

CHAPTER - ONE

INTRODUCTION

1.1 General Background

This research study is based on the language comparison with respect to Nepali and non-Nepali writers in the journals of NELTA. Journal of NELTA is the journal published in Nepal by the teachers or members of NELTA.

NELTA was founded in 1992 with the aim to set up a common platform for all the teachers of the English in Nepal to support their professional development. It is a non-governmental and professional association to foster the exchange of ideas, resources, information and experience among the people who are associated with English language teaching. This association frequently publishes ELT materials, periodicals and journals. With the aims of improving ELT situation in Nepal several branches are opened in different places in Nepal and conducting different activities e.g. conferences, human resource development, teaching training, one day workshop and so on.

Publishing journals is one of the activities of NELTA, which consists of different articles from writers of different countries such as Nepal, India, Bangladesh, America etc in different issues about language teaching. Their articles directly and indirectly present the issues related to ELT situation of their own country. With the help of those articles, English language teachers can get help to improve their teaching techniques and language skills. Different writers have their own style and their own selection of words and sentence structures in writing. In other words, there may be the variations even within the same language.

This research study is mainly directed to compare the written English variation of the different writers in the journals of NELTA, who are from different countries. Because of the characteristic of wide coverage, the English language

certainly has different varieties in the world. One variety of the English language does not resemble with other within the same country, even more it has individual variation (i.e. idiolect). Considering the individual differences and dialectal variations, this study is directed towards finding the fact of language difference between Nepali and non-Nepali writers in the journals of NELTA.

Language is one of the means of communication, which is organized in sign system and expressed either in vocal mode or in written symbols. Among the various means of communication, language is the most advance and influential means, which is species-specific property of human being. Because of this property of language it separates human being from animals. By the physical inadequacies animals do not have vocal organs and advanced brain that human being possesses which cause language a possession of the human being.

There is no uniformity in different linguists while defining the language. Considering language as four language skills, Halliday et al. (1964) write, "...it is a form of activities of human beings in societies, and it has the property of being patterned" (p.5). In this definition, language is characterized as four language skills viz. listening, speaking, reading and writing. In other words, language is not only the act of speaking and writing, moreover, it is the act of listening and reading as well. In other words, language is the sum total of different activities, e.g. the act of listening, speaking, reading, writing and so on. Supporting the Holliday's view, Crystal (2008) writes, "Language a French term introduced by Ferdinand De Saussure refers to the human biological faculty of speech. At it's most specific level it may refer to concrete act of speaking, writing or signing in a given situation"(p.265). These above definitions have defined language as a broad term under which there occurs the act of speaking, writing or signing in a given situation. But contrary to these definitions, Sturtevant in Ryeeng and Schwartz (1963) writes, "A language is a system of arbitrary vocal symbols by which member of a social group co-operate and interact" (p.13). In this definition, the writer excludes other

activities or means of communication from language viz. gesture language, sign language, written language etc. In the similar way, Chomsky (1957) defines language from structural prospective as, "A language to be set of (finite or infinite) sentences, each finite in length and constructed out of a finite set of element" (p.13). In Chomsky's opinion language is an innate capacity of native speakers, which is the set of sentences that is finite in length and constructed out of finite set of elements. Wardhaugh (2006) describes the knowledge of language as, "It is a knowledge of rules and principles and of the ways of saying and doing things with sounds, words, and sentences, rather than just knowledge of specific sounds, words, and sentences" (p.2). This saying is also helpful to define language. It states that knowing about a language does not only refer to the knowledge of sounds, words and sentences but also the rules principles and ways of saying and doing with sounds, words, sentences.

From the above definitions, we can conclude that language is not only verbal system of communication but also written as well as signaling system, which are used to communicate. It is the unique possession of human being or human species specific and the one which is the most powerful tools of communication among the heterogeneous group. It helps human being to think and interpret, perceive and express about the real world. Its history along with the human development shows that it is an inevitable means or tool of human co-operation, relation and civilization. In the world, there are thousands of languages and every human being possesses at least one language. It means nobody of the world is without language or every human being has his/her own language. He uses his language to transfer his cultural norms and values to the next generation. He shares his feelings ideas, emotions, and attitudes for the bond of the relation in the community. This thread of language keeps human relation life long and gives happiness in this world.

Language from the communicative prospective is defined as the most powerful means of communication. Smell and taste are only specific means to the animal

communication but 'language' a combinatory term of sight, aural and oral is specific to the human communication, which is human species specific.

1.1.1 Linguistics: A Brief Introduction

Linguistics is the scientific study of language. To be scientific it has its own spirit, principles and methods in the study of language. Similarly, linguistics is the science, which studies the origin, organization, nature and development of language descriptively, historically, comparatively and explicitly and on the basis of the study it formulates the general rules related to the language. Within the boundary of linguistics mainly; unit and patterns of sound system, the word, morphemes, phrase and structure of language are studied.

Different writers have defined language from their own view. Todd (1987) writes about linguistics as, "the scientific study of language; also called linguistics science" (p.5). Supporting to the above view, Crystal (2008) defines linguistics as, "the scientific study of language" (p.283). Likewise, another famous linguist Lyons (1981) says, "Linguistics is usually defined as the science of language" (p.37).

In these definitions, linguistics has been defined as scientific study of language or science of language. It is regarded as science in the sense that it follows empirical observation. In the study of language, we follow scientific procedure such as observation, hypothesis formulation, analysis, generalization etc. Linguistics is also theoretical in nature as well as, it has been adapted as academic discipline. It means, it is taught as a distinct subject in the universities. Because of the increase of the bilingualism and multilingualism, the area of interest in linguistics has been increasing day by day. It is regarded as broad and general term under which there are several specific fields of linguistics, such as psycholinguistics, sociolinguistics, neurolinguistics and so on.

Lyons (1981) has classified linguistics into four dichotomies or sub fields;

- i) General and descriptive linguistics
- ii) Diachronic and Synchronic linguistics
- iii) Theoretical and Applied linguistics
- iv) Micro- linguistics and Macro-Linguistics

1.1.2 Sociolinguistics

Sociolinguistics is one of the major fields of applied linguistics. It studies the relationship between the language and society. In other words, it is the study of the uses of the language and the social structures in which the users of the language live. Similarly, it is the field of study, which concerns with the language among many related notions, out of which our societies are made up. Sociologists are interested in explaining 'why we speak differently in different social contexts' and they are concerned to know 'how language is used to convey social meaning' and 'what type of functions does language do in the society'. Thus sociolinguistics is concerned with the social dimension of a language, how different people use different varieties of language in different social situation.

According to Yule (2006) “The term sociolinguistics is used generally for the study of the relationship between language and society” (p.205).

Sociolinguistics in contrast to other disciplines it studies the language, language variations and the society where the variation exists. Similarly, Radford et al. (2002) say,

Sociolinguistics is the study of the relationship between language use and the structure of the society. It takes into account such factors as the social background of both the speaker and the addressee (i.e. their age, sex, class, ethnic background, degree of

integration in to their neighborhood, etc), the relationship between speaker and addressee (good friends, employer-employee, teacher-pupil, grand mother and grandchild etc.) and the context and manner of the interaction (in the bed, in the supermarket, in a T.V studio, in church, loudly, whispering, over the phone, by fax, etc.) maintaining that they are crucial to an understanding of both the structure and function of the language used in a situation (p.16).

In this definition Radford et al. (ibid) say, that sociolinguistics is the study of social backgrounds of addresser and addressee, their relationship and the context and manner of the interaction. Similarly, Hudson (1996) states that, "Sociolinguistics is partly empirical and partly theoretical, partly a matter of going out and amassing bodies of fact and partly a sitting back and thinking" (p.1). Trudgill (1974) opine that, "Sociolinguistics is the part of linguistics, which is concerned with language as a social and cultural phenomenon" (p. 32). Sociolinguistics is a part of linguistics or it is applied linguistics where any language is studied considering as social and cultural phenomena. In other words, sociolinguistics studies the variations in the language caused by cultural norms, expectations and context, where language is used and effects of that language on the society. Sociolinguistics is the study which concerns with the investigation of relationship between language and society. It studies the effect of any and all aspects of society including cultural norms, expectations, and context, on the way language is used, and the effects of language use on society.

To conclude the above mentioned definitions about sociolinguistics, we can say that language does not exist in a vacuum or it is not isolated phenomenon but always used in social context and it is a part and parcel of our society. A human

society is made up of different factors such as ethnicity, race, social class, age, sex, educational status etc., which are considered while we study any language. Sociolinguistics is one of the applied linguistics, which studies language and its variations in relation to their social factors. In other words, it studies how language variations occur in the society and what type of language variation is seen in the particular society because of the influence of the social factors.

So, sociolinguistics mainly being applied linguistics studies and investigates the relationship between language and society with the goal of better understanding of the structures of language and how languages function in communication. In the world, there are several languages, which are different from each other. Even within the same language there are many varieties and they do not resemble with each other because of social factors such as ethnicity, sex age boundaries and even there is the variation with in one social group or language speaking group. That language variation among speakers in linguistics is called linguistic codes. All these varieties of linguistic codes are studied under sociolinguistics.

1.1.3 The English Language and Varieties of Linguistic Codes

As discussed above, linguistics is the scientific study of language, which studies language scientifically. Scientific act denotes that act which does not believe in dogma and which is based on experiment in the linguistic lab to find out the fact about the language. While analyzing any language, linguists have found that there are different varieties within the same language.

Among the thousands of languages, The English language is one of the wide spread varieties in the world. Similarly, it is an international language. In its early age it was confined to limited countries but because of the modern technology and modern invention, today English language has earned its name as global language. In its history, many literary works have been written in the English medium, thousand of Newspapers are published, many T.V. channels

are operating programs in English medium. In order to get insight from those sectors, we must have knowledge of the English language. The English language because of its wide coverage, it is used differently in different sectors and different parts of the world. Even within one country there is no linguistic similarity. There is the variation in the English language from one speaker to another, one social group to another, one region to another. This linguistic variation is studied under sociolinguistics, which is one of the branches of applied linguistics.

A linguistic code generally refers to the particular language, i.e. a means of communication with any system of signs or symbols. Every language in the world has its own varieties and every variety of language is understood as a linguistic code.

Crystal (2008) defines code as, "...a set of conventions for conveying one signaling system into another enters into the subject matter of semiotics and communication theory rather than linguistics" (pp.82-83). Similarly, Asher and Simpson (1994) write, "A code is any system of signs or symbols, which convey information" (p. 577). Code is considered as a set of conventions to convey information from one signaling system into other. In other words, a code is considered as a system of signs or symbols that is used for the purpose of conveying information. In simple words, any code, which follows a set of rules, is considered as a code.

So, English, Nepali, French etc. and their varieties within a country as well as across the country are taken as linguistic codes. In other words, any language and its several varieties around the world are considered as linguistic codes.

1.1.3.1 Register

In stylistics and sociolinguistics, the term register refers to a variety of language according to its use in social situation. In other words, register is the variation of language according to the use of the users. The same message or

information is expressed differently in the different situation due to the personal style of speaking, situation in which he is conveying message and the participants with whom he is talking or conveying the message. Simply saying, register is a linguistic variety, which differs in different situations and different purposes in the selection of particular vocabulary, language structure and pronunciation. So, register is the language variation in respect to field, style, and participants. It is the set of language items associated with particular occupational and social groups, such as surgeons, bank officers, scientists, and so on. Several sociolinguists have defined registers in their own way. Some of the definitions about registers are presented below:

Trudgill (1974) states that, "Registers are simply a rather special case of a particular kind of language being produced by social situation" (p.104).

Register is a particular kind of language that is produced by the influence of the particular situation. One who is talking in one situation can change his

language features when the topics change. Similarly, Hudson (1980) says,

"Register is widely used in sociolinguistics to refer to the varieties according to the use in contrast with dialects defined as varieties according to user" (p.45).

In his definition the register is considered as the language variety that is based on its use. Same person may use very different linguistic items to express more or less the same meaning in different occasion. Supporting to the above view,

Yule (2008) says, "A register is a conventional way of using language that is appropriate in a specific context, which may be identified as situational (e.g. in church), occupational (e.g. among lawyers), or topical (e.g. talking about language)" (pp.210-211). The selection of the appropriate language varies from

situation to situation, occupation to occupation and topic to topic. One of the defining features of the register is the use of jargon, which is special technical vocabulary associated with a specific area of work or interest. Pope (2010), "A register is a traditional term for language variety as it relates to use (medium, situation and purpose) as distinct from user" (p.381).

Similarly, Halliday (as cited in Irvine 2001) "The register of language tend to differ from one another primarily in semantics, where as the dialects tend to differ from one another primarily in phonetics, phonology and lexico grammar" (p.27). There is the variation between dialect and register in term of areas of language i.e. a register is semantically different from another register where as, dialects are differentiated in term of phonetics phonology and lexico grammar. "Unlike dialects, which are used by particular speech communities and associated with geographical settings or social groupings, registers are associated with particular situations, purposes, or levels of formality" (as retrieved from Wikipedia 2010, Jan.).

Thus, all those definitions consider register differently but the core concept is the same. These all definitions point out that a register is a variety of language, which differs in different situations and purposes with the selection of particular vocabularies, language structure and pronunciation.

Halliday as cited in Hudson (1996, p.46) distinguishes three general types of dimension:

-) Field
-) Mode
-) Tenor

i) Field: Field is concerned with the purpose and the subject matter of the communication. In other words, it is the question about ‘why’ and ‘about what’ a communication takes place. Simply saying, field refers to ‘the subject matter’ or ‘topic’. Thus, the term field based register refers to the variation based on the subject matter or topic of discourse. It is also understood as the field of discourse. So, in the field based register there are different registers such as the register of science, law, engineer, religion, journalism, etc.

- ii) Mode:** Mode refers to the means by which communication takes place. In other words, it is about how communication takes place. Mainly there are two main types of medium of communication: spoken medium and written medium. Spoken language differs from written language in several ways, e.g. in terms of grammar vocabulary etc.
- iii) Tenor:** Tenor based registers are the varieties of language, which depend on the relation between participants and to whom the addresser is communicating (i.e. how the speakers view the person addressed). The participants in a discourse are the speaker (or addresser) and the hearer (or addressee). The relation among the participants refers to their respective social status, e.g. teacher, student, lawyer, etc. Thus, tenor based register depends on the relations between the participants. Their relation can be formal and informal. As the relation changes the selection of the language variety is also changes.

Thus, registers are the special terms of any language, which differ according to the situation, mode of language and field or topic. In other words, a register is therefore, situationally conditioned variety of language in the field of discourse. It differs from dialect in the sense that it focuses on use aspect of the language. Registers are the special form of any language, which differ according to situation where the communication has taken place, mode of language (i.e. oral or written), how communication takes place and tenor, which concerns with whom he is communicating.

1.1.3.2 Dialect

Dialect is a form of language, which is different in grammar, vocabulary and pronunciation with other forms of the same language. In other words, it is a variety of language spoken in one part of a country (i.e. regional dialect) or by people belonging to a particular social class (i.e. social dialect or sociolect), which varies in term of pronunciation, words and grammar from one variety to the other.

There are several definitions, which define the term dialect. Crystal (2008) writes, "Dialect is a regionally or socially distinctive variety of language, identified by a particular set of words and grammatical structures" (p.142). Likewise, Pope (2010) says, "Dialect is the distinctive vocabulary choices, syntactic combinations and accent identified with a particular region with a national language" (p.372). In these definitions a dialect has been defined as a distinctive variety of language caused by the selection of a particular set of words and grammatical structures by the people of the particular society or people from different geographical areas. Dialect is more than accent in the sense that it involves choice and combination of words, which are distinctive. So, dialect is regarded as a sum total of accent and dialect. Similarly, Pride and Holmes (1972) define, "A dialect is then any one of the related norms comprised under the general name 'language' historically the result of either divergence or convergence" (p.99). In his words, the dialect is the result of the divergence and convergence of the speakers in terms of social as well as geographical barriers. In the same way, O'Grady et al. define dialect as, "A regional or social variety of a language characterized by its own phonological, syntactic, and lexical properties" (as retrieved from wikipedia 2010 Dec.). In this definition the term dialect is often associated with regional or social variety of speech, which is usually characterized by unique phonological, syntactic and lexical properties. Likewise, Halliday et al. (1964) define, "A dialect is a variety of a language distinguished according to the user, different groups of people within the language community speak different dialects" (p.87). We can find varieties of the language within the same language community because of the selection of the particular vocabularies and language structures by the particular language speakers. So the dialect is one of the subordinate varieties which come under the broad term language.

Concluding the above-mentioned definitions, we can say that dialect is a subordinate language which is characterized by distinctive phonological, syntactic and lexical properties and conditioned according to place, time and

group of people. In other words, language variation in term of geographical barriers is called geographical dialect and language variation in terms of time is called historical dialect and the language variation in terms of social group is called sociolect.

The English language spoken in one place does not resemble to another variety of the same English spoken in different place or spoken in different countries. The use of same English language is interpreted and presented in many different forms in terms of pronunciation, grammatical construction, vocabulary, and idiomatic use of words and so on.

1.1.3.3 Idiolect

Idiolect is the way of speaking by the individual speaker of a particular language or it is the way or linguistic system of an individual speaker i.e. one's personal dialect. So, dialect is regarded as the sum total of a large number of idiolects.

Defining idiolect, Lyons (1981) writes, “Individual may modify and extend their idiolects through out their life though less readily, no doubt, as they get older” (p.274). An individual speaker may have several dialect variants in his possession and twitch or switch from one variety to the other according to the situation in which he finds himself. Similarly, Hockett (1916) writes, “Generally speaking the totality of speech habits of a single person at a given time constitutes an idiolect” (p. 322). In his definition idiolect is defined as speech habits of a person, which he displays or shows in a particular variety of language in certain or given time. In other words, in one specific situation how a person speaks in the language is mainly refers to idiolect.

The idiolect in a person can be seen by his literary writing and speech. In speech he may have distinct voice quality and pitch and in writing one may select different language structures and vocabularies. It also displays the particular variety of language at a particular time. Crystal (2008) says,

"Idiolectal features are particularly noticeable in literary writing as stylistic markers of authorship" (p.235). Likewise, Pope (2010) mentions;

An idiolect is the distinctive and to some extent unique configuration of language varieties peculiar to each person. It is our personal repertoire – a kind of verbal finger print with the difference that our verbal resources not only grow but also change in pattern over the course of our lives (p.171).

An idiolect is defined as the language use typical of an individual person. An individual's idiolect may be affected by contact with various regional or social dialects, professional registers, and in the case of multilingual or various languages.

Thus, idiolect refers to the individual total command of language, spoken by each individual speaker of the language. Every individual speaker uses a variety of language, which is unique by containing features, which do not occur in any other varieties. It may include those features such as voice quality, pitch, speech rhythm etc. either in speech or writing which differentiate one individual user of language to others. In other words, it is the aspect of language distinct in the pronunciation in the choice of words and combination of those words in sentence.

1.1.4 Language Used in the Journals of NELTA

The English language being a wide spread variety or an international language occupies most of the areas of social interest. Because of the collection of high literature and being used in several areas such mass media, education, office and business sector, bureaucracy etc., it is necessary to learn the English language. So, schools and colleges are adopting English as a compulsory subject in Nepal. In the present situation, there has developed a concept about

the English language as English for specific purpose. This concept generally used to refer to the teaching and learning of a foreign language for a clearly distinct purpose. English for specific purpose differs from other purposes in the selection of skills, topics, situations, functions and in terms of language used.

Relating to the above topic, we can say that the English language is mostly used in the area of mass communication or mass media. Simply saying mass media is the area, where the influence of the English language is high. Such as thousands of newspapers, books, journals are published in one day, not only that many programs have been conducting in T.V. and Radio in the English language. There are rarely a few countries where English is not used or where the people do not understand the English language.

In Nepal, the English language teaching was started by Rana Prime Minister Janga Bahadur Rana with the aim of giving knowledge of English to the Rana kith and kin and the elite family. By then, the English language is growing day by day. For the betterment of English language teaching, many seminars, conferences, workshops are conducted; many journals and magazines are published, many training programs are conducted. Journal of NELTA is the product of that, which aims are improving the quality of English language teachers. It has been published since 1992 by the English language teachers from Nepal and other foreign countries with collaboration.

‘The Journal of NELTA’ being the product of both Nepali and non-Nepali writers, there may exist the variations in the use of language because of the regional boundaries such as the English language of Nepal, the English language of Britain, the English language of America, etc. and there may be language variations in terms of personal selection of vocabularies, language structures, tense, aspect, voice and so on. Journal of NELTA is the product of academic person (i.e. English language teachers from Nepal and outside the country) to uplift the English language teachers’ professional status. So, the journal of NELTA consists of the language of facts and truth in contrast to the

language used in other fields such as language in mass media, language of advertisement etc. The English language used by different writers in the articles of the journal of NELTA is different with each other in terms of different aspects. That distinct use of language can be interpreted as the dialectal variation or regional dialect and other is idiolect variation i.e. the English language used by different Nepali writers does not resemble with one another.

The English language used in the journals or journalism is considered as specific language. Specific language refers to a particularly restricted language. In fact, the type of language related to a particular aim may be understood to be a special language as it is restricted in terms of vocabulary and structure. In this sense, the teaching of English for any purpose or English used in academic studies or the teaching of English for vocational or professional purpose is also taken as special language. So, language in the articles of the journals of NELTA, aiming to train the English language teachers is also considered as special language. It varies from other language in terms of vocabulary selection, selection of structural pattern, function and so on. Being the educational journal it uses the term mainly associated with the teaching and learning aspect of English. It uses vocabularies which are related to techniques and methods, and the language of fact and truth.

Thus, the language used in the journal of NELTA is distinct from the language used in other sectors. Because of the selection of the particular vocabularies and language structure, which are only restricted to English language teaching, distinguish from the other disciplines.

1.1.5 An Overview of the Terms to be studied

This is a comparative study of the language used by the Nepali and non-Nepali writers. Similarly, this study is restricted in the study of language in respect to voice, sentence structure and deixis (time, person and place) used in the articles of different volumes of the NELTA journal. To have a clear concept about

those terms is a key to the good research. So, these aspects are dealt with separately below.

1.1.5.1 Deixis

Simply saying, deixis is called index, which means pointing or indicating. The term deixis in real sense is pointing via language. Words are deictic if their semantic meaning is fixed but their denotational meaning varies depending on time or place. So all the linguistic forms, which are used to complete the act of pointing are known as deictic expressions or indexical. In other words, deixis is a term (word or phrase) that directly relates an utterance to a person, place, or time usually used in the face to face communication. In linguistics, deixis refers to the phenomenon, which requires contextual information to understand the meaning of certain words and phrases in an utterance.

Asher and Simpson (1994) state that "The term deixis, from the Greek word for pointing, refers to a particular way in which the interpretation of certain linguistics expressions (deictic or indexical) is dependent of the context in which they are produced or interpreted" (p.853). In the similar way, Crystal (2008) opines that,

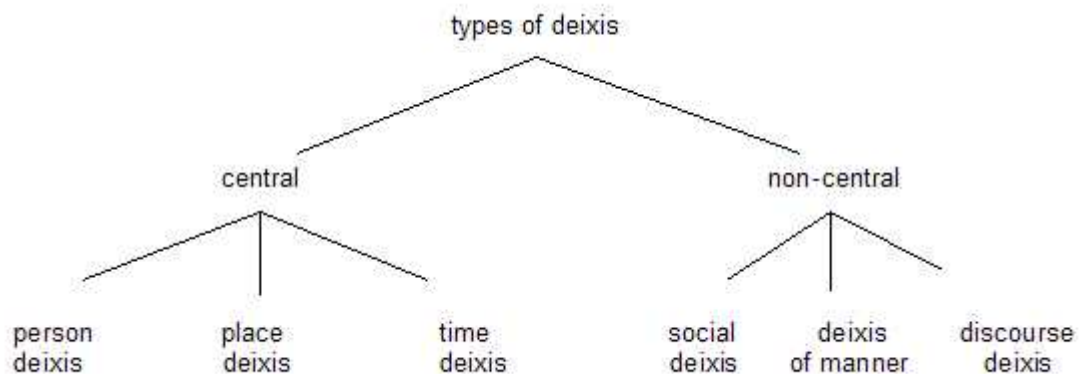
A term used in linguistics to subsume these features of language, which refer directly to the personal, temporal or locational characteristics of situation with in which an utterance takes place, whose meaning is thus relative to the situation, now/then, here/there, I/you, this/that are deictic or exchophoric words (p.133).

To sum up, deixis is a term used in linguistics to denote those aspects of an utterance that refer to and depend upon the situation in which the utterance is made. Deictic words indicate the situational 'coordinates' of person (I/you, us/them), place (here/there, this/that), and time (now/then,

yesterday/today) in other words, deixises are demonstrations, first and second person pronouns, tense, specific time and place adverbs and a variety of other grammatical features tied directly to the circumstances of utterance.

a. Types of Deixis

Deixis is categorized into different types as per linguists. Although, traditionally there were three types of deixis: person deixis, time/temporal deixis and place/spatial deixis. But nowadays, deixis is categorized mainly into six types; under two broad categories central and non-central: In central, there are time, place, person deixis, and in the non-central there are discourse deixis, deixis of manner and social deixis.



i) Person

Person deixis refers to the term, which directly relates an utterance to the persons in the utterance. In the term person deixis Rai (2003) writes,

Person deixis is concerned with the encoding of the role of participants in the speech events in which the utterance in question is delivered: 1st person is the grammaticalization of the speaker's reference to himself, 2nd person the encoding of the speaker's reference to one or more

addressees and the 3rd person the encoding of reference to persons and entities which are neither speakers nor addressees of the utterance in question (pp.60, 61).

So, person deixis concerns itself with the grammatical persons involved in an utterance, i.e. those directly involved (e.g. the speaker, the addressee), those not directly involved (e.g. over hearers—those who hear the utterance but who are not being directly addressed), and those mentioned in the utterance. In English, the distinctions are generally indicated by different pronouns e.g. I, you, they, me, he and so on.

ii) Place

Place deixis is also known as space deixis, which directly relates an utterance to the special location relevant to an utterance. Most of the languages usually show at least two-way referential distinction in their deictic system proximal, i.e. near or closer to the speaker, and distal, i.e. far from the speaker and/or closer to the addressee. The English language gives examples for the distal and proximal deictic system with the help of such pairs as this and that, here and there etc. In other languages such as in Newari, Rai etc. the distinction is three-way: proximal, i.e. near the speaker, medial, i.e. near the addressee, and distal, i.e. far from both.

iii) Time

Time or temporal deixis concerns itself with the various times involved in an utterance. In other words, it refers to a term, which directly relates an utterance to the temporal point or period. Rai (2003) says, “Time deixis refers to a time and reflects mainly in tense system and partly in time adverbials of a language” (p.65). Time deixis includes time adverbs like now, then, soon, today, etc. Similarly, it is reflected with the help of tense system of a language. The English language has mainly two forms of time deixis, i.e. proximal and distal.

Proximal deixis is mainly realized by the deictic terms 'now' which is parallel to the present tense and distal deixis is realized by the deictic term 'then', which is parallel to both past and future tense. There are several deictic expressions in English such as now, today, this week, last year, next year etc.

iv) Discourse

Discourse deixis, also referred to as text deixis. Rai (2003) writes about discourse deixis as "Discourse deixis which is also known as text deixis is related to the use of expressions within same utterance to refer to some portion of the discourse that contains the utterance" (p.69). It is a term or expression that refers to indicate certain portion of a text or discourse or conversation. In other words, it refers to the use of expressions within an utterance to refer to the parts of the discourse that contains the utterance including the utterance itself. For example, this is a computer. Here 'This' refers to an upcoming portion of the discourse, and in 'that was an amazing day.' 'That' refers to a prior portion of the discourse. So, there are two types of deictic terms in English to denote discourse deixis i.e. anaphora and cataphora.

v) Social

Social deixis is the term that reflects the social status of the speaker, addressee and others. It is indicated by different terms of address, which show social relationship among the participants in the conversation. Social deixis are useful in reflecting the degree of social status or rank of the listener in relation to that of the speaker. Thus, social deixis is concerned with that aspect of language, which reflects to establish or determine social status and familiarity of people in society. In social deixis, there two major forms, i.e. T-V distinctions and honorifics. In the Nepali language social status is established with the help of different terms such as 'SARKAR, HAJUR, TIMI, ETC. but such types of distinction is not found in the English language.

1.1.5.2 Sentence

In linguistics, a sentence is an expression in natural language and it is often defined to indicate a grammatical unit consisting of one or more words that generally bear minimal syntactic relation to the words that precede or follow it. A sentence can include words grouped meaningfully to express a statement, question, exclamation, request or command. In other words, a sentence is known as a set of words expressing ideas and message in the form of statement, question, command and so on. Radford et al. (2002) writes, “Sentences constitute the largest object which fall under generative approach to linguistics we are pursuing” (p.279). In the similar way, Crystal (2008) defines the sentence as “The largest structural unit in terms of which the grammar of a language is organized” (p.432). The definitions of a sentence vary from traditional grammar to the detailed structural description of contemporary linguistic analysis. In the past, the sentence was regarded as series of words starting with capital letter and ending with full stop. Pope (2010, p.382) mentions the traditional definitions of sentence as;

-) A series of words which express a complete thought;
-) A series of words beginning with capital letter and ending with a full stop;
-) A grammatical structure containing at least a subject and a main verb.

In these definitions a sentence is regarded as a series of words starting with capital letter and ending with full stop, question mark and exclamation mark. In the similar way, a sentence contains at least a subject and a main verb. In English, sentences are classified under two different categories i.e. functional (statement, question, command and exclamation) and sentence pattern (simple, complex and compound)

Our research study is only limited to the classification of sentences in terms of pattern. According to Aarts and Aarts (1982) sentences are classified into three types;

-) Simple Sentence
-) Complex Sentence
-) Compound Sentence

i) Simple Sentence

A simple sentence is also called an independent clause, which contain a subject and a verb and expresses a complete thought. A simple sentence does not contain embedded or subordinate clause. It has one clause beginning with noun phrase followed by verb phrase.

Defining a simple sentence, Radford et al. (2002) writes, “Sentences which comprise a single clause” (p.285). For example, Ram opened the door.

ii) Complex Sentence

Complex sentence is the type of sentence in which one or more sentence functions are realized by a clause. Radford et al. (2002) writes, “Sentence which contains more than one clause” (p.285). In the similar way, Crystal (2008) writes about complex sentence as, “In grammar a term which in its most general application describes a sentence consisting of more than one clause” (p.95). A complex sentence always has a subordinator such as because, since, after, although or one of a relative pronouns such as that, who or which and so on. To sum up, the complex sentence consists of at least a main clause and a subordinate clause or a dependent and an independent clause, where two clauses are joined by conjunctions such as that, which, who, in which, if, because and so on.

iii) Compound Sentence

A compound sentence is the one, in which two or more sentences having independent status and equal importance are joined or coordinated with the help of conjunctions such as and, but, or, nor, yet etc. Crystal (2003) defines the term compound as “A term used widely in descriptive linguistics studies to refer to a linguistic unit which is composed of elements that functions independently in other circumstances” (p. 92). So, compound sentence is that sentence where two or more coordinated sentences can occur independently in other circumstances and these coordinated sentences are regarded as separate sentences having equal status.

1.1.5.3 Voice

Voice is the term used in the grammatical description to refer to the ways in which a language expresses the relationship between verbs and noun phrases. In the voice both subject and object are changed or altered their relation without affecting the meaning of the sentence. According to Crystal (2008),

Voice is a category used in the grammatical description of sentence or clause structure, primarily with reference to verbs to express the way sentence may alter the relationship between the subject and object of a verb without changing the meaning of the sentence (p.515).

There are mainly two types of voice, i.e. active and passive voice.

i) Active Voice

Active voice is simpler and more direct, where the subject of a clause is more important than the agent or doer of some action. In other words, verb in the active voice shows that the person or thing denoted by the subject does

something. Crystal (2008) defines active voice as, “A term used in the grammatical analysis of the voice referring to a sentence , clause or verb form, where from semantic point of view the grammatical subject is typically the actor in relation to the verb” (p.9).

ii) Passive Voice

Passive voice is the term in the analysis of sentence clause of verb, from where the subject is the recipient or goal of the action denoted by the verb. The subject in passive voice is affected by the action of the verb. Passive voice is an indirect way of saying with distinct structural pattern. In other words, passive sentence usually contains be+ed participle of a transitive verb.

1.2 Review of the Related Literature

This research is a comparative study and aims to compare the language used in the journals of NELTA by the Nepali and non-Nepali writers. Such types of comparative study are rare in our department. Some of the researches have been carried out by researchers only considering the sentence structure, tense, aspect but there are a few researches carried out comparing the English language of Nepali writers and non-Nepali writers. Some of the related researches are mentioned below:

Imai (2003) has carried out a research entitled 'Spatial Deixis'. His main concern is to investigate the semantics of spatial deixis from a cross linguistic point of view and add parameters in typological studies of demonstrative. He has added the language samples to more than 400 languages i.e. Newari, Santhali, Korean, Japanese and English and he has added additional parameters of deixis.

In the same way, Tiwari (2007) has carried out a research entitled ‘The Language Used in Economic Journals’ to analyze the language used in the economics journals in terms of tense, voice, sentence types and also to compare

native and Non-native use of language. He found that the complex sentences and non past tense were more frequently used in native texts.

Likewise, Sapkota (2008) carried out a research entitled 'Language used in Human Right Journals' to find out tense, sentence types and special vocabularies. She derived the conclusion that complex sentences were maximally used. In case of tense, voice and aspect, the past tense, the passive voice and the perfective aspects were mostly used.

Acharya (2008) has conducted a research entitled "Person and Time Deixis in English and Nepali". His finding of the study shows that Nepali person deitic pronouns are more in number than those of English in terms of honorific distinction, number, case and gender and Nepali deictic personal pronouns have suffixation in plural numbers unlike in English. This study also shows that English has some specific time deixis, which lacks in case of the Nepali time deixis. Nepali time deixis is richer than that of English in terms of the name of days and years.

Lama (2009) has carried out a research entitled 'Spatial Deixis' in English and Tamang" to determine similarities and differences between the English and tamang deixis terms. His finding shows that both English and Tamang have used psychological /emotional proximal and distal deictic but their number is more in Tamang. In the similar way, both English and Tamang have verb as spatial deictic but Tamang has honorific deictics as well as distal and spatial deictic but English has more geographical deictics.

Similarly, Karki(2009) has carried out research entitled, 'Language Used in Legal Journals'. The main purpose of this study was to find out the characteristics features of language used in the legal text in terms of voice, tense, sentence types. He derived the conclusion that passive voice, complex sentence and non-past tense were used more frequently and simple sentences, active voice and past tense were used least frequently.

Likewise, Poudel (2009) has carried out a research in 'Language Used in Engineering Journal.' The purposes of her study were to find out the tense, aspect, voice, specific vocabularies and sentence types used in engineering journals and to compare those aspects of language in terms of native and non native journals. At the end of this research, she found that simple aspect was found in more common in the both types of journals. In voice, tense and sentence type, both of the native and non-native journals are found highly using active voice, non-past, and complex sentences respectively. In her study, analysis of deixis was not found.

Bohara (2010) has carried out a research entitled 'Deixis system in English and Bajhangi dialect of Nepali'. The main purpose of this study is to compare person time and place deictic expressions. His finding shows that Bajhangi second and third person deictic forms have honorific and non honorific diction. Bajhangi first, second and third person deictic expressions have different terms for singular and plural numbers and subject object and negative cases. There have been found proximal and distal diction, pure and impure distinction regarding Bajhangi time and place deictic expressions.

Bhatta (2010) has conducted a research on the topic 'Examining the characteristics of scholarly writing.' The purpose of her study was to examine the basic characteristics of a scholarly writing from an academic perspective. She has conducted research comparing the characteristics of language in respect to Native and non-Native writers in different journals, i.e. journal of NELTA, Young voices of ELT and English Teaching Forum. She found that both writers had used embedded sentences more frequently.

So far as the above research works are related to different fields of language, no study has been carried out in the Journals of NELTA comparing of the language used by the Nepali and non-Nepali writers. Therefore, the present research aims to study the language used in the journals of NELTA in terms of deixis, voice, and sentence types by the Nepali and non-Nepali writers.

1.3 Objectives of the Study

The objectives of this study were as follows:

1. To analyze the features of the language used by the Nepali and non-Nepali writers in the Journals of NELTA in terms of sentence types, voice and deixis.
2. To compare the language used by the Nepali and non-Nepali writers in the journals of NELTA on the basis of sentence types, voice and deixis (person, place and time).
3. To suggest some pedagogical implications.

1.4 Significance of the Study

Sound knowledge of the English language and good insight in it opens the gateway to the explanation of the present world. English having the status of international language and lingua franca is widely used in several sectors such as media (T.V., Radio, newspapers, journals, etc.) in education, politics, business, etc. So to live a respected life one should have knowledge of English language.

The researcher is hopeful that the result of this study of the comparison of the English language used by different writers will be significant for the people who are involved in journalism. Journal of NELTA being the journal of the English language teachers, it would certainly help to the English language teachers to build the ideas about the foreigners' language while teaching writing articles.

Language does not exist in a vacuum. It is used in the society or it is closely linked with the society and it carries social norms and values. This research may be fruitful to the Nepali teachers to know about the foreign language and cultural perspectives while teaching foreign literature to the students in the

schools and colleges. This work may also facilitate to the people who want to carry out the research in the related area.

Not only that, this study will also help to the curriculum designers to build English curriculum, considering the modern change of the English language in the world because this study will present the fact about the English language used by different contemporary writers from different countries in respect to the articles in the journals of NELTA.

CHAPTER-TWO

METHODOLOGY

Research is considered as a science and systematic discipline. So, to carry out any research is not an easy task. To get the reliable data one should follow a systematic way of investigation. A systematic study follows a proper methodology to get the expected result or predetermined objectives. Kothari (1993) says, "Research methodology is a sequential procedures and methods to be adapted in a systematic study"(p. 19). To fulfill the objectives of the purposed study, I had adapted the following methodology, which is discussed below:

2.1 Sources of Data

This study was limited only in the secondary sources of data.

2.1.1 Secondary Sources of Data

This study was a descriptive study or research and was completely based on the library work. Because of its nature I had used only the secondary sources to collect the data. The sources were as follows:

- a. Thirteen articles each from the volumes 1, 8, 10, 11,12,13,15 of the journal of NELTA by the Nepali and non-Nepali writers selected purposively.

- B I consulted different books, by different writers, i.e. Halliday (1964), Aarts and Aarts (1986), Hudson (1998), Wardhaugh (2006), Cowan (2008), Crystal (2008), Wardhaugh (2008), Quirk and Greenbaum (2009) etc. as well as articles, magazines available in print and electronic media which were directly or indirectly related to my study as secondary sources of data.

2.2 Sampling Procedure

While doing this research, I selected different volumes of the journal of NELTA. Then I selected 13 articles of Nepali writers and 13 articles of non-Nepali writers by applying judgmental or purposive non-random sampling procedure to collect the required data.

2.3 Tools for Data Collection

The main tool for data collection and analysis was observation. I selected twenty six articles from the journals of NELTA for this study. Where 13 articles were selected from the Nepali and same number from the non-Nepali writers. Then, I read and re-read the articles intensively to get the required information for the study.

2.4 Process of Data Collection

To achieve the predetermined objectives the researcher should follow the stepwise procedure. In this research work, I adopted the following processes:

- i) First of all, I collected different volumes of the journal of NELTA
- ii) Then, I collected 13/13 articles by Nepali and non-Nepali writers from different volumes of the journal of NELTA applying judgmental sampling procedure.
- iii) Then, I studied and re-studied those articles intensively to get general knowledge.
- iv) Finally, I listed the related data and had written down the data systematically under different headings such as voice (active and passive), sentence types (simple, compound and complex) and deixis (time, place, and person).

2.5 Limitations of the Study

This study was limited in the following points;

- i) This study was limited only to the analysis of language of different articles in the journals of NELTA.
- ii) This study was confined to only in twenty six articles (thirteen written by Nepali and thirteen by non-Nepali writers) from seven different volumes (i.e. 1, 8, 10, 11, 12, 13 and 15).
- iii) This study dealt with the comparison of the language of those articles in terms of sentence types (simple, complex and compound), voice (active and passive) and deixis (time, person and place).
- iv) In this research study only observation tool was applied.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of collected data. In this research study, I have attempted to investigate the language features in terms of sentence types, voice and deixis. Concerning the fact of societal, dialectal, and idiolectal variation, this research study is directed to find out the similarities and differences between the language used by Nepali and non-Nepali writers in the articles of the journals of NELTA typically in the area of sentence types, voice and deixis. After the selection of different articles from different volumes of the journal of NELTA, I have analyzed and compared those features between Nepali and non-Nepali writers.

The analysis and interpretation of the data have been carried out under the following headings:

1. The Holistic Analysis of Sentence Types
2. Analysis of Sentence Types Used by Nepali Writers
3. Analysis of Sentence Types Used by Non-Nepali Writers
4. Comparison of the Sentence Types Used by Nepali and Non-Nepali Writers
5. Holistic Analysis of Voice
6. Analysis of Voice Used by the Nepali Writers
7. Analysis of Voice Used by Non-Nepali Writers
8. Comparison of Voice used by Nepali and Non-Nepali Writers
9. Holistic Analysis of the Deixis
10. Analysis of Deixis Used by Nepali writers
11. Analysis of Deixis Used by Non-Nepali Writers.
12. Comparison of Deixis Used by the Nepali and Non-Nepali Writers

3.1 Sentence Types Used in the Articles

One of the areas of this research study is to analyze sentence types. From the structural point of view sentences are categorized mainly in terms of three broad categories, i.e. simple sentence, complex sentence and compound sentence.

3.1.1 Holistic Analysis of the Sentence Types

By the analysis of different articles written by different writers in the journals of NELTA, I have found the following frequency and percentage of the occurrence of three types of sentence:

Table No.1
Sentence Types Used in the Articles

Sentence Types	Frequency	Percentage
Simple	794	35.18
Complex	1062	47.05
Compound	401	17.77
Total	2257	100.00

The above table shows that 2257 sentences were analyzed for this study. Out of the total number of sentences, complex sentences have the highest frequency, which have been used 1062 times or 47.05%. On the other hand, compound sentences have the least frequency, which have been used 401 times or 17.77% out of 2257 as total sentences. Similarly, simple sentences have been used 794 times or 35.18%. They have been used 17.41% higher than compound sentences and 11.87% less than complex sentences.

3.1.1.1 Analysis of the Sentence Types Used by Nepali Writers

In this study, I have analyzed different articles of Nepali writers, who are directly or indirectly involved in teaching profession. After the careful observation and analysis of data, I have found the following frequency and percentage of the occurrence of three different types of sentence.

Table No. 2
Types of Sentence Used by Nepali Writers

S.N.	Sentence Types	Frequency	Percentage
1	Simple	379	35.22
2	Complex	496	46.10
3	Compound	201	18.68
	Total	1076	100.0

The above table reveals that the frequency and percentage of three different types of sentence used by Nepali writers in the articles of NELTA journals. It is clear from the above table **that** complex sentences have the highest frequency occurring 496 times or 46.10% out of 1076 sentences. Compound sentences have the least frequency among the three types. Compound sentences have been used 201 times or 18.68% out of 1076 as total sentences. On the other hand, simple sentences have been used less frequently than complex sentences and more frequently than compound sentences (i.e. 379 times or 35.22%). Therefore, complex sentences have 10.88% higher frequency than simple sentences and 27.42% than compound sentences.

Some examples of three different types of sentence (simple, complex and compound) cited from different Nepali writers in the journals of NELTA are presented here and more examples are listed in Appendix III.

i. Simple Sentences

-) People look at errors from different angles. (A. Giri, Vol.13)
-) Several applied linguists contributed significantly to its growth. (J.R. Awasthi, Vol. 12)
-) This variety of English is also formed as world standard English. (G.R. Bhattarai and G.R. Gautam, Vol. 13)
-) In the first draft the writer may not give attention to the organization of ideas within an individual paragraph and across paragraphs. (A. Bhattarai, Vol. 13)

ii. Complex Sentences

-) This definition has solved a long lasting controversy that persisted among language learners regarding the word second language. (J.R. Awasthi, Vol.12)
-) If we closely observe Ellis distinction, we can argue that TBLT is considered only with teaching meaning aspect of language through negotiation. (P. Phayak, Vol.13)
-) Though it comes from outside, teachers can do their best that they view the language in positive light. (A. R. Khati, Vol.13)
-) So teacher can adopt the techniques that suit his teaching style. (Laxman Gnawali, Vol. 10)

iii. Compound Sentences

-) Nepali rhinos have only one horn, but there are other kinds that have two horns. (Laxman Gnawali, Vol. 10)
-) A test sample has an individual's performance and infers his competence of some certain kind. (B. M. Bhandari, Vol. 10)
-) Among the 300 native speakers of English, 100 were from US, 100 from UK and 100 from Australia; among the 300 non native speakers of English, 100 from India, and 200 from Nepal. (Anju Giri, Vol. 13)

3.1.1.2 Analysis of Sentence Types Used by Non-Nepali Writers

This research study also consisted of the data elicited from the non-Nepali writers in the articles of NELTA journals. As above said, different articles of non-Nepali writers were selected using purposive judgmental sampling procedure. As a comparative study, it has consisted of equal numbers of the articles written by non-Nepali writers to the Nepali writers. After the intensive study of the articles written by non-Nepali writers, I have found the difference in the use of three different types of sentences (i.e. simple, complex and compound). The percentage and frequency of sentences (i.e. simple, complex and compound) are shown as below:

Table No. 3
Types of Sentences Used by Non-Nepali Writers

S.N.	Sentence Types	Frequency	Percentage
1	Simple	415	35.15
2	Complex	566	47.92
3	Compound	200	16.93
	Total	1181	100

The above frequency table shows that maximum numbers of complex sentences have been used in the articles of non-Nepali writers. Out of 1181 sentences, complex sentences have been used 566 times (i.e. 47.92%).

Similarly, compound sentences have been used the least frequently. They have been used only 200 times (i.e. 16.93%) out of 1181 as total sentences. As consisting of 35.15% coverage, simple sentences have higher frequency than compound sentences and lower frequency than complex sentences. Simple sentences have been used 415 times out of 1181 as total sentences. Similarly, complex sentences have been used 12.77% higher frequently than simple sentences and 30.99% higher frequently than compound sentences.

Some examples of three different types of sentence (i.e. simple, complex and compound) are presented below:

i. Simple Sentences

-) Newspapers will appeal to a wide variety of learners. (Md. J. Hossain, Vol. 13)
-) But in the post-tests their mean scores made significant differences. S.M. Stephen & X.P. Singh, Vol. 15.
-) It could go either way. (Laura Copeland, Vol. 12)
-) His idea of communicative competence requires a mastery of the native variety. (Zahid Akter, Vol. 11)

ii. Complex Sentences

-) Though the ultimate goals are to lead students to a more natural environment, the activities practiced in the classroom are instrumental in developing the confidence and skills in a less threatening situation. (John Peloghitis, Vol. 11)
-) The merit of Cooper's definition is based in the conscious behavioral terms of principles that planners intend to push on the users. (Andwatch Mambo, Vol. 12)
-) In countries where selection of textbooks is the responsibility of the teacher the decision which comes with book selection is important as it involves costs, financial and pedagogical. (Jayakaran Mukundan, Vol. 12)
-) Even if your school library is limited, offering students a shortlist at least gives them a certain degree of choice (Chris Lima, Vol. 15)

iii. Compound Sentences

-) Unsuitable parts are deleted and new materials found to substitute them. (Jayakaran Mukundan, Vol. 12)
-) It is true that English is not a lingua franca in Bangladesh as it is in India but it should not be assumed that the growth at the idea of a growing Bangladeshi variety at English is not possible. (Md. Zahid Akter, Vol. 11)

) Most of the plantations are located in remote and isolated areas, the workers are mainly dependent on plantations as there are hardly any other ready employment avenues. (P.R. Barooah, Vol. 12)

3.1.1.3 Comparison of the Sentence Types Used by Nepali and Non-Nepali Writers

This research is a comparative study. So, it consists of equal numbers of articles written by Nepali and non-Nepali writers in the journals of NELTA. After the careful observation and analysis of the data, I have found very little difference in the use of three different types of sentence (i.e. simple, complex and compound). The frequency and percentage of the sentences used in the articles of both Nepali and non-Nepali writers in the journals of NELTA are shown in the following table:

Table No. 4
Comparison of the Sentence Types Used by Nepali and Non-Nepali Writers

S.N.	Sentence Types	Nepali Writers		Non-Nepali Writers		Avg.
		Freq.	%	Freq.	%	
1	Simple	379	35.22	415	35.15	35.18
2	Complex	496	46.10	566	47.92	47.01
3	Compound	201	18.68	200	16.93	17.81
	Total	1076	100	1181	100	100

The above table shows three types of sentence (i.e. simple complex and compound), their frequency, percentage and average in the articles of NELTA journals written by both Nepali and non-Nepali writers. It shows that both Nepali and non-Nepali writers have used higher number of complex sentences than other two types, (i.e. simple and compound). Similarly, both types writers

have used the least numbers of compound sentences. This frequency table shows that there was not vast difference between Nepali and non-Nepali writers in the use of all three types of sentence.

The above table shows the Nepali writers have used 379 simple sentences against the non-Nepali writers who have used 415 simple sentences i.e. 35.22% and 35.15% coverage respectively. Though there was the difference in the frequency, their percentage of using simple sentence was nearly $\pm 0.04\%$ distance to the average, (i.e. 35.18%). Similarly, Nepali writers have used 496 (i.e. 46.10%) complex sentences out of the total 1076 sentences and Non-Nepali writers have used 566 (i.e. 47.92%) complex sentences out of the total 1181 sentences. This shows that there is a little bit difference between Nepali and non-Nepali writers in the use of complex sentences because the later have used complex sentences 1.82% higher frequently than the former. The above table shows that 201 (i.e. 18.68%) and 200 (i.e. 16.93%) compound sentences have been used by Nepali and non-Nepali writers respectively. So, Nepali writers have used compound sentences 1.75% higher frequently than non-Nepali writers.

In conclusion, both Nepali and non-Nepali writers were in the equidistance in the use of all three types of sentence i.e. simple, complex and compound. Both writers have used complex sentences most frequently and compound sentences least frequently. The percentage of occurrence of all three types of sentence in the articles of NELTA journals written by Nepali and non-Nepali writers have shown that a little bit difference existed between Nepali and non-Nepali writers.

3.2 Analysis of Voice Used in the Articles

It is oblivious that voice is a term in grammatical description to refer to the ways in which a language expresses the relationship between verbs and noun phrase.

There are mainly two types of voice i.e. active and passive. But to give the clear distinction of passive and active voice, I have included one another category, i.e. mixed voice. Compound sentences consisting of two or more clauses or sentences having equal status are categorized under mixed voice if those independent clauses or sentences consist of two distinct voices i.e. active and passive. Active voice is more direct simpler and mostly found most of the spoken and written English. On the other hand, passive voice is the indirect way of saying, which is mostly found in academic and news writings. Cowan (2008) distinguishes passive voice into two categories, i.e. be passive (most common types of passive in English) and get passive. He has also given two reasons to use passive voice instead of active voice, i.e. (a) the given new contact (b) the principle of end weight.

I have analyzed the different articles written by the Nepali and non-Nepali writers in the journals of NELTA. While analyzing the voice in the articles, I have categorized the analysis of voice into 4 categories i.e. holistic analysis of voice, voice used by Nepali writers, voice used by non-Nepali writers and comparison of voice in term of Nepali and non-Nepali writers.

3.2.1 Holistic Analysis of the Voice Used in the Articles

In this sub-heading, I have analyzed voice used in the articles of the journals of NELTA without separating it in term of Nepali writers and non-Nepali writers to find out how many times each voice (active, passive and mixed) has occurred in the academic writing in the journals of NELTA. The frequency and percentage of occurrence of each voice in the articles of the journals of NELTA is shown in the following table:

Table No. 5
Voice Used in the Articles

S.N.	Voice	Frequency	Percentage
1	Active	1778	78.78
2	Passive	405	17.94
3	Mixed	74	3.28
	Total	2257	100

In this research study, I have analyzed altogether 2257 sentences in the articles of the journals of NELTA written by both Nepali and non-Nepali writers. Out of 2257 sentences, active voice has been used in 1778 sentences and has the highest frequency. It has covered 78.78% area. Similarly, mixed voice occurring only 74 times (i.e. 3.28%) has the least frequency. And passive voice is said to be found more in academic writing is 405 times (i.e. 17.94%) out of 2257 sentences. So, active voice has been used 60.84% higher in comparison to passive voice and 75.5% higher than mixed voice.

3.2.1.1 Analysis of Voice Used by Nepali Writers

This sub-unit deals with the analysis of voice used by the Nepali writers in their respective articles. To find out the fact in voice system, I have analyzed different articles by Nepali writers and presented the data with the frequency of occurrence and the coverage of each voice (active, passive and mixed) in the articles of the journals of NELTA. The frequency and percentage of occurrence of each voice is shown with the help of the following table:

Table No 6
Voice Used by Nepali Writers in the Articles

S.N.	Voice	Frequency	Percentage
1	Active	867	80.58
2	Passive	177	16.45
3	Mixed	32	2.97
	Total	1076	100

The above table clearly shows the frequency and percentage of three different voices in the articles of the journals of NELTA written by Nepali writers. As occurring 867 times (i.e. 80.58%) out of 1076 sentences, active voice has highest frequency. On the other hand, mixed voice was found in only 32 sentences out of total 1076. So it has covered 2.97% in total voice. And passive voice which is the mostly found in the academic and news writing have been used only 177 times out of the total 1076 sentences. Passive voice has been used 16.45%, which were 13.48% higher than mixed voice and 64.13% lower than active voice.

To conclude, though the articles in journals of NELTA are academic, they have consisted of very low amount of passive voice in comparison to the active voice and mixed voice.

Some examples of three different types of voice used by the Nepali writers in the articles of the journals of NELTA are given below:

i. Active Voice

) It is a tedious job, which needs to be done meticulously. (A. Bhattra, Vol. 13)

) He writes some of the chosen words and phrases and their meaning on the board. (L.Gnawali, Vol. 10)

-) From linguistic point of view, translation is a means that breaks linguistic barriers. (P. Phyak, Vol. 10)
-) There are number of items to consider in the procedure section of the plan. (B.R. Pokhrel, Vol. 11)

ii. Passive Voice

-) On the basis of the findings the following points are suggested for the improvement of teaching and learning of English in Nepal. (A. Giri, Vol. 13)
-) Since then errors were taken as the important aspect in language teaching. (J.R. Awasthi, Vol. 12)
-) After the course has been taught, the students are involved in ELT practicum or practice teaching. (S.K. Karn, Vol. 10)
-) Some changes were made to improve the writing and the stories were then rewritten incorporating the suggestions that had been given (Babita Sharma, Vol. 13)

iii. Mixed Voice

-) The task may be timing one but if some strategies are followed systematically it can be easier. (A. Bhattarai, Vol. 13)
-) Particularly in institutional contexts time is short, the course book and examination reign supreme, and if any writing is done of all, it is usually for pragmatic purpose. (V.S. Rai, Vol. 13)
-) Language is context bound and to understand meaning of a text, contextual factors, one of the factor is culture, should be judged and observed in depth (P. Phyak, Vol. 10)

3.2.1.2 Analysis of Voice Used by Non-Nepali Writers

Limited numbers of articles have been analyzed to find out the frequency of voice used in the articles of NELTA journals by non-Nepali writers. It is

obvious that different individual speakers within one area are found different in the use of the same language. Then the language used by different writers from different countries certainly consists of variation. This study has tried to analyze how the articles in the journals of NELTA have been organized in terms of voice, how frequently each voice has been used in those articles and the coverage occupied by each voice in the articles of non-Nepali writers in the journals of NELTA. The frequency and percentage of occurrence of three different voices in the articles of the journals of NELTA written by non-Nepali writers is given in the following table:

Table No. 7
Voice Used by Non-Nepali Writers

S.N.	Voice	Frequency	Percentage
1	Active	911	77.14
2	Passive	228	19.30
3	Mixed	42	3.56
	Total	1181	100

This table clearly shows the frequency and percentage of each voice (Active, passive and mixed). The active voice has the highest frequency among three different types of voice (i.e. active, passive and mixed) and mixed voice has the least. Active, passive and mixed voices have been used 911, 228 and 42 times out of 1181 times respectively. Consisting highest frequency active voice has been used 77.14% and mixed voice as the least frequent voice has been used only 3.56%. On the other hand, passive voice has been used 19.30%, which is 15.74% higher than mixed voice and 57.84% lower than active voice. Though passive voice is found to be used mainly in written English and more especially in academic writing and news writing, is found 57.84% less frequent than active voice.

Thus, to conclude the above presented data, the active voice is generally accepted variety or it is the mostly found voice in the articles of the journals of NELTA. Having the objective to arouse consciousness in teaching and to uplift the position of teaching profession with the general consciousness, writers in the journals of NELTA had used active voice the most frequently.

To make the data clear, I have listed some examples of three different voices (i.e. active passive and mixed) used in the articles of the journals of NELTA by non- Nepali writers.

i. Active Voice

-) The fourth principle deals with providing opportunities for elaborating word knowledge. (B. Anuthama, Vol. 15)
-) Literacy text, and the tasks based on them, should help learners to activate and exercise their imagination. (Chris Lima, Vol. 15)
-) The world has shrunk and became smaller place with the rapid technological advancement today. (P. R. Barooah, Vol. 12)
-) On the last day of class, she volunteered to read her entire story (Laura Copeland, Vol. 12)

ii. Passive Voice

-) As for the status planning and significance of one language against others, three types of language policies have been distinguished by Kloss. (Andwatch Mambo, Vol. 12)
-) Most of these instruments are neither tested for reliability nor validity. (Jayakaran Mukundan, Vol. 12)
-) The teachers were asked to write the pronunciation of home, beat, hit bomb, engine, analysis, conservative, dislike, electricity, and tomb to find out if they pronounced these words like the native speakers. (Md. Zahid Akter, Vol. 11)

-) This test paper was used to form the experimental and control groups.
(S.M. Stephen and X.P. Singh, Vol. 15)

iii. Mixed Voice

-) Opine means to express an opinion or view but in newspaper it is very often used in the sense of tell. (Md. Jamal Hossain, Vol. 13)
-) Unsuitable parts are deleted new materials found to substitute them.
(Jayauaran Mukundan, Vol. 12)
-) Approaches focused on using language in social situations and syllabuses were designed along functional/ notional lines. (Chris Lima, Vol. 15)

3.2.1.3 Comparison of Voice Used by the Nepali and Non-Nepali Writers

To meet the pre-determined objectives of this study, different articles from both Nepali and non-Nepali writers have been analyzed and calculated the frequency and percentage of occurrence of three different types of voice. From the careful analysis and of data, I have found little difference in the use of three different voices used by Nepali and non-Nepali writers in the articles of NELTA journals. The frequency of occurrence and the percentage occupied by each voice in total voice system is given in the following table:

Table No. 8
Comparison of Voice Used by the Nepali and Non-Nepali Writers

S.N.	Voice	Nepali Writers		Non-Nepali Writers	
		Freq.	%	Freq.	%
1	Active	867	80.58	921	77.14
2	Passive	177	16.45	228	19.30
3	Mixed	32	2.97	42	3.56
	Total	1076	100	1181	100

The above frequency table clearly shows the frequency and percentage of three different voices i.e. active, passive and mixed in the articles of NELTA journals written by both Nepali and non-Nepali writers. It shows that both Nepal and non-Nepali writers have used active voice most frequently and mixed voice the least.

The above table reveals that Nepali writers have used 867 (i.e.80.58%) active voices, out of the total 1076 sentences. On the other hand, non-Nepali writers have used active voice for 911 times (i.e. 77.44%) out of 1181 as total sentences. To compare both Nepali and non-Nepali writers, a bit difference is found between them. Nepali writers have used 80.58% active voice whereas non-Nepali writers have used 77.14% active voice. It shows that Nepali writers have used active voice 3.44% more frequently than non-Nepali writers.

Likewise, both Nepali and non-Nepali writers have used mixed voice least frequently. Nepali writers have used 32 (i.e. 2.97%) mixed voices out of the total 1076 sentences and Non -Nepali writers have used 42 (i.e. 3.56%) mixed voices out of total 1181 sentences. In this case, non-Nepali writers are found to use mixed voice higher frequently than Nepali writers. There is 0.59% difference in the use of mixed voice.

In the same way, passive voice that is assumed to be found most frequent in academic writing has occurred more frequently than mixed voice and less frequently than active voice in both types of articles. Nepali writers have used 177 (i.e. 16.45%) passive voices out of 1076 sentences. On the other hand, non-Nepali writers have used 228 (i.e. 19.30%) passive voices out of the total sentences. The distinction between Nepali and non-Nepali writers in the use of passive voice was counted 2.85%.

To conclude the above data, active voice was found most frequently used in both type of articles and mixed voice least frequently used. Similarly, active voice was found higher frequent in the articles written by Nepali writers than

the in the articles by non-Nepali writers. On the other hand, mixed and passive voices have been used more frequently by non-Nepali writers than by Nepali writers.

3.3 Analysis of Deixis Used in the Articles

This research study is only limited to the study of three main types of deixis i.e. person, place and time. In this sub-section, I have tried to explore how frequently the writers have used deictic terms to relate their utterances and which deixis they have used most frequently in their articles.

The analysis of deixis has been carried out in following sub-headings:

3.3.1 Holistic Analysis of Deixis

This sub-heading deals with the deixis analysis as a whole. In other words, this sub-heading only makes calculation of the frequency of all three types of deixis used in the both articles of Nepali and non-Nepali writers.

The frequency as well as the percentage of the occurrence of deixis in the articles of NELTA journals written by different Nepali and non-Nepali writers are shown in the following table:

Table No. 9
Deixis Used in the Articles

S.N.	Deixis	Frequency	Percentage
1.	Person	1644	77.80
	F.g. & M.g.	1278	60.48
	N.g.	366	17.32
2.	Place	312	14.76
3.	Time	157	7.43
	Total	2113	100

The above mentioned frequency table shows the frequency and percentage of each three deixis in total. The person deixis has been categorized into two areas. Firstly, F.g. and M.g., which refer to feminine and masculine gender and secondly, N.g., which refers to neuter gender. This categorization vividly shows how many times terms related to feminine and masculine gender and neuter gender have used in person deixis.

The above table shows that person deixis has the highest frequency. It has been used 1644 times (i.e. 77.80%) out of 2113 deictic terms. In the person deixis, terms related to F. g. and M. g. have been used 60.48%, occurring 1275 times and terms related to N.g. have been used 366 times (i.e. 17.32%). Similarly, time deixis has the least frequency. It has been used 157 times (i.e.7.43%) out of the total 2113 deictic terms. On the other hand, place deixis has higher frequency than time deixis and less frequency than person deixis. Place deixis has been used 312 times (i.e.14.76%).

To conclude the above presented data, we can say that person deixis has been used most frequently and again the personal deictic terms those refer to Masculine and Feminine gender have higher frequency than the personal deictic terms those refer to neuter gender. Similarly, time deixis has been used the least frequently, which has been used 70.37% less frequently than person deixis and 7.33% less than place deixis.

3.3.1.1 Analysis of Deixis Used by Nepali Writers

In the previous sub-heading I had analyzed three types of deixis as a whole without making contrast between Nepali writers and non-Nepali writers. But in this sub-heading, I have analyzed the data which was collected after the intensive study of the different articles written by different Nepali writers in the academic journal 'NELTA'. The frequency of occurrence of each three types of deixis is shown in the following table:

Table No. 10
Analysis of Deixis Used by Nepali Writers

S.N.	Deixis	Frequency	Percentage
1.	Person	807	79.35
	F.g. & M.g.	612	60.18
	N.g.	195	19.17
2.	Place	141	13.86
3.	Time	69	6.78
	Total	1017	100

The above table clearly shows that person deixis has the highest frequency, place deixis has moderate and time deixis has the least. Person deixis has been used 807 times (i.e. 79.35%) out of 1017 total deictic terms. Where person deixis denoted by feminine and masculine genders have been used 612 times (i.e. 60.18%) out of 807 deictic terms and the deictic terms which refer to neuter gender has been used 195 times (i.e. 19.17%). Similarly, place deixis has the moderate frequency. It has been used 141 times (i.e. 13.86%) out of the total deictic terms. On the other hand, time deixis has been used least frequently. It has been used only for 69 times (i.e. 6.78%) in total deictic terms.

To conclude the above presented data, we can say that person deixis has been in maximum number in comparison to other two types of deixis i.e. place and time. It has covered three fourth areas in the total deixis. Similarly, time deixis has been used least frequently. It has been used 72.57% less frequently than person and 7.08% less than place deixis.

Some examples of three different types of deixis used in the articles of different Nepalese writers in the journals of NELTA are listed below:

1. Person Deixis

-) You've got it or you haven't, so there's little point in trying to teach it. (V.S. Rai, Vol. 13)
-) After this they specifically try to explain those errors i.e. find causes or sources of them (A. Giri, Vol. 13)
-) She has to present source mentioning writer's surname, data or publication and number of that citation. (A. Bhattarai, Vol. 13)
-) He informs the students that they are going to do a reading passage. (L. Gnawali, Vol. 10)

ii. Place Deixis

-) For the passage under discussion, the teacher asks whether students have been to Chitwan National park, what they saw there. (L. Gnawali, Vol. 10)
-) Translation takes place in day to day activities outside classroom. (P. Phyak, Vol. 10)
-) This article is an attempt to present and analysis the score reliability. (B.M. Bhandari, Vol. 10)
-) Demonstrated the pictures which were too small to be visible from the back of the class. (S. K. Karn, Vol. 10)

iii. Time Deixis

-) What follows now is a brief history of SLA as to how it grew in the past and where it is heading to now. (J. R. Awasthi, Vol. 12)
-) English language teaching learning activities today are highly pragmatic. (V.S. Rai, Vol. 13)
-) Similarly, the following varieties are recognized as standardizing variety which is still in the process of standardization. (G.R. Bhattarai and G.R. Gautam, Vol. 13)

3.3.1.2 Analysis of the Deixis Used by Non-Nepali Writers

This sub-heading deals with the analysis of the collected data in the articles of NELTA journals written by non-Nepali writers. More specifically saying, this sub-heading deals with the analysis of three different types of deixis i.e. person, place and time used by non-Nepali writers in the articles of NELTA journals.

The frequency of occurrence of three different types of deixis is presented in the following frequency table:

Table No. 11
Deixis Used by Non-Nepali Writers

S.N.	Deixis	Frequency	Percentage
1.	Person	837	76.44
	F. g. & M. g.	666	60.82
	N. g.	171	15.62
2.	Place	170	15.52
3.	Time	88	8.04
	Total	1095	100

The above table clearly shows that person deixis has the highest frequency on the other hand time deixis has the least frequency.

Non-Nepali writers have used person deixis for 837 times (i.e. 76.44%), whereas, they have used time deixis for 88 times (i.e. 8.04%) out of the total deictic terms. Person deixis has been categorized into two categories i.e. personal deictic terms that refer to feminine and masculine gender (F. g. and M. g.) and personal deictic terms that refer to neuter gender (N.g.). Personal deictic terms that refer to masculine and feminine gender have higher frequency than neuter gender. Terms which refer to F. g. and M g. have been used 666 times (i.e.60.82%), whereas terms which refer to N.g. have been used only 171 times (i.e.15.62%) out of total deictic terms. Similarly, place deixis has higher

frequency than time deixis and less frequency than person deixis. It has been used 170 times (i.e. 15.25%) in the total deictic terms.

Some examples of three types of deixis used in the articles of different Non-Nepali writers are listed below:

i. Person Deixis

-) Their mean age was 18 years ranging from 17 to 20 (S.M. Stephen and X.P. Singh, Vol. 15)
-) We must teach formal skills to our students. (L. Copeland, Vol. 12)
-) They have a positive attitude toward themselves. (P. R. Barooah Vol. 12)
-) I would like to suggest an IQ and memory test as a word sets activity. (Md. J. Hossain, Vol. 13)

ii. Place Deixis

-) Most EFL teachers trained in any kind of communicative methodology incorporate materials and resources that help bring the outside world into the class room. (John Peloghits, Vol. 11)
-) This test paper was used to form the experimental and control groups. (S.M. Stephen and X.P. Singh, Vol. 15)
-) Even though Hindi is declared as the national language, its use is restricted to a very few states at northern India, with the entire southern, eastern and the north eastern states being more comfortable using English as their official language. (P. R. Barooah, Vol. 12)

iii. Time Deixis

-) However, literature still has to earn a niche for itself in main stream language teaching materials (Chris Lime, Vol. 15)

-) Therefore, the role of teacher or the educator becomes more important now. (P.R. Barooah Vol. 15)
-) In the present situation, with increase in populations and the expansion of schools (J. Mukundan, Vol. 12)

3.3.1.3 Comparison of Deixis Used by Nepali and Non-Nepali Writers

This sub-heading deals with the comparison of three different types of deixis used in the articles written by Nepali and non-Nepali writers in the academic journal 'NELTA'. To achieve the predetermined objectives, I have collected data from the articles of both Nepali and non-Nepali writers and have made comparison of three different types of deixis. The following table shows frequency of occurrence and the percentage of each deixis occupied in total deixis in the articles of Nepali and non-Nepali writers.

Table No. 12
Comparison of Deixis Used by Nepali and Non-Nepali Writers

S.N.	Deixis	Nepali Writers		Non-Nepali Writers	
		Freq.	%	Freq.	%
1.	Person	807	79.35	837	76.44
	F.g. & M.g.	612	60.18	666	60.82
	N.g.	195	19.17	171	15.62
2.	Place	141	13.86	170	15.52
3.	Time	69	6.78	88	8.04
	Total	1017	100	1095	100

The above presented table clearly shows the frequency and percentage of the occurrence of three different deixis (i.e. person, place and time) in the articles of different Nepali and non-Nepali writers in the journals of NELTA. It shows both Nepali and non-Nepali writers have used person deixis most frequently and time deixis least. More specifically, both writers have used personal deictic terms which are related to masculine and feminine gender most frequently.

The most frequent person deixis has been used 807 times (i.e.79.35%) out of 1017 deictic terms in the articles of Nepali writers. On the other hand, non-Nepali writers have used person deixis 837 times (i.e. 76.44%) out of 1095 as total deictic terms. Personal deictic terms which are related to the masculine and feminine gender have been used more frequently than the terms which are related to neuter gender. Personal deictic terms which are related to feminine and masculine gender were found 612 times (i.e. 60.18%) and deictic terms related to neuter gender were found 195 times (i.e. 19.17%) in the articles of Nepali writers. On the other hand, personal deictic terms which are related to masculine and feminine gender were found for 666 times (i.e. 60.82%) and the terms related to neuter gender were found 171 times (i.e.15.62%) in the articles of non-Nepali writers. Likewise, time deixis was found least frequently used in both types of articles. Nepali writers have used time deixis for 69 times (i.e.6.78%). On the other hand, non-Nepali writers have used time deixis for 88 times (i.e. 8.04%). Similarly, place deixis has occupied moderate position in both types of articles. It has been used 141 times (i.e.13.86%) out of 1017 as total deictic terms in the articles of Nepali writers and 170 times (i.e.15.32%) out of 1095 deictic terms in the articles of non-Nepali writers.

To conclude, person deixis in Nepali writers and non-Nepali writers was found 79.53% and 76.44% respectively. It shows person deixis in the articles written by Nepali writers was found 2.91% higher than in the articles of non-Nepali writers. Similarly, place deixis and time deixis were found higher in the articles of non-Nepali writers than Nepali writers. There is 1.66% difference in place deixis and 1.26% difference in time deixis in the articles of Nepali and non-Nepali writers.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

To find out the features of language used in the articles of the journals of NELTA in terms of sentence types, voice and deixis was the main aim of this study. To meet this objective I studied different articles written by both Nepali and non-Nepali writers in the journals of NELTA. Likewise, this study was conducted to find out the similarities and differences between Nepali and non-Nepali writers in terms of the above mentioned criteria. To achieve these objectives, I had presented the data in the tables and analyzed and interpreted them under different headings and sub-heading using simple statistical tools like average, percentage and so on.

4.1 Findings

After the careful analysis and interpretation of the collected data from different articles written by both Nepali and non-Nepali writers in the journals of NELTA, I have drawn the following findings.

4.1.1 Holistic Findings

Being one of the academic journals, journals of NELTA consists different articles from both Nepali and non-Nepali writers. The overall analysis of the language of those articles has derived the following findings:

- i. The complex sentences were found the most frequently used and the compound sentences were found least frequently used.
- ii. Similarly, active voice was found the most frequently used and mixed voice was found least frequently used.
- iii. Person deixis had the highest frequency where as time deixis had least frequency in both types of articles.
- iv. In the use of three different types of sentence, there was found 17.41% difference between the most frequent and the least frequent sentence

types. Similarly 75.5% difference was found between the most frequent active voice and the least frequent mixed voice. Likewise, 70.37% difference was counted between the most frequent person deixis and the least frequent time deixis.

4.1.2 Findings Related to Sentence Types

- i. Altogether 2257 sentences were analyzed in this study. Out of 2257 sentences, complex sentences were found with highest frequency (i.e. 1062 times (i.e. 47.05%). On the other hand, compound sentences were found least frequently used (i.e. 401 times or 17.77%).
- ii. The simple sentences had occupied medial position in comparison to other two types of sentence. Nepali writers had used 379 (i.e. 35.22%) simple sentences out of 1076 sentences. On the other hand, non-Nepali writers had used 415 (i.e. 35.15%) simple sentences out of 1181 sentences.
- iii. Complex sentences were used most frequently in both articles. Nepali writers had used 496 (i.e. 46.10%) complex sentences out of 1076 sentences. On the other hand, non-Nepali writers had used 566 (i.e. 47.92%) complex sentences out of 1181 sentences.
- iv. Compound sentences were found the least frequently used in both Nepali and non-Nepali articles. Nepali writers had used 201 compound sentences out of 1076 sentences, whereas non-Nepali writers had used 200 compound sentences out of 1181 as total sentences.
- v. In the use of three different types of sentence, Nepali writers had used 0.06% higher simple sentences and 1.75% higher compound sentences than non-Nepali writers. On the other hand, 1.82% more complex sentences had been used by non-Nepali writers than Nepali writers. One of the reasons behind it was, some of the non-Nepali writers had used very few compound sentences but all the Nepali writers had used compound sentences more than 11 times.

4.1.3 Findings Related to Voice

- i. Regarding the use of voice, active voice had the highest frequency. Out of 2257 total sentences, active voice had been used 1778 times (i.e. 78.78%). Similarly, passive voice had been used 405 times (i.e. 17.94%). The least frequent mixed voice had been used only 74 times or 3.28% in total sentences.
- ii. Both Nepali and non-Nepali writers had used active voice most frequently and mixed voice least frequently.
- iii. Nepali writers had used active voice in 867 sentences out of 1076 sentences, whereas non-Nepali writers had used active voice in 911 sentences out of the total 1181 sentences. Nepali and Non-Nepali writers had used 80.58% and 77.14% active voice respectively. It means Nepali writers had used 3.44% higher active sentences than the non-Nepali writers.
- iv. Both Nepali and non-Nepali writers had used mixed voice the least frequently. Nepali writers had used mixed voice in 32 sentences out of 1076 sentences and non-Nepali writers had used mixed voice in 42 sentences out of 1181 sentences. Mixed voice was calculated 2.97% and 3.56% in the articles of Nepali and non-Nepali writers respectively. It means non-Nepali writers had used 0.59% more mixed voice.
- v. Passive voice was found in medial position in both articles of Nepali and non-Nepali writers. 177 (i.e. 16.45%) and 228 (i.e. 19.30%) active sentences were found in the articles written by Nepali and non-Nepali writers respectively. It shows non-Nepali writers had used passive voice 2.85% higher than Nepali writers.
- vi. In the use of three different types of voice, Nepali writers were found to use 3.44% more active sentences whereas, non-Nepali writers were found to use 0.59% more mixed and 2.85% more passive sentences.

4.1.4 Findings Related to Deixis

- i. Person deixis was found most frequently used in both articles because out of total 2113 deictic terms, 1644 (i.e. 77.80%) deictic terms were related to person deixis. On the other hand, time deixis had been used 157 times out of 2113 total deictic terms. So, it is regarded as least frequent deixis. Likewise, place deixis had been used 312 times (i.e. 17.32%) in total deictic terms and it had occupied medial position.
- ii. Person deixis, which is denoted by masculine and feminine gender, was found more frequent than person deixis denoted by the neuter gender.
- iii. Person deixis was found the most frequent in both types of articles because 807 times (i.e. 79.35%) personal deictic terms out of 1017 deictic terms were found in the articles of Nepali writers and 837 (i.e. 76.44%) personal deictic terms out of 1095 terms were found in the articles written by non-Nepali writers.
- iv. Similarly, time deixis was found the least frequent in both types of articles. Nepali writers had used time deixis 69 times (i.e. 6.78%) and non-Nepali writers had used time deixis for 88 times (i.e. 8.04%).
- v. Place deixis had occupied medial position in total deictic terms in both articles. Nepali writers had used place deixis for 141 times (i.e. 13.86%) out of the total 1017 deictic terms. On the other hand, non-Nepali writers had used place deixis for 170 times (i.e. 15.52%) out of the total 1095 deictic terms.
- vi. Nepali writers had used person deixis 2.91% more frequently than non-Nepali writers. On the other hand, place and time deixis were found to be used more frequently by non-Nepali writers. non-Nepali writers had used 1.76% and 1.26% more place and time deixis respectively than Nepali writers.

4.2 Recommendations

On the basis of the findings of the study, some recommendations have been suggested, which are as follows:

- i. I have found that the complex sentences, active voice and person deixis were maximally used in academic articles of both Nepali and non-Nepali writers. So it is recommended that the students of the English language should be provided with the opportunity to practise them in learning writing articles.
- ii. It is also recommended for language teachers to give appropriate emphasis in accordance with the frequency of sentence types, voice and deixis while teaching writing articles to the students.
- iii. Deixis is one of the important aspects in discourse, without it any discourse is impossible. So, it is recommended that one of the most important aspects should not be neglected while designing syllabus, curriculum and textbooks of different level.
- iv. Theoretical knowledge in sentence types, voice and deixis is one of the most important aspects for English language learners. So, it is recommended for the textbook designers to provide adequate theoretical knowledge along with practical knowledge while designing textbook of grammar in the school level as well.
- v. It has been recommended for planners as well as syllabus and curriculum designers that the most frequently used sentence types, voice and deixis should be given high priority while designing syllabus and curriculum of the English language and linguistics.
- vi. The findings of this study shows there is a few difference in the use of language between Nepali and non-Nepali writers so, it is also recommended to the English language teachers to use Nepali articles as teaching tools in the classroom.

Appendix - I
Observation Table

S.N.	Articles	Sentences	Freq.	Voice	Freq.	Deixis	Freq.
1.	Written by Nepali Writers	Simple	379	Active	867	Person	807
		Complex	496	Passive	177	Place	141
		Compound	201	Mixed	32	Time	69
2.	Written by non-Nepali Writers	Simple	415	Active	911	Person	837
		Complex	566	Passive	228	Place	170
		Compound	200	Mixed	42	Time	88

Appendix II

List of the Articles Written by Nepali Writers

- i. Second language acquisition: where we are heading to- Jai Raj Awasthi
Vol. 12
- ii. More Eclectic and inter disciplinary approach to English: call of time -
G. R. Bhattarai and G. R. Gautam, Vol. 13
- iii. Editing and Proof reading Strategies - Anjana Bhattarai, Vol. 13
- iv. The evaluation of grammatical errors - Anju Giri, Vol. 13
- v. Creative Writing: The late comer is the winner - V.S. Rai, Vol. 13
- vi. Testing: A question of reliability - B. M. Bhandari, Vol. 10
- vii. Observation on the effectiveness of ELT courses at tribhuwan university
- S. K, Karn, Vol. - 10.
- viii. Translation and foreign language teaching. - Prem Phyak, Vol. 10
- ix. Teaching short stories in the language classroom - Balaram Adhikari,
Vol. 11
- x. A lesson plan, what, why and How - Bhesh R. Pokhrel Vol. 11
- xi. How to teach reading in EFL classroom. - Laxman Gnawali Vol. 10
- xii. Reflective Journal on activity writers workshop -Babita Sharma, Vol. 13
- xiii. Contribution to teacher to learner motivation in ELT - Ashok Raj Khati,
Vol.13

List of Articles written by Non-Nepali writers

- i. Enhancing communication through the use of foreigner's interviews -
John Peloghitis, Vol. 11
- ii. Selecting library text for language learning. - Chris Lima, Vol. 15
- iii. Strategies for teaching vocabularies - B. Anuthama, Vol. 15.
- iv. Self access centre: Yesterday, today and tomorrow. - Nasreen Hussain,
Vol. 8.

- v. Integrating group work with the teaching of grammar - Marianne Celce Murcia, Vol. 1
- vi. Evaluation of English language text books: Some important issues for consideration - Jayakaran Mukundan, Vol. 12
- vii. The use of the articles in complex noun phrase - Robin Healey, Vol. 1
- viii. Role of English language education in social and economic upliftment of children of Labor Community: An Indian Case- Papari Rani Barooah, Vol. 12
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- xiii. Learning grammar autonomously through meta cognitive strategies: An experiment - S.M. Stephen and X.P. Singh Vol. 15

Appendix III

Some Examples of Different Types of Sentence Used by the Nepali Writers in the Articles of the Journals of NELTA

Simple Sentences

-) Second language acquisition (SLA) is a relatively new discipline in the field of applied linguistics.
-) These works also introduced the concepts of former and interference.
-) Citations from other sources play an important role in most of the formal and persuasive writing.
-) The seriousness of errors is generally termed as error gravity.
-) On the basis of the findings the following points are suggested for the improvement of teaching and leaving of English in Nepal.
-) This narrative is a brief reflection on the work shop on writing story.
-) Creative writing by contrast, is aesthetically motivated.
-) It can be assed in terms of motivated and demotivated learners.
-) Translation is a natural and necessary activity.
-) With the help of the scene setting and vocabulary students imbibe certain idea about the passage.
-) Now they proceed to read it.

Complex Sentences

-) Now, if we analyze the pattern of interaction and learner involvement in this class, we see that it is a highly teacher centered approach to teaching.
-) A child tried to translate same features that he is equipped with in learning foreign language.
-) A test is a measuring device, which we use when we want to compare an individual with other individuals who belong to the same group.

-) Birjung has uncovered the fact that the objectives of ELT courses are hardly materialized.
-) Having finished writing the first draft of our stories, we had to read what we wrote for our friends in group one by one.
-) Once the story was read, discussions regarding the story followed.
-) The teachers were generally more severe than non teachers
-) There should be variety of questions or problems to get students involved in learning environment.
-) Although we can minimize, we can't avoid translation.
-) So, the teacher can adopt the technique that suits his teaching style.

Compound Sentences

-) Go through the passage quickly and answer the question.
-) Grammatical unit wise the word level error were the most serious one and the sentences level errors were the least serious one for all.
-) This has helped them achieve the recognition of their identify from the global community and they are reciprocated by the knowledge of power.
-) Generally editing and proofreading are considered as single activity but editing requires more concentration, insight and skill than proof reading.
-) After about fifteen minutes all members came to a conclusion and the result was fantastic.
-) Bhatia (1996:19) make a survey of the discipline and identified the following questions that led the SLA studies during this period.
-) The method may be quite intuitive and informal, as in the case judging offhand someone's authenticity of pronunciation, or it may be quite explicit and structured, as in a multiple choice techniques in which correct responses have already been specified.

Some Examples of Different Types of Sentences Used by the Non-Nepali Writers

Simple Sentences

-) This test paper was used to term the experimental and control groups.
-) They can provide memorable material with strong visual appeal and impact
-) Finally, its meaning may be broadened to abstract ideas by a metaphor.
-) Therefore the role of the teacher or the educator becomes more important now.
-) I give students the first day of class.
-) The rule of formal writing becomes less intimidating.
-) But we are restless.
-) Questionnaires were used as a means of data elicitation.

Complex Sentences

-) The former, which is drive by latter, deals which changing the shape of the language such as standardizing its pronunciation, orthography, grammar and dictionaries etc.
-) When we talk about the evaluation of the text book most of the teachers are concerned with selection of the textbooks i.e. predictive evaluation.
-) But it is better if the extract is such that gives students much fun and interest because amusement and interest in the topic act as a tonic for learners while learning a lesson.
-) Even if this is done, time should still be allotted in class to complete and discuss the questions.
-) Whey they believe in themselves and their individual ideas, then they feel more confident about expressing themselves, both orally and on paper.

-) As newspapers are very often cheap, both teachers and students can buy them easily.
-) It separates ideas so that they can be seen more clearly.

Compound Sentences

-) Their mother tongue was different; their medium of instruction in school was different; and the grades they obtain in their final exam at school were also different.
-) Approaches focused on using language in social situations and syllabuses were designed along functional national lines.
-) Metaphorical thinking and language use are universal, but the actual associations are culture specific.
-) A learning of the English language not only opens up scope for a better means of livelihood but can also serve as a boost toward growing into universal, race less, culture free identify.
-) Unsuitable part is deleted and new materials found to substitute them.
-) The book that has been selected can be evaluated throughout the period it is used and reevaluated to determine suitability.
-) Of course, newspaper are used in the English classroom as a teaching tool as an alternative to text books or to bring a diversity to language teaching.

Some Examples of Three Different Voices Used the Nepali Writers in the Articles of the Journals of NELTA

Active Voice

-) The teachers need to explore a new world through print and electronic media and expose themselves to the richness English that contain in creative and other kind of writing.

-) This article is an attempt to throw some light on the gravity of the grammatical errors committed by Nepali learners at English.
-) He used to tell the value of English.
-) He was well disciplined
-) It separates ideas so that they can be seen more clearly.
-) This was the stage getting ready to write.

Passive Voice

-) First the children were divided into four groups and they were asked to share some ideas that had caught their attention.
-) English in schools is taught and learnt as a subject but not as a language.
-) Sensing these writers troublesome basic strategies for editing and proofreading are presented below.
-) After the course has been taught, the students are involved in ELT practicum or practice teaching.

Mixed Voice

-) The task may be tiring one but I some strategies are followed systematically it can be easier.
-) This has helped them achieve the recognition of their identity from the global community and they are reciprocated by the knowledge and power.
-) In course of time, several theories and models of SLA have been proposed but it is very difficult to state their exact number.

Some Example of Voice Used by the Non-Nepali Writers

Active Voice

-) Therefore the role of the teacher or the education becomes more important now.
-) The merit of cooper's definition is based in the conscious behavioral terms or principles that planners intend to push on the users.
-) The result of the while use evaluation can force it out of the classroom if it is found to be unsuitable.
-) So spring smells like light, or how about soft, pink roses.
-) Quick takes a conservative approach to English showing mainly pedagogical concern behind it.

Passive Voice

-) During the presentations students are asked to assess one another on their presentation skills and content and they should be encouraged to ask questions.
-) Subject was allowed to interact among themselves.
-) Questionnaires were used as a means of data elicitation.
-) Most of these instruments are neither tested for reliability nor validity.
-) A set of reflective questions were distributed among the subject of control group while learning concord.
-) In other words, the meaning of a text is also created by its reader.
-) So, these terms should be taught with due care.

Mixed Voice

-) There are many reasons why items in text book evaluation checklist do not serve the purposes for which they are developed and some of them are listed below.

-) Approaches focused on using language in social situations and syllabuses were designed along functional/ notional lines.
-) There is almost always a core meaning with all the other meaning coming from it and with the help of imagination and association the meaning can be linked together.

**Some Examples of Deictic Terms Used in the Articles of the Journals
of NELTA**

S.N.		Person	Place	Time
1	Deictic term used by Nepali writers	<p>Masculine he, himself, they, his, their, him, themselves, my etc.</p> <p>Feminine her, she, herself, they, etc.</p> <p>Neuter It itself, its, they, them, their, etc.</p>	<p>Outside the class, these questions, there, this passage, near the rhinos, bring back of the class, given, everywhere, this table, left hand side, east Asia, go, etc.</p>	<p>Now, today, still, recent, years, this time, some times, yet, next time, already, in the past, present day, etc</p>
2.	Deictic terms used by Non- Nepali writers	<p>Masculine he, his, himself, they, them, my, mine, etc.</p> <p>Feminine her, she, herself, they, their, me, my, etc.</p> <p>Neuter it, itself, they, them, their, etc.</p>	<p>This method, these instruments, south east Asia, back side, top left hand side, go, come, give, take, this paper, far, bring, around the street, inside, outside, towards, etc.</p>	<p>Another year, present situation, sometimes, still, in future years, next day, now, yet next today, etc.</p>

Appendix IV

Sample Articles Written by of both Nepali and Non-Nepali Writers in the Journals of NELTA

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APPROVAL FOR THE RESEARCH

This proposal has been approved by the following **Research Guidance Committee**.

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A RESEARCH PROPOSAL

on

**A COMPARATIVE STUDY OF THE LANGUAGE USED
BY NEPALI AND NON-NEPALI WRITERS IN
NELTA JOURNAL**

Submitted to:

Department of English Education

in Partial Fulfillment for the Master of Education in English

Faculty of Education, Tribhuvan University

Kirtipur, Kathmandu, Nepal

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