are taught through the English language in private schools. This becomes remarkable to mention, that even other languages than English are prohibited within school compounds of most of the private schools. On the other hand, most of the established schools are searching highly qualified, experienced and trained teachers who could teach in English. This also has encouraged the Nepalese teachers to involve in different training activities organized by national and international experts. Even in the government aided schools, English is emphasized now a days; some of the schools have started their teaching in English for all subjects other than Nepali like all the private schools. These all the events show how English is highly prioritized in Nepalese education system in these days. Not only in the classroom teaching and learning situation but also in the school premises that is out of classroom they prefer to use the English language among the friends while communicating their ideas, feelings and emotions. So, now a days English is not only the medium of teaching and learning process but also taking a wide

area in the communication among the students, officers, business people, politicians, journalist, as well as civic society.

This is why, taking all these things into consideration, this study aims to investigate the different situations in which the students of Nepalese private schools use English. Besides, their use of accurate language is intended to investigate.

#### **1.1.6.1 Culture of Private Schools**

As stated earlier, the medium of instruction in the private schools is found to be English except Nepali subject. Here the culture of private schools generally deals with the norms or the rules and regulations that private schools in general have. There are no airtight code of conducts regarding what the culture of private schools should be. However, generally the private schools in the context of Nepal are found to be using English inside the school compound in almost all the contexts. It has also been observed that the students are kept under the strong rules and regulations of the schools. For instance, all the students need to be punctual with the time and wearing of uniforms, the morning prays and other things. They have to obey what the teachers say in most of the cases. Even in this era of humanistic trends, the students need to do more under the authority of the school teachers and particularly the administration. Even the violence of the rules becomes the issue of penalty for the students. Besides, the students have to follow what the teachers say of their study. These instances reveal clearly that the culture of private schools yet is motivated by the authoritative and teacher-centered approaches to learning.

### **1. 2 Review of Related Literature**

Every new task needs the knowledge of previous ones, which can help and direct to reach the new target for finding out new things or ideas. There are some research works carried out on speaking proficiency and communicative proficiency by former researchers in our department of English Education.



They have been carried out being limited with in classroom teaching and learning time. No one has carried out a research in “The Use of English Language in School Premises” in which I am going to explore how the students use the English language when they are in school premises i.e. out of their class with in school time. However, an attempt is made here to review some of the literature related to this study.

Oli (2003) carried out a research entitled “The Proficiency in the speaking Skill of the 9<sup>th</sup> Graders”. The main purpose of the study was to compare proficiency in the speaking skill of the 9<sup>th</sup> graders school wise, district wise and rural versus urban in public school of Nepal. To achieve the objective of the study six different types of tests in the form of questioners were used as a research tool. He found that the speaking skill performance of the girls was poorer in rural areas in comparison with girls studying in urban areas. Because of the geographical diversities, location, attitudes of people towards learning English, availability of the institutional materials and facilities, students’ performance in the study area schools is quite poor.

Timsina (2005) did his M.Ed. thesis entitled “A Study on the Students’ Ability to Communicate Orally in English”. His study aimed at determining the students’ ability to communicate orally in English and comparing the achievements of the students’ interms of school, sex, district, item, area. The main finding of his study was that the performance of urban students was comparatively better than the rural students’ interms of intelligibility and pronunciation. He also found that many learners used the literally translation versions of Nepali expression instead of using the idiomatic expression of the English Language.

Yadav (2005) did a research on “Proficiency of Secondary Level Students in Using Communicative Functions in English”. The main objective of the study was to determine the secondary level students’ proficiency in using communicative function in English. In the study he found that the proficiency

of secondary level students was not satisfactory either in receptive or in productive skill. However, comparatively he also found that the proficiency of the secondary level students was better in receptive skill than in productive skill.

Poudel (2007) did a research to study the proficiency of grade twelve students in the speaking skill which aimed at finding out the speaking skills of 12<sup>th</sup> graders in terms of pronunciation, accuracy, fluency and vocabulary. To achieve the objectives of the study he used test as the research tool. The finding of his study was that the proficiency of students was average i.e. of 'c' grade. He also found that pronunciation proficiency was better than that of accuracy, fluency and vocabulary.

Bashyal (2007) studied the communicative proficiency of the grade nine students in Kathmandu district. Her research work attempted to find out the communicative proficiency of the nine grade students. The researcher collected data from the students of grade nine of different eight schools in Kathmandu district. The sample population consisted of 80 students who were selected using simple random sampling procedure. As the research tool, the researcher used test. The main finding of the research was that the students of private school were more proficient than that of the government aided schools and in the same way, students from urban area were more talented than that of rural areas. Similarly, boys were found better than the girls. Moreover, the students were more proficient in comprehension ability rather than creative and interpretative abilities.

A research work entitled "The proficiency of Grade Ten Students in Speaking Skill" by Shrestha (2008) was also reviewed. He has tried to find out the proficiency of 10<sup>th</sup> graders in speaking skill in terms of pronunciation, accuracy, fluency and vocabulary. The researcher found that the proficiency of the students in speaking skill was not satisfactory.

The above mentioned studies are related to measure the students' proficiency of speaking skill in classroom teaching and learning environment, but no study has been done yet particularly on use of the English language in school premises, which will try to find out the students' real communicative ability and use of learned knowledge out of the classroom. Therefore, this study is to be distinct from other researches done previously.

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

This study had the following objectives:

- a) to find out the situations in which English is used in the school premises.
- b) to find out the accuracy and appropriacy of language used.
- c) to suggest some pedagogical implications.

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

The findings of this study are beneficial for the teachers teaching the English language in different levels because they can know how much the communicative classes help to develop the speaking skills of students not only in the classroom but also out of the classroom. They come to know as to what kind of language is being used by their students i.e. their accuracy, functional appropriateness, grammatical correctness etc. when they are out of the classroom. Not only this, it is equally beneficial for the English language trainers together with the course designers to design the course. Except them, the other people interested working in the field of second language teaching (Foreign language), text book writers as well will be equally benefited. Similarly, other researchers who want carry out the similar types of research in future may get benefit from this study.

## **CHAPTER TWO**

### **METHODOLOGY**

In order to achieve the objectives of the study, the following methodology was used.

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

Both the primary and secondary sources were used to collect the data.

##### **2.1.1 Primary Sources of Data**

The primary sources of data of this study were the students from two private schools.

##### **2.1.2 Secondary Sources of Data**

The secondary sources of the data were the various books that facilitated the study. They were the books like: Brown (1994), Carter and Nunan (2001), Harmer (2007, 2008), Littlewood (1981), Matreyek (1983), Richards and Rodgers (2001), Underwood (1989), Ur (1996) etc. Besides these, Journals such as: Journal of NELTA, Young Voices in ELT and reports, articles, theses, websites related to the topic will be consulted.

#### **2.2 Sampling Procedure**

In order to collect the primary data, two private schools of Tanahun district were selected purposively. Then, I recorded 40 events of speech of the students purposively 20 from each school students.

#### **2.3 Tools of Data Collection**

The main tool for collecting data was the non-participant observation. For this, I observed and recorded the speech of the students within school premises, where identity was not disclosed to the students.

## **2.4 Population of the Study**

The population of this study comprised the secondary level students from two private schools of Tanahun district namely: Vyas Dibya Joti Boarding School and Barahi Awasiya Uchcha Madhyamik Bidyalaya.

## **2.5 The Process of Data Collection**

I used the following procedures to collect the data from the primary sources:

- a) I selected two private schools of Tanahun district.
- b) I went to the field and built rapport with the concerned people.
- c) I visited the students naturally speaking out of their classes within school premises.
- d) I observed their conversations or talks and recorded their speech without disclosing the identity for the purpose of the data.

## **2.6 Limitations of the Study**

The study was confined to the following facts:

- a) It was limited to the private English medium schools in Tanahun district.
- b) It was only limited to the two private schools selected.
- c) The study was limited to the secondary level students.
- d) The sampling population was selected by the help of non-random sampling procedure under which I used accidental sampling.
- e) Only the spoken English used by the students at the time of my visit was collected and analyzed.
- f) It was limited to the observed data.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of the data collected from primary source. The data was collected through observation, for which I spent almost 9 days. It provides a descriptive analysis of the English language used in school premises. While carrying out analysis the following areas were studied.

- Contextual use of speech events.
- Analysis of communicative functions used in speech events.
- Accuracy and appropriacy of language used.

#### **3.1 Contextual Use of English**

Analyzing the data recorded, it has been found that the English is used in various situations. For this purpose the researcher not only recorded the data as a non-participant observer but also observed the situations in which the students used English. Since this study was only limited to the use of English within school premises, the situations mainly in which English was used are mentioned below along with the example evidences.

##### **3.1.1 Before the School Assembly**

Of all the recorded 40 speech events, 14 were found to be before the students appeared their school assembly. The students mainly used English before the assembly rather than any other languages. This is because of the strong restriction of the use of other languages by the school administration. So, this was one of the situations in which the private school students used English.

Some of the sample speech events to verify it are given below:

1. S: Good morning, Sir.  
T: Good morning, Keshav. How are you?  
S: I am fine sir.

2. S1: Hi, morning friends.  
Ss: Hi, morning.  
S1: Oh, Sapana have you done your social homework?  
S2: Yes.  
S1: Please give *na*.

### **3.1.2 Break Time**

This study was only limited to the observation of the speech events during the school time of the students. So, after the assembly was over the students used to stay into their classes. During the class time, only English was used as the medium of instruction and communication except in the case of Nepali subject. After that, the students had break time to take snacks. In one of the schools selected, it was at 1:00 p.m. and in another, it was at 1:25 p.m. It lasted for about 20 minutes. During this time, the students were found to be using English in different places and contexts though Nepali was also found to be used. The different contexts within break time are given below:

#### **a. While Taking Snacks**

From the recorded 40 speech events, 6 were found to be used while the students were having their snacks in school canteen and other places where they took snacks. In this context students were found using both the English and Nepali languages. It was found mainly in the canteen while they were talking to the shopkeeper. If they used English in the canteen while ordering or asking something they would not understand, that is why students were found using the Nepali language to them. One example of speech events is given below:

S1: Is there water?

S2: No.

S1: *Oh, bhai pani leu na.* (Please, give me water.)

(The last utterance was used to the person who was working in the canteen.)

### **b. During Sports Time**

Among the forty recorded speech events, 6 were found to be used while the students were playing during their break time. The students mainly used English to communicate with each other while they were playing. This might be due to the restriction of using other languages. It is also one of the situations where the students should not have to make long conversations that easiness might be the reason of using English while speaking. One of the sample speech event to verify it is given below:

- S1: My turn, my turn.  
S2: No, no...no, it's Rabin's turn.  
S3: Yes, Aakash you are next to me.

### **c. At the Fee Counter**

It was another context or situation where the researcher recorded the speech events made by the students. Among 40 events, just 2 were found to be used at the fee counter. It was the situation where a very few students used to go to pay their fee because most of the parents came to pay their children's fee themselves. Even there were just two speech events recorded at the fee counter, the students were found to be using the English language. One of the speech event which was found near the fee counter is given below:

- S: Good afternoon, Sir.  
T: Good afternoon. Where are you going?  
S: Sir office, to pay fees.  
T: Alone?  
S: Yes sir.

### **d. Other**

Here, other refers to the various contexts that were found during the break time talking on various topics or subjects like, study, exam, about teachers, teasing each other and so on. Of all the recorded 40 speech events, twelve were found under this context. Mostly the speech events made by the students while talking various things, which are mentioned above were found in English. But



sometimes they were also found using the Nepali language when they were vary far and separate. But by observing the situations and after analyzing the recorded speech events it was found that most of the students were using the English language while talking to each other on various topics. Some examples of speech events made by the students about their study are given below:

1. S1: Do you know we have so many lessons to complete in science.  
 S2: Yes, it's too difficult to finish in time. What to do?  
 S3: Let's consult to the science teacher, whether he could finish in time or not.  
 S4: What about taking extra-class?  
 S1: Can be. But first let's visit him.
2. S1: Look, I think he is our new teacher of environment science.  
 S2: Seems to be, but why he is standing out-side then?  
 S1: I think he is new. He might be feeling odd.

### 3.2 Functional Analysis

Since this study also was intended to find out the appropriacy and the accuracy of the speech events used by the students. In this part, the communicative functions that the students used in the language are analyzed with some examples. More details are given in the appendix-1.

**Table No: 1**

#### **Communicative Functions and Examples Used in the Conversations**

S.N.	Functions	Frequency	Examples
1	Greetings	8	S1: Hi, Sital. S2: Oh, hi. How fast? ... ..
2	Asking for information	4	S1: Oh, where is Rama? S2: I don't know. She might be coming.

3	Seeking confirmation	5	S1: Ramesh did you bring photo? S2: Yes, ... ..
4	Denying	2	S1: Anish let's go to toilet. S2: No, you go. S1: Come <i>na</i> . S2: No, no, you go. I will ... ..
5	Thanking	1	S1: Akriti is this your pen? S2: Yes. Where did you find? S1: In class. S2: Thank you.
6	Requesting	4	S1: Oh! Sapana have you done your social homework? S2: Yeah. S1: Please give <i>na</i> .
7	Teasing	3	S1: Oh, fat man come here. S2: Oh, you bull why are you calling me like this all the time? Ss: Ha ... ha ... ha ... ha ...
8	Discouraging	1	S1: It's my turn. S2: You will go with in one shot. Ss: Ha ... ha ... ha ... ha ...
9	Warning	1	S1: <i>Oe, aba mero palo.</i> S2: Talking in Nepali ... wait I will tell to the teacher.
10	Agreeing	1	S1: Ravi let's go. S2: Where? S1: Canteen. S2: Ok.

11	Checking with choice	1	S1: What do you take? S2: Half chaumin. ... ..
12	Regretting	1	S1: Oh, I left my calculator. S2: Is it? Go fast I will be here.
13	Expressing disagreement	2	T: Everybody, everybody how was your today's paper? Nice, super, fantastic? S: Not fantastic.
14	Seeking premission	1	S1: May I look? S2: No. Thanks.
15	Asking about activity	1	S1: Asmita did you see <i>Bidhai</i> yesterday? S2: Yes, ofcourse. S1: Due to the line cutoff, I could not see.
16	Expressing disgust	1	S1: Pooh! What a rubbish. S2: Who might have done this? S3: May be street guys.
17	Seeking attention	1	S1: Look! Miss is calling to you. S2: Whom, Me? S1: Yeah.
18	Stating opinion	1	S1: Do you know we have so many lessons to complete in science. S2: Yes it's too difficult to finish in time ... ..
19	Suggesting	1	.... .. S3: Let's consult to the science teacher whether he could

			finish in time or not. S4: What about taking extra class? .....
20	Expressing approval	1	S1: Yes, Rabin good service.
21	Expressing anger	1	..... S2: Don't talk so loudly. S1: What happened to you?
22	Stating assumption	1	S1: Look! I think he is our new teacher of environment science. S2: Seems to be, ... ..
23	Telling to stop doing something	1	S1: Sir is coming. S2: Stop, stop.
24	Asking to wait	2	S1: Hey, Ishwor come fast. S2: Wait.

The above table presents the utterances with their functions. As the table shows, mainly 24 functions were found being used by the students. Among them, greeting is the function that has the highest frequency. It occurred 8 times out of 40 speech events. Similarly, seeking confirmation has the frequency 5 within the total speech events. It is the function, which has the second highest frequency. Then asking for information and requesting are the functions, which have 4 frequency each. Likewise, teasing has 3 frequency. Denying, expressing disagreement and asking to wait have two frequency each within the total speech events. The functions thanking, discouraging, warning, agreeing, checking with choice, regretting, seeking permission, asking about activity, expressing disgust, seeking attention, stating opinion, suggesting, expressing approval, expressing anger, stating assumption and telling to stop doing something all have the equal frequency within collected speech events.

As above table shows among the 24 functions used by the students in their speech events, greeting is the most frequent function for them while communicating in school premises. Further, it is found that seeking confirmation, asking for information and requesting are mostly used functions remaining functions were being the least used by the students while they were in school premises.

### **3.3 Accuracy and Appropriacy of the Speech Events**

As stated earlier, for the purpose of this study 40 speech events were observed. Since the speech events were used by the students, there were found some weaknesses regarding the use of accurate and appropriate language. So, in this part of the analysis each event is analyzed separately in terms of the accuracy and appropriacy.

#### **Event: 1**

S1: Hi, Sital.

S2: Oh, hi. How fast?

S1: I just come.

This was the event used before the students had to go to assembly. It was situationally appropriate. The event took place when two friends met and greeted each other in the morning at school. Structurally the first exchange is right but the second exchange should be either 'I have just arrived' or 'I just came'.

#### **Event : 2**

S: Good morning, Sir.

T: Good morning, Keshav. How are you?

S: I am fine sir.

The speech event took place in the morning before school assembly. When a student met his teacher near the gate, he greeted the teacher and the teacher

responded to him. The exchanges that are used in the above speech event are formal and they are situationally appropriate. Structurally, all the utterances which are in the above event are correct.

### **Event : 3**

S1: Oh, where is Rama?

S2: I don't know. She might be coming.

This conversation took place when two students met each other in the morning near the gate. Here, S1 is seeking information about their other friend. This sentence is appropriate regarding the situation and level of formality because it took place among the friends who were from the same level. Structurally, the exchange made by them is correct.

### **Event : 4**

S1: Hi, friends.

Ss: Hi.

S2: Didn't you wash your face today?

S1: Why? What happened?

S2: Go and see in the mirror.

Ss: Ha ... ha ... ha ... ha ...

This was the event made by the students before their school assembly when they met out of their classroom. Normally, when friends meet each other they use informal language to greet that is why situationally the above speech event was appropriate. This event starts from greeting and ends with teasing. This kind of situation can be held among the friends. Regarding its structure, the second exchange should be either 'Don't you wash your face?' or 'Didn't you wash your face?' instead of 'Didn't you wash your face today?'.

### **Event : 5**

S1: Sushma did you bring my science copy?

S2: Yes, but I haven't finished yet. I should take it again.

S1: Ok, I will give you next Friday. All right?

This event took place when the two students met in the morning and talked about their study. The S1 seeks for confirmation and S2 agrees. The event ends with promising. This conversation was situationally appropriate. Looking at the structure the first sentence should have been spoken as 'Sushma, have you brought my science copy?' to make it much appropriate, though the sentence is also acceptable in the conversation.

### **Event : 6**

S1: Oh, Neha, look Subash is looking for you.

S2: Ow! Don't be over *na*, not for me you looking for you. Wow great job, great style.

This speech event took place between two students when they were staying near the stairs before the assembly and one of the boys standing in the middle of the ground was looking at them. Here, the utterance of S1 is not structurally accurate because 'look for' means to search somebody or something but the boy, i.e. Subash was not searching Neha but just looking at her. Therefore, S1 should have said 'looking at you'. In the same way, the utterance of S2 is also not accurate because her expression 'not for me you looking for you' is neither sensible nor structurally accurate. There was also found code mixing, i.e. the student used Nepali expression '*na*'.

### **Event : 7**

S1: Hi, Dilip.

S2: Hi.

S1: What happened yesterday?

S2: I was gone to Pokhara.

This speech event took place when two students met in the morning and greeted each other. Here, S1 was asking S2 what the matter not to be present at school yesterday was. It was situationally appropriate. Structurally, the first exchange is right but the second exchange should be either 'I went to Pokhara' or 'I have been to Pokhara' instead of saying 'I was gone to Pokhara'.

### **Event : 8**

S1: Ramesh did you bring photo?

S2: Yes, but it's not good.

S1: No, no it's nice ... ..

This speech event took place when two students met each other in the morning and S1 was seeking confirmation whether his friend brings photo or not. This conversation was situationally appropriate. Looking at the structure, the first sentence should have been said as 'Ramesh, have you brought photo?', instead of saying 'Ramesh did you bring photo?', to make it much more appropriate though the structure is also acceptable in the conversation.

### **Event : 9**

S1: Anish let's go to toilet.

S2: No, you go.

S1: Come *na*.

S2: No, no, you go. I will wait here.

This speech event took place during school break time. In this event, one of the students was asking his friend to give company to go to the toilet but his friend was denying him. These expressions were appropriate regarding the situation and level of formality because it took place among friends though the expressions were not formal. Situationally, all the utterances were correct but there was also found code mixing that is the student used Nepali expression 'na' to make force.



**Event : 10**

S1: Akriti is this your pen?

S2: Yes. Where did you find?

S1: In class.

S2: Thank you.

It was the speech event that took place between two friends out of their classroom in the break time. Here, S1 seeks for conformation with her friend that the pen which she found in class was her or not because she might have known that her friend had lost her pen. The event ends with thanking. The above conversation was appropriate regarding the situation and level of formality. Looking at the utterances spoken by them were structurally correct.

**Event : 11**

S1: Rakesh, bring cock and bat.

S2: It is not in office.

S3: Ask with brother.

The speech event mentioned here was made by the students while they were going to play badminton in their break time. The S1 asked the S2 to bring the cock and racket. Though the event was situationally appropriate. But the use of appropriate vocabulary has not been done. Actually it should be Rakesh, bring cock and racket. In the next two statements, the appropriate use of the article 'the' should have been made before the nouns. However, the sentences can be acceptable in the conversations.

**Event : 12**

S1: Oh, fat man; come here.

S2: Oh, you bull, why are you calling me like this all the time?

S3: Ha...ha... ha... ha...

This speech event took place during the school break time. In this event, one of the students was calling his friend by teasing but S2 became angry because he was called by nickname 'fat'. Here, S2 used the word 'bull' to S1 to show his anger and wanted not to be called again like this. The above conversation was appropriate regarding the situation and level of formality because it was an informal situation and it took place among the friends. However, the utterance shows that S2 was more aggressive towards S1 the utterances spoken by them were structurally correct.

### **Event : 13**

S1: Did you meet Ramesh sir for the extra class?

S2: Not yet, he has gone to canteen.

S1: Then, let's go there and talk to him.

S2: Ok, let's go.

It was the speech event which took place between two friends during their school break time. Here, S1 seeks for confirmation whether S2 met Ramesh sir for the extra class or not. These expressions were appropriate regarding the situation and level of formality. Structurally, all the utterances spoken by them were accurate.

### **Event : 14**

S1: It's my turn.

S2: You will go within one shot.

Ss: Ha ... ha ... ha ... ha ...

This speech event took place during break time while the students were playing badminton. Here, S1 was saying that it was his turn to play and S2 was discouraging him telling that he will be out in one shot. Situationally, the utterances were appropriate and acceptable according to the level of formality. Looking from the structural point of view, first utterance spoken by S1 was correct but the second sentence spoken by S2 does not seem appropriate

because he wants to indicate the event not the duration that is why it would have been better if he did not use 'with'. It should have said 'You will go in one shot' instead of saying, 'You will go within one shot'.

### **Event : 15**

S1: *Oe, aba mero palo.* (Oh, it's my turn.)

S2: Talking in Nepali ... wait I will tell to the teacher.

It was the speech event which took place when the students were playing in their school break time. Here, S1 used Nepali expression to denote it was his turn to play but another student who was standing next to him was warning him that he would tell the teacher because S1 spoke in Nepali. It shows that the students were restricted to speak in other than the English language by the school administration. From the structural point of view, S2's utterance was not appropriate because the preposition 'to' is not used after the verb 'tell'.

### **Event : 16**

S1: Ravi let's go.

S2: Where?

S1: Canteen.

S2: Ok.

This event took place between two friends in school break time. Here, S1 was asking S2 to give company to go to canteen and S2 agrees to him. All the utterances spoken by them were appropriate regarding the situation and structurally correct.

### **Event : 17**

S1: What do you take?

S2: Half chaumin.

S1: *Didi dui half chaumin.*

This speech event took place in the canteen where the students were sitting to have something. Here S1 was checking with choice to his friend what he wanted to take as snacks. In the above speech event, we can see Nepali expression using by a student i.e. *didi due ... ..* . He used Nepali because at that time he was talking to the canteen owner. If he had spoken in English, she might not have understood. That is why the student might have used Nepali. The utterances spoken by them were at that situation was appropriate and structurally accurate.

### **Event : 18**

S1: Is there water?

S2: No.

S1: *Oh bhai pani leu na.*

The above speech event also took place in the canteen while the students were sitting to have snacks. Like in the above case, here S1 used the Nepali language to request for water to the person working in the canteen, i.e. *Oh bhai pani leu na*. Looking at the utterances, these were situationally appropriate though there is the use of Nepali expression.

### **Event : 19**

S1: From where it asked?

S2: Which one? Question number nine?

S1: Yes.

S2: I left it.

This was the event used after the students had finished their pre-S.L.C. exam conducted by their school. The event took place when two students were discussing their examination paper when they came out from exam hall. It was situationally appropriate. Looking at the structure first sentence should be said as, 'From where it was asked?', to make it more appropriate. In the second exchange, it would be better to say 'I did not do it' instead of saying, 'I left it'.

**Event : 20**

S1: Oh! I left my calculator.

S2: Is it? Go fast I will be here.

Again, this event took place among the same students who were in previous event. This conversation was appropriate regarding the situation and level of formality but from the structural point of view S2 used inappropriate tag. He should have said 'Did you?' instead of 'Is it?'

**Event : 21**

T: Everybody, everybody how was your today's paper? Nice, super, fantastic?

S: Not fantastic.

The above speech event took place among a teacher and the students who were sitting outside, after finishing their pre-S.L.C exam. Here, the teacher asked the students about their exams and the students were not much satisfied with their exam. Situationally, the utterances were appropriate and accurate from the structural point of view.

**Event : 22**

S1: Hi, morning friends.

Ss: Hi, morning.

S1: Oh, Sapana have you done your social homework?

S2: Yes.

S1: Please give *na*.

This was the event used in the morning before school assembly. It was situationally appropriate. The event took place when the students met near school gate and greeted each other. Structurally, the first exchange is right but in the last exchange when S1 was requesting, it should have said 'please give it

to me' because 'give' is the ditransitive verb which takes two objects. There was also found code mixing i.e. the student used Nepali expression 'na'.

### **Event : 23**

S1: May I look?

S2: No thanks.

This speech event took place between two friends in the morning near the gate. Here, S1 was seeking permission to look something that S2 had. The above conversation was appropriate regarding the situation and level of formality. All the utterances were correct.

### **Event : 24**

S1: Asmita did you see *Bidhai* yesterday?

S2: Yes, of course.

S1: Due to the line cutoff, I could not see.

This speech event took place between two friends. The setting was before the morning assembly and it was informal because the speaker would not have talked about T.V. serial in formal setting. The conversation was appropriate regarding the situation and level of formality. Looking at the structure, all the sentences were correct.

### **Event : 25**

S: Good morning, Miss.

T: Good morning.

This speech event took place in the morning before school assembly. When a student met her teacher, she greeted and the teacher responded. The exchanges that are used in the above speech event are formal and it is situationally appropriate. Structurally, the utterances are correct.

**Event : 26**

S1: Pooh! What a rubbish.

S2: Who might have done this?

S3: May be street guys.

This was the event that took place among the friends while they were entering into the gate. There was some dust and the students were expressing their disgust after seeing that. The utterances that are in the above speech event were situationally appropriate but structurally the first sentence should be as 'Pooh! What rubbish' because collective noun i.e. 'rubbish' does not take indefinite article.

**Event : 27**

Ss: Good morning, Sir. Good morning, Sir.

T: Good morning, good morning. How are you?

Ss: We are fine. Thank you sir.

This above speech event took place in the morning before school assembly. When students met their teacher, they greeted and the teacher responded to them. All the expressions were formal and situationally appropriate and the utterances that are in the above speech event are correct too.

**Event : 28**

S1: Shiva come, let's share with us.

S2: It's not mine.

This speech event took place during school break time while the students were having their snacks. In this event, one of the students was asking to share some snacks but the next was denying. These expressions were appropriate regarding the situation and level of formality and the utterances were structurally correct.

**Event : 29**

S1: Look! Miss is calling to you.

S2: Whom, me?

S1: Yeah.

When the students were sitting under a tree and having their snacks, this speech event took place. Here, S1 was making her friend's attention towards their teacher. According to the situation, it was appropriate but looking at the structure the first sentence should be 'Look! Miss is calling you' instead of 'Look! Miss is calling to you'.

**Event : 30**

S1: Oh! Hot news, do you know our exam is starting from 12<sup>th</sup> of this month.

S2: Oh no! Are you sure? Who told you?

S1: Mahendra sir told me. Yesterday, he had visited our home.

S3: Then, we will get routine soon.

S1: Yes, probably today.

In school break time, when the students were sitting under a tree, this speech event took place. This event was taken place among the students. At that time, they were talking about their exam, which was going to held soon. The utterances that are used in the above speech event are situationally appropriate and all the utterances are structurally correct.

**Event : 31**

S1: Do you know we have so many lessons to complete in science.

S2: Yes, it's too difficult to finish in time.

S3: Let's consult to the science teacher whether he could finish in time or not.

S4: What about taking extra-class?

S1: Can be, but first let's visit him.



This speech event took place in the same situation and setting as in the above speech event. Here, in this event, students were worrying about their course and wanted to talk with the teacher what might be the solution to finish the course in time. Regarding the situation and formality, it is appropriate. Structurally, first exchange is correct but in the second exchange i.e. in S3's utterance the preposition 'to' is not use after the verb 'consult' and it would be better to say 'let's consult the science teacher ... ..!'.

**Event : 32**

- S1: What about our environment teacher? Why did he leave the school?  
S2: Don't you know? He is going abroad.  
S1: Which country?  
S2: I think U.S.

Again, this conversation took place in the same setting and environment as in the above two events. In this speech event, students were asking for information about their teacher. The utterances were appropriate regarding the situation and level of formality. From the structural point of view, in the last sentence there should be 'I think the U.S' instead of 'I think U.S'.

**Event : 33**

- S1: Look, I think he is our new teacher of environment science.  
S2: Seems to be, but why he is standing out-side then?  
S1: I think he is new. He might be feeling odd.

This speech event took place among the students during their school break time. Some students were thinking that I had gone there as their new environment teacher when they saw me in their school. The utterances used by them were situationally appropriate and all the sentences were structurally correct.

**Event : 34**

S1: Sir is coming.

S2: Stop. Stop.

When I went nearer to the students, this speech event took place. Here, in this event one of the students from the group was telling to stop doing something because they wanted to hide something to me. The exchange was situationally appropriate and structurally correct.

**Event : 35**

S1: Where is your group, group leader?

S2: Wo, over there. Look *na* there.

This event took place during break time while students were playing table tennis. Here, S1 is asking for information and S2 gives. These expressions were situationally appropriate though the expression were not formal. Structurally, the utterances were correct but it would be better to say 'See over there or Look over there' and there is also found code mixing i.e. the student used Nepali expression '*na*'.

**Event : 36**

S1: Hey, Ishwor come fast.

S2: Wait.

This event took place during break time near the fee counter. Here, S1 was calling his friend and S2 was asking him to wait. The above exchange was appropriate regarding the situation and level of formality. All the utterances were structurally correct.

**Event : 37**

S: Good afternoon, Sir.

T: Good afternoon. Where are you going?

S: Sir office, to pay fees.

T: Alone?

S: Yes sir.

This speech event took place when a student was going to pay his school fee during school break near the fee counter. Here, when the student met his teacher for the first time he greeted and the teacher responded to him. This speech event was between a student and a teacher. All the expressions were formal and situationally appropriate and structurally all the utterances were correct.

### **Event : 38**

S1: My turn, my turn.

S2: No. No, no it's Rabin's turn.

S3: Yes Aakash, you are next to me.

When the students were playing table tennis in their break time, this speech event took place. Here, S1 was telling that it was his turn but other two students were expressing disagreement. Situationally, these expressions were appropriate and structurally they were correct.

### **Event : 39**

S1: Yes, Rabin good service.

S2: Don't talk so loudly.

S1: What happened to you?

This speech event also took place in the same setting as in the above speech event. Here, S1 was encouraging his friend but another student who did not get a chance to play was expressing his anger. Sometimes this kind of misunderstandings can be found but situationally this kind of behaviour and expressions were not appropriate. Structurally, all the utterances were correct.

**Event : 40**

S1: Bell rang. Sir will come soon.

S2: Leave it now we will come after this period.

S3: Wait, wait I am coming.

When this speech event took place, the bell was ringing and the break was over. The students were in a queue to drink water where S2 was asking S3 to leave drinking and suggested that they would come after this period. These sentences were appropriate regarding the situation and level of formality because this conversation took place among friends and all the utterances were structurally correct.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

Based on the analysis of data, the findings can be summarized as follows:

##### a. The Context in Which English is Used Within the School Premises

- i. The students of the schools under this study were found to be using English in most of the cases inside the school compound. However, among the contexts where they used English, it was before attending the assembly that they most made use of it. This was found from the observation that they used English because they were under the teachers' supervision.
- ii. The students were also found communicating in English in the situations where they took their snacks, during the sports, while talking about their study, while teasing each other talking about teachers and so on.
- iii. But when the students were not under the strict supervision of their teachers, they frequently switched their codes. The most frequently switched word was Nepali '*na*' (such as in 'give *na*' in the sense of give it, 'come *na*' to mean come here and so on.)

##### b. The Use of Communicative Functions

- i. English was most frequently used for the purpose of greeting which was the highly adopted function by the students.
- ii. The other frequently used communicative functions were: seeking confirmations, asking for information, requesting, teasing, denying, expressing disagreement and asking to wait. Though other functions were also observed, they were used less frequently. Within the total speech events recorded 24 functions were found to be used.

### **c. Accuracy and Appropriacy**

Though the students' all the exchanges of the speech events were not accurate, in most of the cases the language used by them was appropriate except a few speech events. It has been found that in most of cases the students used much accurate, appropriate, less switched and formal, particularly when they were with and in front of the teachers. It was in the greetings that the structures mostly used were found accurate. This might be because they made greater use of the monitor while they were around the teachers. The situations in which they were with the friends, spoke much carelessly which resulted into less accuracy and appropriacy.

## **4.2 Recommendations**

Based on the findings previously mentioned, the following recommendations can be put forward to the teachers and students, which might be beneficial while teaching/ learning as well as communicating out of their classroom.

- a) The use of English in school premises should not only be limited to some language functions. Instead, students should be motivated to use it also for the wider communication.
- b) The students need to make self-efforts to practice English in all the situations including in both the presence and absence of the teachers.
- c) The teachers and the administrative personnel of such schools should focus equally on the accuracy and appropriacy of language. And students should be aware of not only talking with their teachers and being around them but also while talking with friends in the absence of teachers on the accuracy and appropriacy of language used.

Thus, though not decisive in themselves, the above recommendations can be helpful for both the teachers and the learners when taken into considerations.

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## Appendix-1

### Communicative functions used in the speech events

#### 1. Greetings:

- A. S1: Hi, Sital.  
S2: Oh, hi. How fast?  
S1: I just come.
- B. S: Good morning, Sir.  
T: Good morning, Keshav. How are you?  
S: I am fine sir.
- C. S1: Hi, friends.  
Ss: Hi.
- D. S1: Hi, Dilip.  
S2: Hi.  
S1: What happened yesterday?  
S2: I was gone to Pokhara.
- E. S1: Hi, morning friends.  
Ss: Hi, morning.
- F. S: Good morning, Miss.  
T: Good morning.
- G. Ss: Good morning, Sir. Good morning, Sir.  
T: Good morning, good morning. How are you?  
Ss: We are fine. Thank you sir.
- H. S: Good afternoon Sir.  
T: Good afternoon. Where are you going?

S: Sir office, to pay fees.

T: Alone?

S: Yes sir.

## 2. Asking for information

A. S1: Oh, where is Rama?

S2: I don't know. She might be coming.

B. S1: From where it asked?

S2: Which one? Question number nine?

S1: Yes.

S2: I left it.

C. S1: What about our environment teacher? Why did he leave the school?

S2: Don't you know? He is going abroad.

S1: Which country?

S2: I think U.S.

D. S1: Where is your group, group leader?

S2: Wo, over there. Look *na* there.

## 3. Seeking confirmation

A. S1: Sushma did you bring my science copy?

S2: Yes, but I haven't finished yet. I should take it again.

S1: Ok, I will give you next Friday all right.

B. S1: Ramesh did you bring photo?

S2: Yes, but it's not good.

S1: No, no it's nice ... ..

C. S1: Akriti is this your pen?

S2: Yes.

- D. S1: Did you meet Ramesh sir for the extra class?  
S2: Not yet, he has gone to canteen.  
S1: Then, let's go there and talk to him.  
S2: Ok, let's go.
- E. S1: Oh! Hot news, do you know our exam is starting from 12<sup>th</sup> of this month.  
S2: Oh no! Are you sure? Who told you?  
S1: Mahendra sir told me. Yesterday, he had visited our home.  
S3: Then, we will get routine soon.  
S1: Yes, probably today.

#### 4. Denying

- A. S1: Anish let's go to toilet.  
S2: No, you go.  
S1: Come *na*.  
S2: No, no, you go. I will wait here.
- B. ... ..  
S2: It's not mine.

#### 5. Thanking

- A. S1: Akriti is this your pen?  
S2: Yes. Where did you find?  
S1: In class.  
S2: Thank you.

#### 6. Requesting

- A. S1: Rakesh, bring cock and bat.  
S2: It is not in office.  
S3: Ask with brother.

- B. S1: Is there water?  
 S2: No.  
 S1: *Oh bhai pani leu na.*
- C. S1: Oh, Sapana have you done your social homework?  
 S2: Yes.  
 S1: Please give *na*.
- D. S1: Shiva come, let's share with us.  
 ... ..

### 7. Teasing

- A. ... ..  
 S2: Didn't you wash your face today?  
 S1: Why? What happened?  
 S2: Go and see in the mirror.  
 Ss: Ha ... ha ... ha ... ha ...
- B. S1: Oh, Neha, look Subash is looking for you.  
 S2: Ow! Don't be over *na*, not for me you looking for you. Wow great job, great style.
- C. S1: Oh, fat man; come here.  
 S2: Oh, you bull, why are you calling me like this all the time?  
 S3: Ha ... ha ... ha ... ha ...

### 8. Discouraging

- A. S1: It's my turn.  
 S2: You will go within one shot.  
 Ss: Ha ... ha ... ha ... ha ...

### **9. Warning**

- A. S1: *Oe, aba mero palo.*  
S2: Talking in Nepali ... wait I will tell to the teacher.

### **10. Agreeing**

- A. S1: Ravi let's go.  
S2: Where?  
S1: Canteen.  
S2: Ok.

### **11. Checking with choice**

- A. S1: What do you take?  
S2: Half chaumin.  
S1: *Didi dui half chaumin.*

### **12. Regretting**

- A. S1: Oh! I left my calculator.  
S2: Is it? Go fast I will be here.

### **13. Expressing disagreement**

- A. T: Everybody, everybody how was your today's paper? Nice, super, fantastic?  
S: Not fantastic.
- B. S1: My turn, my turn.  
S2: No. No, no it's Rabin's turn.  
S3: Yes Aakash, you are next to me.

### **14. Seeking permission**

- A. S1: May I look?  
S2: No thanks.

**15. Asking about activity**

- A. S1: Asmita did you see *Bidhai* yesterday?  
S2: Yes, of course.  
S1: Due to the line cutoff, I could not see.

**16. Expressing disgust**

- A. S1: Pooh! What a rubbish.  
S2: Who might have done this?  
S3: May be street guys.

**17. Seeking attention**

- A. S1: Look! Miss is calling to you.  
S2: Whom, me?  
S1: Yeah.

**18. Stating opinion**

- A. S1: Do you know we have so many lessons to complete in science.  
S2: Yes, it's too difficult to finish in time.

**19. Suggesting**

- A. ... ..  
S3: Let's consult to the science teacher whether he could finish in time or not.  
S4: What about taking extra class?  
S1: Can be, but first let's visit him.

**20. Expressing approval**

- A. S1: Yes, Rabin good service.  
... ..

## **21. Expressing anger**

A. ... ..

S2: Don't talk so loudly.

S1: What happened to you?

## **22. Stating assumption**

A. S1: Look, I think he is our new teacher of environment science.

S2: Seems to be, but why he is standing outside then?

S1: I think he is new. He might be feeling odd.

## **23. Telling to stop doing something**

A. S1: Sir is coming.

S2: Stop. Stop.

## **24. Asking to wait**

A. S1: Hey, Ishwor come fast.

S2: Wait.

B. S1: Bell rang. Sir will come soon.

S2: Leave it now we will come after this period.

S3: Wait, wait I am coming.