

# **CHAPTER ONE**

## **INTRODUCTION**

Human beings have many wants and needs. Some of the wants and needs can easily be achieved but not all. To achieve such wants and needs, every person is supposed to possess certain qualities such as courage, dedication to mission, regularity to duties and works, adaptability to other situations and so on. An individual alone cannot always meet the goals he/she wishes to fulfill. For this, he/she requires other's support. To garner other's support, there should be effective communication between them. Communication can consolidate understanding between persons so as to be geared to the mission.

### **1.1 General Background**

Communication is inevitable for human being .Language is a means of communication. A message to be conveyed to others must be shared by both sender and receiver in many respects. It can be conveyed either verbally or non-verbally. Language entails both verbal as well as non-verbal systems. Human beings express their emotions, attitudes, personality and feelings through language. Every normal human being acquires his/her first language without being explicitly taught. All the children of the world start acquiring their native language at approximately the same age – at the age of five or six years till they linguistically become adult. So, language is inherently associated with human civilization. We, human beings, perceive the entire world, in terms of language we use. It is the way of transmitting our history, thoughts, culture and whole of our achievements from one generation to another. Therefore, language is very crucial phenomenon for the development of human societies.

Regarding language, Sapir (1921) opines "Language is purely human and non instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (as cited in Lyons, 2005,p. 3). Similarly, according to Bloch and Trager (1942, p.5) (as cited in Lyons 2005, p.4) "Language is a system of arbitrary, vocal symbols by means of which a social group cooperates". As language is supposed to be a system, it consists of structured arrangements of sounds (the lowest level) to arrangement of sentences (the highest level). In between, there come words, phrases and clauses. Sounds are arranged to form phonemes, morphemes are arranged to form words, words, in turn, are arranged to form phrases and phrases are arranged to form clauses and/or sentences. According to Chomsky (1957), "Language is a set of rules finite in number capable of producing infinite number of noble sentences (p. 13). So, following Chomsky (ibid), we can make as many sentences as using PS (Phrase Structure) rules, T (Transformational) rules and M (Morphophonemic) rules. However, for Wardhaugh (1986), "a language is what the members of a particular society speak." (p. 1). Likewise, Krishnaswanmy, et al. (2006) view on language" as a means of communication and self-expression; it is a form of social behaviour that enables the individual to cooperate with other in a group." (p. 15).

Based on the foregoing quotations and their deliberations, we can form our own definition of language that it is an inevitable property of human being basically for communicating ideas, needs, feelings to each other either in oral or written form. People are able to run their lives with ease because of language; the most efficient means of communication, So we are utilizing the achievements, findings of previous generations and handing over it to the new ones.

Of all the languages of the world, English is regarded as an international language because of many reasons, some of them are – most of the books in the world are printed in English, most of the seminars, conferences, etc. are held with English as means of communication, mostly people of international arena use English as contact language. English, therefore, is thought to be common and necessary in the present day world.

The use of English is significantly increasing day by day in different spheres of life. The demand of English language teaching (ELT) is worthwhile. In our context, English teaching from grade one to bachelor level is an instance of it.

### **1.1.1 Language Skills**

Skill means ability to do something well. Under language, we have four skills; namely listening, speaking, reading and writing. These skills are interrelated to each other. Therefore, language is universally accepted as a blend of these four interrelated skills.

### **1.1.2 Writing Skill**

The four skills mentioned above can be classified as receptive and productive skills. Generally, listening and reading fall under the category of receptive skills while speaking and writing are productive skills. That is, while listening we understand the spoken language and we understand the written language while reading. Likewise, while learning productive skills what is aimed is the 'selection' of the relevant language for the situation concerned.

Written skill of language is more complicated than it seems at first, and often seems to be the toughest of the skills, even for native speakers of a language, since it involves not only a graphic representation of speech, but also the development and presentation of thoughts in a structured way. Writing

basically involves manipulating, structuring and communicating. The skills involved in writing are highly complex. Second language writers have to pay attention to higher level of skills of planning and organizing as well as lower skills of spelling, punctuation, word choice and so on. According to Munby (1979) the sub-skills of writing are:

A. Manipulating of script of a language

- a. forming the shapes of letters
- b. using the spelling system
- c. using punctuation

B. Expressing information explicitly

C. Expressing information implicitly through

- a. inference and
- b. figurative language

D. Expressing the communicative value of sentences and utterances

E. Expressing relations within a sentence using

- a. elements of sentence structure
- b. modal auxiliaries
- c. intra - sentential connectors

F. Expressing relations between parts of a text through lexical cohesion devices

G. Expressing relations between parts of a text through grammatical cohesion devices

H. Using indicators in discourse for

- a. introducing an idea
- b. developing an idea
- c. transition to another idea
- d. concluding an idea
- e. emphasizing a point
- f. explanation of point already made
- g. anticipating an objection

I. Reducing the text through avoiding irrelevant information.

#### **1.1.2.1 Writing as Process Versus Writing as Product**

The issue writing as process versus writing as product has long been felt.

Widely speaking, a product oriented approach, as the title suggests, focuses on the end result of learning process what it is that learner is expected to be able to do as a fluent and competent user of the language. On the contrary, process approach, focuses on various classroom activities which are believed to promote the development of skilled language use.

Product-oriented approaches to the development of writing support classroom activities in which the learner is engaged in imitating, copying and transforming models of correct language. This usually occurs at the level of sentences. There is a belief that before students can be expected to write coherent paragraphs, they should have mastered language at the level of sentence.

Process-oriented approach of writing, on the contrary, believes that competent writers do not produce final texts at their first attempt, but that writing is a long and often painful process, in which the final text emerges through successive

drafts. In this approach, the focus in the first instance is on quantity rather than quality and beginning writers are encouraged to get their ideas on paper on any shape or without concerned too much with formal correctness. This approach also encourages collaborative group work between learners as a way of increasing motivation and developing positive attitudes towards writing.

### **1.1.2.2 Components of Writing**

Writing consists of a number of components. They are:

**A. Mechanics:** It is also known as graphological system. It refers to those aspects of writing such as spelling, use of punctuation marks, capitals, abbreviations and numbers which are often treated within the revision or editing stage of writing.

**B. Coherence:** The logical sense relation between lexical items in a text is simply referred to as coherence. The material of a text can be ordered in many ways, but the appropriate methods can be noted as chronological order, spatial order, logical order, climax, comparison and contrast and so on. The links between different sense units and utterances may be based on the shared knowledge between the writer and the readers.

**C. Cohesion:** Cohesion refers to the intratextual relation of the grammatical and lexical kind that makes the parts of the text together as a whole to convey the complete meaning of it.

### **D. Orthographic and paraorthographic texts**

Orthography deals with writing system and spelling system. Different languages of the world use different types of writing; for example, logographic writing, syllabic writing and alphabetic writing. The term logographic refers to

a type of writing in which symbols represent morphemes or even entire words. Similarly, syllabic writing means involvement of symbols to represent syllables. And, alphabetic writing represents consonant and vowel segments. Different languages may have different writing system, for instance, some languages follow left to right direction (e.g. English, Nepali), others may follow right to left direction (e.g. Urdu), and still some others follow top to bottom (e.g. Japanese).

Paraorthographic texts, on the other hand, include texts other than directly furnished by writing system and spelling system. Examples of paraorthographic texts include charts, tables, graphs and so on.

### **1.1.3 Discourse**

Discourse is a coherent piece of any communicative event. In other words, it is a continuous stretch of consistent and coherent piece of speech event. Speech here refers to language. Since language is both spoken and written form; so is discourse. This means, we can find both spoken discourse as well as written discourse. However, written discourse is more consistent and orderly in its expressions.

Concerning discourse, various scholars have defined it variously. According to Cook (1989), discourse is stretches of language perceived to be meaningful, unified and purposive (p. 156). Supporting discourse as a string of sentences, Crystal (2003) opines, "discourse is a continuous stretch of language, larger than the sentence, often consisting of a coherent unit such as sermon, an argument, a joke or a narrative" (p. 141). Similarly, Nunan (1993) views that a discourse refers to interpretation of communicative events in context (pp. 6-7).

Based on the aforementioned definitions, it can be concluded that a discourse refers to any continuous stretch of consistent and coherent piece of speech events, either in spoken or written form. Conversations, sermons, jokes are some examples of spoken discourse whereas poems, paragraphs, letters, advertisements through print media are some examples of written discourse. But the written discourse is sometimes treated as 'text' but some linguists use both terms namely discourse and text synonymously and interchangeably. Nevertheless, both spoken and written discourses share some inherent qualities in them that are cohesion and coherence.

### **1.1.3.1 Discourse Analysis**

Discourse analysis is the study of how sentences in spoken and written language form larger meaningful units such as paragraph, conversation, interview etc. "The analysis of discourse is necessarily the analysis of language in use."(Brown and Yule, 1983, p. 1). Similarly, Cook (1989, p. ix) says," discourse analysis examines how sentences of languages are considered in their full textual, social and psychological context, become meaningful and unified for their users. Similarly, Thakur (2002, p.3 as cited in Mishra, 2005) defines, "discourse analysis as the study of how sentences are organized into larger units like paragraph." (p. 2) To quote Richards, et al. (1985), the study of both spoken and written discourse is discourse analysis; some researchers, however, use discourse analysis to refer to the study of spoken discourse and text linguistics to refer to the study of written discourse. Discourse analysis deals with:

- (a) How the choice of articles, pronoun and tenses affect the structure of discourse.
- (b) The relationship between utterances in a discourse.
- (c) The moves made by speakers to introduce a new topic, change the topic, assert a higher role relationship to the other participants.



Analysis of spoken discourse is sometimes called conversational analysis. Some linguists use the term text linguistics for the study of written discourse." (p. 84)

Since a discourse is a coherent piece of communicative event, discourse analysis (D.A. in short) by its theories, is the study of meaning and purpose of communicative events. Discourse analysis is the interpretation of the events in contexts. It takes an account of not only the formal properties of language used in a discourse but also interprets the communicative meaning and purpose of speech events. It builds on the grammatical knowledge and proceeds to interpret the meaning both within and beyond the sentence boundary by spotlighting itself on semantics and pragmatics. Discourse analysis takes account of several cohesive devices which gear to make the speech event meaningful. It seeks to interpret how the cohesive devices and coherence in the discourse generate meaning bringing about a purpose and provide a unity in the given discourse.

### **1.1.3.2 Discourse Devices**

A device is an object or a tool designed to do a particular job. However, a device in discourse may mean any means which helps to express and make communicative event coherent and effective. Different types of devices are used in discourse to help sustain communicative act by its users. Persons may be expressing different ideas, feelings etc. through language using different devices that include connectives, markers, adverbials, tags, conjunctions, substitutes, elliptical items, references and so on. These devices can be used for both spoken and written discourses. However, the use of them varies depending upon the medium of language used.

Since discourse is a coherent piece of any communicative event, the devices which make language coherent are must. To maintain coherence in language,

cohesive devices play a significant role. Cohesive devices refer to the words and phrases which establish relation of a text. So, cohesive devices can sometimes contribute to make a discourse effective.

Regarding cohesive devices Halliday and Hasan (1976) have identified five types of cohesive devices viz. reference, substitution, ellipsis, conjunction and lexical cohesion. These devices are elaborated as follows:

### **1. Reference**

Every language is supposed to possess certain items which play as cohesive ties among the elements in a text. Instead of being interpreted semantically in their own right they make reference to something else for their interpretation. The meaning of referential expressions can only be discovered by referring to the other elements in a written or spoken context. Reference can be a person, a thing or a place. Let us consider an example: "Wash and dry five plates. Put them into the kitchen table." In these two sentences, "them" in the second one, refers back to the five plates. Similarly, "it" in the sentence "It is going down quickly, the sun." refers to forward reference.

The reference expression in English includes person reference (use of personal pronouns like he, she etc.), demonstrative reference (reference by means of demonstrative pronouns this, that etc.), locational reference (use of here, there) and so on.

### **2. Substitution**

Regarding substitution Halliday and Hasan (ibid) define . . . as the placement of one item by another. Let us consider an example: "I lost my pen. So I need to buy another one." Here, the word "one" substitutes pen in second sentence.

In English; the substitute may function as a noun, as a verb or as a clause. There are three types of substitutes viz. nominal substitution (eg one, ones, same etc), verbal substitution (eg do) and clausal substitution (eg so, not etc).

### **3. Ellipsis**

Ellipsis, another significant cohesive relation like reference and substitution, is the omission of elements or it is simply substitution by zero. In other words, ellipsis is a form of substitution where the original item is replaced by zero item. Examples include:

A: Are you reading a story?

B: Yes, I am.

Here, "reading a story" is omitted in response.

### **4. Conjunction**

Conjunction, as an important cohesive device, is very common in both spoken and written languages. Various conjunctions are used to connect, contrast and compare meaning expressed by different things, persons and phenomena. Conjunctions can be of various types. From functional point of view, there are four types of conjunctions, viz. additive (eg and, or, similarity and so on), adversative (eg but, however, nevertheless and so on), causal (eg so, as a result, because and so on) and temporal (eg then, finally at last and so on)

### **5. Lexical Cohesion**

Lexical cohesion refers to the semantic relationship between two words of a text. That is to say, words are related in terms of their meaning. According to Halliday and Hasan (ibid) there are two major types of lexical cohesion viz. reiteration and collocation.

Reiteration (i.e repetition) can be seen in various ways, such as synonyms, superordinates and general words. Reiteration refers back to the previously mentioned entity. Example includes:

I like that man. That man is always ready to help us. (repetition)

Collocation includes all those items in a text which are semantically related and that regularly co-occur. The items have systematic relation of meaning such as oppositeness, complementary, sameness and so on. In English, person tall, high building but not high person and tall building.

Similarly, Jordon (1990) has pointed the following cohesive devices:

A. Pronouns

B. Repetitions of key words and phrases

1. Transitional expression
2. Additive words
3. Amplification words
4. Repetitive words
5. Contrast words
6. Cause and effect words
7. Qualifying words
8. Emphasizing words
9. Order words
10. Reason words
11. Example
12. Explanation
13. Summary

C. Parallel structures

D. Old/New information

In written discourse, cohesive devices play an important role in imparting meaning. Cohesive devices help us to bring a flow in writing. It helps us to join one word to next, one phrase to another. Similarly, it works as a glue to join one clause to next, and one sentence to another. It not only makes a cohesion between sentences but it also sticks one paragraph to next. So, cohesion in writing different discourses is always required.

Basically discourse devices include:

- a. Discourse connectives
- b. Discourse markers
- c. Discourse particles
- d. Fillers
- e. Tag questions

(Retrieved from <http://en.Wikipedia.org>.\ Wiki language)

- a. **Discourse connective:** In linguistics, a discourse connective is a word or phrase like ‘therefore’ or ‘in other words’ that links parts of a discourse and shows their relations.

Common English language discourse connectives indicate that the upcoming text adds more information (moreover) , contrasts with previous information (however) , provides clarification or illustration (for instance) , has a cause and effect relation (as a result) , and a variety of other meanings. (Retrieved from [http://en.Wikipedia.org/Discourse\\_connective](http://en.Wikipedia.org/Discourse_connective)) (retrieved on 7<sup>th</sup> August 2009).

- b. **Discourse marker:** In linguistics, a discourse marker is a word or phrase that is relatively syntax-independent, it doesnot have any particular grammatical function, it cannot change the meaning of the utterance and has a somewhat empty meaning. Discourse markers

often come from different word classes, such as adverbs (well) or preposition phrases (in fact). Example of discourse markers includes oh, well, now, then, you know, I mean, so, because, and, but, or and so on. Common discourse markers used in English language include you know, actually, basically, like, I mean, okay. (Retrieved from [http://en/. Wikipedia.org/ Discourse\\_marker](http://en/. Wikipedia.org/ Discourse_marker)) (retrieved on 7<sup>th</sup> August 2009).

- c. **Discourse particle:** In linguistics, a discourse particle is a lexeme or particle which has no direct semantic meaning in the context of a sentence, having rather a pragmatic function. It serves to indicate the speaker's attitude, or to structure their relationship to other participants in a conversation. Discourse particles are primarily a feature of a spoken language; in written language they indicate informal or jocular tone. Examples in English include:

Well: Well I wouldn't say that.

Or

Well look who it is!

You know: It's not that an essay that you know.

Like: It can drive some parents, like nuts.

(Retrieved from [http://en/. Wikipedia.org/ discourse\\_particle](http://en/. Wikipedia.org/ discourse_particle)) (on 10<sup>th</sup> October 2009).

- D. **Question tag:** A question tag or tag question is a grammatical structure in which a declarative statement or an imperative is turned into a question by adding fragment (the tag).

In most languages question tag, are more common in colloquial spoken usage. However, it can also be seen in written communication. They can be an indicator of politeness, emphasis or irony. They may lack of confidence, they may be confrontational or tentative.

The English tag question is made up of an auxiliary verb and a pronoun.

Finally, concerning the research studies and books carried out and written by various scholars and thesis writers taken into consideration in this study, the present researcher aimed at looking into connectives, markers, adverbials and tag as discourse devices. Still, to avoid confusion of readers and prospective researchers, some of the adverbials have been categorized as markers because of the trend and convenience of usages. Following Schiffirin (1987), Jordan (1997), some of the particles (i.e. adverbials) like actually, specially and definitely have been categorized as markers in this study.

## **1.2 Review of Related Literature**

Discourse devices are the tools to facilitate and accelerate the speed of communication. Use of such materials in the writing of secondary level student is obviously seen in teaching- learning activities. The pragmatic study of language is the study of the actual use of language. A number of studies have been carried out abroad about the actual use of English language. Now similar studies are also being carried out in our context. In this study, the research studies carried out by both foreign and native researchers have been put one

after another concerning the nature and similarities of the researches, topics etc. Nevertheless, the chronological order in between them has been maintained.

Eslami and Eslami (2003) carried out research entitled "Discourse Markers in Academic Lectures" to gain the insight of the effect of discourse markers on academic listening comprehension of university students in English as a foreign language setting. The research study by them revealed the facilitative effect of discourse markers in the comprehension of lectures in a second language environment.

Similarly, Poudyal (2007) conducted a research entitled "The Role of Discourse Markers in Listening Comprehension on TOEFL Standard" in order to find out the role of discourse markers in listening comprehension on the basis of the TOEFL standard and to compare the role of discourse markers in listening comprehension in terms of variables associated with it. She found that the role of discourse markers in listening comprehension of the students to be positive. She also found that the role of discourse markers was more facilitative.

Masatosi (1984) did a research entitled "On the Text Forming Connectives in English". He revealed that various adverbials which can function as connectives and play an important role in text forming, but adverbials are not the only expressions which comprise the category of connectives. Following him, Poudel (2005) carried out a research entitled "Cohesion in English Writing" with the aim to find out the ability of the B.Ed 1<sup>st</sup> year student of TU constituent and affiliated campuses in cohesion in English writing and to compare the abilities of the students to establish cohesion in terms of variables like TU constituent Vs. TU affiliated campuses, male vs female, given context vs. free context, and different cohesive devices. And she found that B.Ed. first year students with majoring English were better at receptive ability than productive



ability to establish cohesion in writing. She categorized the findings of her study in various headings like findings based on TU constituent and affiliated campuses, findings based on gender, findings based on context, and findings based on different cohesive devices namely reference, substitution, ellipsis, conjunction and so on.

Sinclair and Coulthard (1978) carried out a study on classroom discourse. They propounded the theoretical model of classroom discourse. They followed the approach of discourse analysis, parallel to grammatical analysis and therefore, known as parallelism of discourse analysis. The process adopted by them is called "model of description and hierarchical or rank scale." Their approach was based on the verbal interaction between teacher and students in a classroom. For this purpose, they proposed five ranks, for example, discourse units, lesson, transaction, exchange, move, and act, that we call rank scale. Following them, Sah (2003) did a research entitled "An Analytical Study of Class Discourse." He took Sinclair and Coulthard (1978) model as a reference for analyzing the classroom discourse. The main aim of his study was to describe the classroom discourse between teacher and students. He found twenty six discourse acts, three moves, three exchanges, and five sub-exchanges. He also revealed that teacher dominates and initiates classroom discourse most of the time.

Likewise, Niroula (2009) carried out a study on classroom language in order to analyze classroom language of public and private schools of Kathmandu district in terms of politeness. And, she found most of the classrooms were dominated by teachers in both types of schools but public school's classes were a bit flexible in this matter. She also found that only fifty percent of students responded to their teachers politely. She broadly classified her findings of the study into two categories-general findings and specific findings.

Arvani (2006) mentions in his article "A Discourse Analysis of Business Letters Written by Iranians and Native Speakers" that business letters follow up the similarities in discourse features such as lexical density, patterns of movements and stops, and politeness strategies used in the letters by Iranians and native speakers.

Similarly, Bhandari (2007) conducted a study entitled "A Discourse Analysis of Business Letters" in order to analyze moves and steps, letters, politeness strategies in business letters. And, he found that the use of moves and step in business letters varied according to the purpose they are used for. He also found that requesting and specifying transaction detail steps were frequently used in the corpus of business letters. It was found that the uses of direct linguistic structures were more than that of indirect linguistic structures.

Though there have been several researches carried out on discourse analysis, no research so far has been carried out in order to analyze the discourse devices employed by the students of secondary level from private and public schools. Thus, the present researcher aims at revealing the purpose of using discourse devices, types of them, frequency of uses and so on.

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

The objectives of the present study were as follows:

- i. To explore the use discourse devices in written communication of students,
- ii. To compare discourse devices used by the students of public schools with those used by the students of private schools,
- iii. To suggest some pedagogical implications.

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

Discourse devices are such tools which help make communicative event purposeful, concise and conveyable. The use of such devices depends upon the age, level and interest of the person involved in communicative act. The use of such devices by the students indicates the linguistic and social background of the students. The aim of this study is to compare the magnitude of their usage by the students from private and public schools. Likewise, to lay importance of them on communication. Similarly, this study explores the types of discourse devices used by the students of secondary level in their writings.

This study is a minor effort in the field of language teaching and learning. As this is a study on writings of students, such analysis can be useful in finding out the style, selection of dictions of the students of secondary level. This study will be an example of a step taken in order to see how effective the written communication by the students of secondary level is. On the whole, this study will be significant to the language teachers, policy makers, textbook writers curriculum/ syllabus designers, education planners and the students of the discourse analysis and prospective researchers.

## **CHAPTER TWO**

### **METHODOLOGY**

The following study design was used to accomplish the above mentioned objectives:

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

Both primary and secondary sources of data were used to meet the objectives of this study.

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

The primary sources of my study were the students of secondary level (Grade 9 and 10) from both private and public schools of Sindhuli district.

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

Various books, especially written by Halliday & Hasan (1975), Munby (1978), Brown (1983), Stubbs (1983), Masatosi (1984), Richards, et al. (1985), Wardhaugh (1986), Cook (1989), Nunan (1993), Byrne (1997), Crystal (2003), Cowan (2008); reports, research studies, internet related to the topic were used as the major secondary sources of data.

#### **2.2 Sampling Procedure**

I followed non-random sampling method. I purposively selected Sindhuli district as a research area of my study. I selected seventy-two students from six schools; three private and three public schools. The secondary (Grade 9 and 10) level students from those schools were the study population of my study. Of the whole population, fifty percent were the female respondents from each grade.

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

A questionnaire was used as a sole tool for gathering required information. The students were given the questionnaire to supply required information on it. (See Appendix I)

### **2.4 Process of Data Collection**

I went through the following procedure to collect the primary data.

- Firstly, I went to the field and built rapport with the people concerned.
- Then, I explained to the respondents about the purpose and terms of the questionnaire.
- I randomly selected 12 students including fifty percent of female ones from each grade and school.
- I also helped the students when they felt difficulty to understand the contexts given on the questionnaire.

### **2.5 Limitations of the Study**

The study was conducted within the following limitations:

- a. This study was limited to three private and three public schools of Sindhuli district.
- b. It was limited to secondary level (Grade 9 and 10) students only.
- c. It was limited to discourse connectives, markers, adverbials and tags only.
- d. It was restricted to classroom situation only not outside classroom situation.
- e. The study was limited to writing skill only.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter is mainly concerned with the analysis and interpretation of the data collected. The collected data from the informants were analyzed and interpreted to find out the discourse devices used by the secondary level (Grade 9 and 10) students from both public and private schools. Moreover, in this section, the data collected from seventy two students of secondary level from both public and private schools were listed, categorized, described and interpreted using different statistical measures.

#### **3.1 Discourse Devices Used by Secondary Level Students**

The total discourse devices used by secondary level (Grade 9 and 10) students in their writings obtained in course of this study are listed below:

**Table No. 1: Total Discourse Devices**

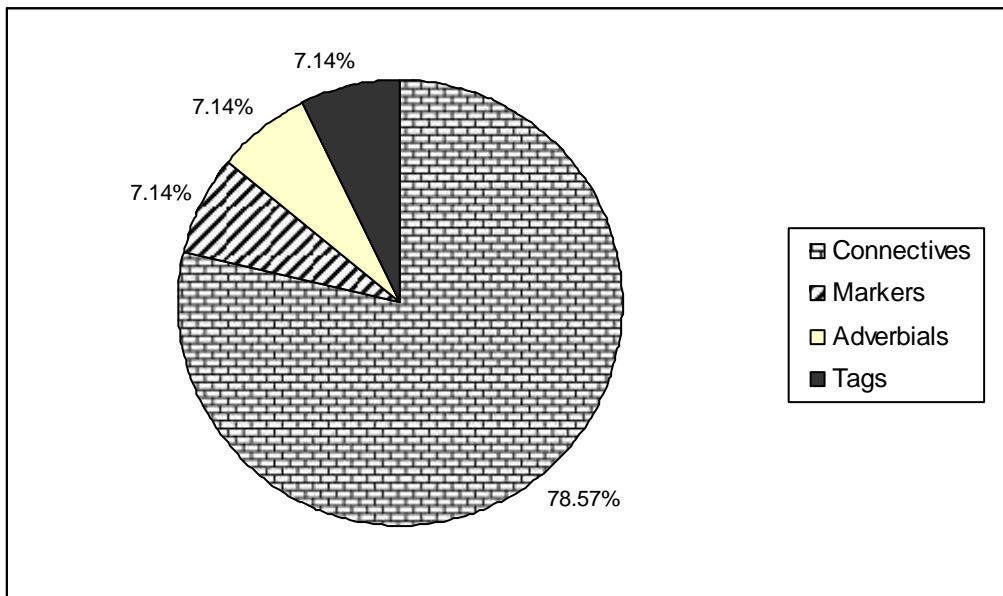
<b>Connectives</b>	<b>Markers</b>	<b>Adverbials</b>	<b>Tag</b>
firstly because but so first of all because of as lastly so that therefore even though at last then secondly according to due to accordingly as a result in order to thus for example since similarly in fact at first or in case though likewise	I think you know actually specially definitely	Suddenly unfortunately now	You passed, aren't you? You should try more and get first in class, shouldn't you?
Total: 29	5	3	2

Based on the data collected, the total thirty nine discourse devices used by secondary level students were categorized into four viz. discourse connectives, discourse markers, adverbials and tags. Of the four categories, twenty-nine items (i.e. 74.36%) were connectives, five items (i.e. 12.82%) markers, three item (i.e. 7.69%) adverbials and two items (i.e. 5.13%) tags.

### 3.1.1 Discourse Devices Used by Public School Students

Students from public schools taken into consideration in this study employed altogether fourteen discourse devices in their written answers. Among them, connectives were mostly used and rest of the devices were used once each.

**Diagram No. 1: Discourse Devices Used by Public School Students**



As seen in the above mentioned pie-chart, the public school students highly used discourse connectives that is, out of fourteen, eleven (i.e. 78.57%) items were connectives while marker, adverbials and tag were one (i.e. 7.14%) each.

Even within connectives, some were used by more students while others by less. The table on the next page shows the different connectives and their frequencies used by the students from public schools.



**Table No. 2: Connectives and Frequencies**

<b>Connectives</b>	<b>Frequency</b>
because	19
so	7
but	7
therefore	2
at first	2
likewise	2
so that	1
or	1
in case	1
then	1
though	1
Total: 11	43

Of the fourteen connectives, 'because' was used most frequently and 'so that', 'or', 'in case', 'then' and 'though' were used least frequently. The former was used nineteen times and the latter ones were each used once only. In between them, come 'so', 'but', 'therefore' and 'likewise'. The first two ('so' and 'but') were used seven times each whereas the second three ('therefore', 'at first' and 'likewise') were used only twice each.

Regarding marker, students used 'I think' twice. Similarly, adverbial ('unfortunately') was used twice and tag ('you passed aren't you?') was used once.

### **3.1.2 Discourse Devices Used by Private School Students**

Almost all the students from private schools taken into consideration in this study used more or less discourse devices in the answers they put down on the

questionnaire. The total discourse devices used by them are categorically given below:

**Table No. 3: Discourse Devices by Private School Students**

<b>Connectives</b>	<b>Markers</b>	<b>Adverbials</b>	<b>Tag</b>
firstly because but so in fact lastly so that as at first because of according to therefore even though at last then similarly due to as a result first of all in order to thus for example since secondly accordingly	You know I think Actually Specially definitely	Suddenly now	You should try more and get first in class, shouldn't you?
Total: 25	5	2	1

The table mentioned above presents the numbers of connectives and tags are the highest and lowest degree respectively. The private school students used altogether thirty-three discourse devices. Of them, they used twenty five (i.e. 75.76%) connectives, five (i.e. 15.15%) markers, two (i.e. 6.06%) adverbials and one (i.e. 3.03%) tag.

Device type-wise frequencies are given in the following table:-

**Table No. 4: Connectives and Their Frequencies**

<b>Connectives</b>	<b>Frequencies</b>
firstly	10
because	12
but	12
so	19
in fact	1
lastly	1
so that	6
as	11
at first	4
because of	4
according to	3
therefore	2
even though	1
at last	5
then	4
similarly	1
due to	5
as a result	1
first of all	8
in order to	3
thus	3
for example	1
since	2
secondly	1
accordingly	1
Total: 25	120

Within connectives, the result connective (so) was used by most of the private school students. It was used by nineteen students. On the other hand, connectives such as 'in fact', 'lastly', 'even though', 'similarly', 'as a result', 'for example', 'secondly' and 'accordingly' were used by one student each. Connectives 'because' and 'but' were used by twelve students each. 'As' was used by eleven students. 'First of all' was used by eight students. 'So that' was used by six students. Two connectives, for example, 'at last' and 'due to' were used by five students each. Three connectives for example 'at first', 'because of' and 'then' were each used by four students. Similarly, other three connectives like 'according to', 'in order to' and 'thus' were each used by three students. And two connectives, for example 'therefore' and 'since' were each used by two students.

We can also interpret discourse markers along with their frequencies as follows:

**Table No. 5: Markers and Their Frequencies**

<b>Markers</b>	<b>Frequencies</b>
You know	1
I think	6
actually	2
specially	2
definitely	3
Total: 5	14

According to the table mentioned above, the marker 'I think' was used by most of the students followed by the marker 'definitely'. The markers 'I think' and 'definitely' were used by six and three students respectively. Other markers 'actually' and 'special' were each used by two students and 'you know' was used by one student.

Similarly, the adverbials and their frequencies are also tabulated as follows:

**Table No. 6: Adverbials Used by Private School Students**

Adverbials	Frequencies
suddenly	3
now	5
Total: 2	8

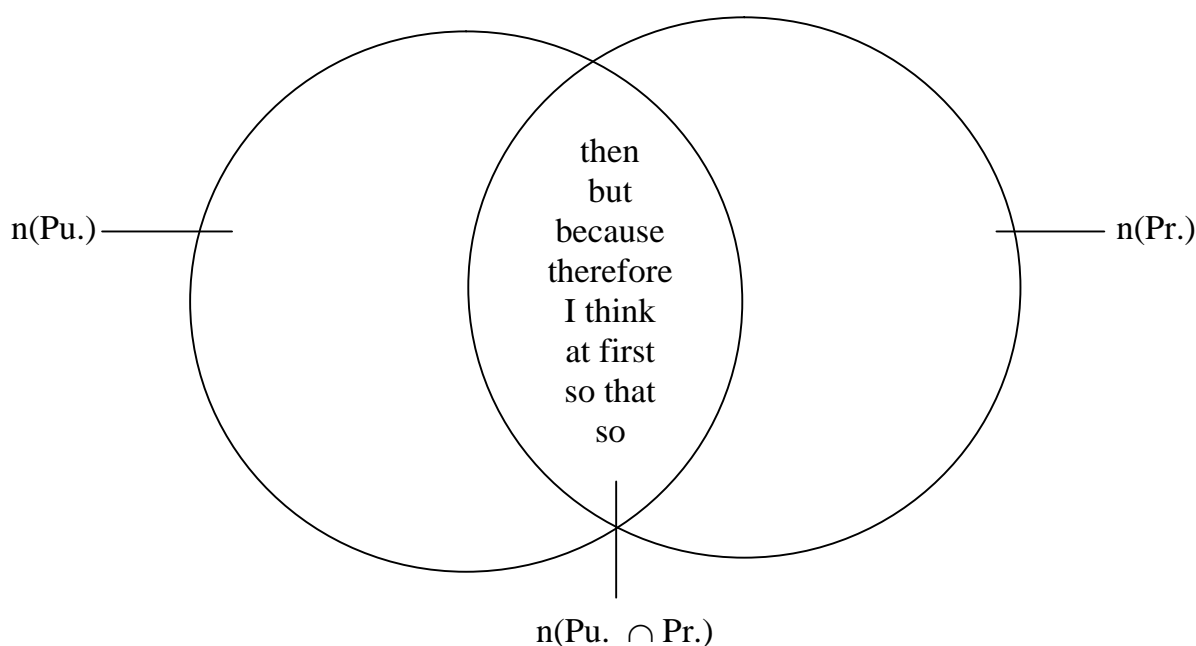
Based on the table mentioned above, eight students used two adverbials. Of them, five students used 'now' and three students used 'suddenly'.

Concerning question tags, only one student used one question tag 'you should try more and get first in class, shouldn't you?'

### 3.1.3 Discourse Devices Commonly Used by Public and Private School Students

Only eight discourse devices including seven connectives and one marker were commonly used by both public and private school students.

**Diagram No. 2: Common Discourse Devices**



Of the common discourse devices, seven connectives along with their frequencies are tabulated below:

**Table No. 7: Connectives and Their Frequencies**

<b>Connectives</b>	<b>Frequencies</b>
because	30
but	19
therefore	4
so	26
at first	6
so that	8
then	5
Total: 7	98

According to the table mentioned above, thirty (i.e. 30.61%) students commonly used the connective 'because'. Following it, twenty six (i.e. 16.53%) students used the connective 'so' commonly. Similarly, nineteen (i.e. 19.39%) students used the connective 'so' commonly. Eight students used the connectives 'so that' which is 8.16% of whole. Other connectives 'at first', 'then' and 'therefore' were used by six (i.e. 6.12%), five (i.e. 5.10%) and four (i.e. 4.08%) students respectively.

Regarding the marker 'I think', eight students used it, which is 7.55% overall.

### **3.2 Comparison of Uses of Discourse Devices by Public and Private School Students**

Nine out of ten (i.e. 90%) private school students used discourse connective 'firstly' appropriately. On the contrary, none of the public school students used this connective in their writings. Some examples are given below:

- Firstly, I'll suggest the people to make unity in the village.
- Firstly I would like to thank common people for electing me as a chairperson of this VDC. (See Appendix II)

Similarly, nine out of twelve (i.e. 75%) private school students used the connective 'because' appropriately while sixteen out of nineteen (i.e. 84.21%) public school students used it appropriately. This shows that the students from public school are better than students from private school regarding using the reason connective 'because'.

Regarding the use of connective 'but', the students from private and public schools are equally good because the former used twelve out of twelve appropriately, and the latter used seven out of seven appropriately. Here are some examples:

Sentences by Private School Students:

- But some of my friends failed in the exam due to their carelessness.
- But the city bus was under driver's control.

Sentences by Public School Students:

- . . . but you failed.
- . . . but you study hard you will be class first.

Concerning the connective 'so', private school students used fifteen out of nineteen (i.e. 78.75%) appropriately but the public school students used four out of seven (i.e. 57.14%) appropriately. It shows that private school students are better at using 'so' than public school students. Let us see some examples:

Private School Students:

- So, at last I want to stay that Loktantra should be sustainable.
- So, please give attention on your studies.

Public School Students:

- So, brother you open the school.
- So, you must to study.

The students from private schools used other devices like 'first of all', 'as', 'lastly', 'so that', 'even though', 'because of', 'at last', 'secondly', 'due to', 'in order to', 'thus', 'tag' and 'similarly' all appropriately. Similarly, the students from public schools used some devices all appropriately. Examples include 'therefore', 'at last', 'then' and 'I think'.

Both private and public school students used single tag each. However, it was correctly used by private school students but not by public school students.



## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

On the basis of the analysis and interpretation of the data, the findings of this study can be summarized as follows:

- (i) The students from private schools used more discourse devices compared with those from public schools.
- (ii) The students from private schools were found using discourse devices more appropriately.
- (iii) Of the four types of discourse devices enquired, students from both private and public schools used connectives maximum opposed to the markers, adverbials and tag.
- (iv) The common discourse devices used by both private and public schools were as follows: because, but, therefore, so, I think, at first, so that and then.
- (v) The most frequent discourse device used by private school student was 'so'. Similarly, the least frequent discourse devices used by them include 'in fact', 'lastly', 'even though', 'similarly', 'as a result', 'for example' and 'secondly'.
- (vi) The most frequent discourse device used by public school students was 'because'. Similarly, the least frequent discourse devices used by them include 'so that', 'or', 'in case', 'then' and 'though'.
- (vii) Almost all the students from private schools used discourse devices in varying degree while very few students from public schools did not use any discourse devices at all.

- (viii) Of the four discourse devices considered in this study, it was found that some of the students from public schools used connectives deliberately even in unsuitable context.
- (ix) It was found that private school students were good at using 'actually', 'but', 'first of all', 'because of', 'as', 'lastly', 'so that', 'even though', 'at last', 'secondly', 'as a result', 'due to', 'in order to', 'thus', 'similarly', 'since', 'for example', 'in fact', 'I think', 'specially', 'you know', 'now' and 'definitely'. However, they were poor at using 'according to', 'then' and 'suddenly'.
- (x) The students from public schools were good at using 'or', 'in case', 'but', 'so that', 'therefore', 'at last', 'then' and 'I think'. But they were poor at using 'first of all', 'unfortunately' and 'tag'.

## **4.2 Recommendations**

Teaching English as a foreign language to secondary students in our context is to make them able to communicate efficiently with their teachers, friends and even native speakers of English with English as medium language. No building lasts longer without fortified foundation. So is the case of teaching and learning. To make our students able to cope with the challenges associated with the English language, the teachers concerned should help their students in time to help their students to grasp and reproduce quality language to show their talents in the days to come.

The English language entails meaning, grammar, discourse devices and so on. Of them, discourse devices also counts much. Discourse devices help students make their language more communicable. Sentences containing discourse devices such as connectives, markers, adverbials and tags can prove their

language to be native-like and standard. So, teaching discourse devices to secondary level students is much felt required at present day world.

This is a survey study. The recommendations of this study are primarily useful for the students of English language and teachers of English of our country. A few recommendations are suggested as follows:

- (i) The students from public schools need to be exposed to more discourse devices.
- (ii) Public school teachers should allow their students more exercise to use discourse devices appropriately.
- (iii) The students from both types of schools are required to be exposed to more discourse devices other than those they used in this study.
- (iv) As the discourse devices help make communication lucid, the secondary level students should be encouraged to use such device in their writings.
- (v) Teachers should involve students in such free writing activities so that they will be able to use discourse devices to connect, compare and contrast ideas knowingly and unknowingly.
- (vi) The language the teacher uses in the classrooms should entail discourse devices so that the students will be following him/her as well.
- (vii) Students should be let to read such materials which are full of discourse devices by which students can get ideas and use such devices appropriately in their writings accordingly.

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## APPENDIX - I

### Questionnaire

Thank you very much for your time and help. The following are the different situations in which you are expected to respond with the speaker on different occasions. Please write out what you are to SAY in real life scenarios.

Name of Student:

Gender:

Name of School:

Grade:

1. Supposedly you are selected VDC chairperson of your VDC. How would you say you could help make your village prosperous?

You: .....

2. Supposedly an acquaintance of yours takes your bag by chance. You see it. What would be your reaction?

You: .....

3. Your younger brother likes to watch movies very often. As a guardian of him, how would you try to convince him to give attention to his studies?

You: .....

4. You are the eye witness of a vehicle accident in which the bike rider died on the spot colliding with a speeding city bus. In the police station how will you describe the sequence of events that occurred yesterday afternoon in front of your house?

You: .....

5. Supposedly you are suspected of being involved in bank robbery. How would you defend that you have no involvement in that affair?

You: .....

6. Tick the best answers:

i) He hardly talks in English,.....?

a) does he    b) doesn't he    c) don't he

ii).....he is on diet, his weight is constant.

a) in spite of    b) because    c) though

i) ..... their honesty, they got success.

a) in spite of    b) because of    c) although

ii) ..... his intelligence, he failed the exam.

a) in spite of    b) because of    c) although

iii) ..... is used to show contrast with the previous information.

a) moreover    b) however    c) for instance

iv) Which of the following expressions is used to show acceptance?

a) I'd love to    b) I'm sorry    c) I'm afraid

v) Which of the following is summary connector?

a) then    b) finally    c) moreover

vi) To indicate a cause or reason, we use

a) since    b) besides    c) likewise

vii) Which of the group of words can substitute the underlined ones?

Mary snores and John snores too.

a) does too    b) does so    c) also do.

viii) Which of the following means exactly 'although' means?

a) because    b) despite    c) though



7. Write a dialogue between a teacher and a student about exam result not extending more than six exchanges.

8. Prepare a speech of about 150 words to deliver on Loktantra (The Reformed Democracy) Day, Baishakh 11.

9. Write a letter to your brother in a village mentioning why and how street children should be sent to school.

Thank you, again !

## APPENDIX - II

<b>Total Discourse Connectives</b>	<b>Frequency of Occurrences</b>
<b>S.N.      Discourse Connectives</b>	
<b>1.      Firstly</b>	<b>29</b>
(i)      Firstly, I'll suggest the people to make unity in the village.	
(ii)     Firstly, I would ask all problem of the people there.	
(iii)    Firstly, I would ask people about the problems.	
(iv)     I would firstly think him as a thief and shout for help.	
(v)      Firstly, I would like to thank common people for electing me as chairperson of this VDC.	
(vi)     Firstly, I will ask the proof of saying me as a bank robber.	
(vii)    Firstly, I would suggest him not to watch movies all the time.	
(viii)   Firstly, I would ask him/her whether he/she had taken my bag mistakenly or not.	
(ix)     In such situation I would recognize him/her face firstly.	
(x)      Firstly, I would think what is my duty towards my village.	
<b>2.      Because</b>	<b>30</b>
(i)      Because I want to take out some money for my home.	
(ii)     It is because they are also like use.	
(iii)    I would try to develop living standard of people also wish development of natural resources because it plays vital role for sustainable development.	
(iv)     Watching television is good because it provides us much outer knowledge and skill.	
(v)      I would beat him because he may be thief also.	
(vi)     I am very sorry because I made my result bad.	
(vii)    I didn't see their face because they were a clash in their face.	

- (viii) That bag is mine because my identity card and my school leaving certificate is in the bag.
- (ix) I'll convince him not to the same mistake because if he takes other people bag the he may get punish.
- (x) Being a student you should concentrate in studies because education is the main wealth of every human beings.
- (xi) I refuse because I don't have the habit of climbing mountain.
- (xii) I am not well because I am thinking about my result.
- (xiii) . . . because they were not getting proper right.
- (xiv) Children play with because the road.
- (xv) . . . because I like democracy.
- (xvi) . . . because I have lost my bag here.
- (xvii) . . . because I have lost my bag here.
- (xviii) . . . because I have lost my bag here.
- (xix) . . . because you try hard.
- (xx) . . . because it's my bag.
- (xxi) . . . because you are not man.
- (xxii) I'm very happy because I write you a letter.
- (xxiii) . . . because bus and motorbike collided.
- (xxiv) . . . because bus and bike is colliding.
- (xxv) . . . because he was on wrong side.
- (xxvi) . . . because I have failed the exam.
- (xxvii) . . . because she is very sick.
- (xxviii) . . . because it most important than others.
- (xxix) . . . because you watch morie.
- (xxx) . . . because he was on wrong side.

### **3. But**

**19**

- (i) I ran to catch them but on the spot the police inspector caught my hand.

- (ii) But watching frequently can mostly damage our eyes.
- (iii) But there was some valuable things which is very expensive.
- (iv) But I you spend you time looking movies than you would be a sufferer in upcoming future.
- (v) But some of my friends failed in the exam due to their carelessness.
- (vi) But the city bus was under driver's control.
- (vii) But before the arrival of school bus, one bike came in a high speed.
- (viii) But he didn't hear my request at the same time a city bus came.
- (ix) But I wouldn't let him to watch television for a long period of time.
- (x) He tries to escape the children who were playing on the road, but he didn't know that the vehicle was coming.
- (xi) But at present due to the bad condition of our government the dreams of those people are not fulfilled.
- (xii) I also know that will gives up knowledge but every time we shouldn't watch it.
- (xiii) But you study hard you will class first.
- (xiv) The city bus try to give side but the bike wasn't take side and the bike fell down.
- (xv) Yes, but I think I would do better.
- (xvi) But nowadays children shouldn't go to school.
- (xvii) But I think I would do better.
- (xviii) You watch TV but when you reading and reading to feel bored.
- (xix) But you passed.

**4. So**

**26**

- (i) So, at last I want to stay that Loktantra should be sustainable.
- (ii) So, by collecting money for them from community or society or by requesting the head of that town or government they should be sent to school for their good future.
- (iii) So, I would convince in this ways.

- (iv) So, please give attention on your studies.
- (v) So, in this way I make the village as well as villagers prosperous.
- (vi) So, when I was about to leave the bank, the robbery team saw me.
- (vii) So, I want to request you to say all the people of my village to sent their children to school.
- (viii) He was my friend, so I didn't deny.
- (ix) So, I would used that all the things in better ways.
- (x) So, concentrate in your studies only.
- (xi) So, we must have to provide them good education.
- (xii) So, we should choose the capable person who can guide to the people.
- (xiii) So, can I get my bag back please.
- (xiv) So, after that, I went to my home directly.
- (xv) So, please rise voice to get street by right to education.
- (xvi) So, brother love the street boys and care them.
- (xvii) So, please give more time on studies than the movie.
- (xviii) So, I will try to fulfil the demand of every villagers.
- (xix) So, I am witness of a vehicle accident.
- (xx) So, you must to study.
- (xxi) So, please brother you open one school.
- (xxii) So you must to study.
- (xxiii) So, please brother you open the one school.
- (xxiv) So, brother you open the school.
- (xxv) So, brother you open the one school.

## **5. First of all**

**8**

- (i) First of all I would ask him the reason he took.
- (ii) First of all I would try my best to increase literacy rate of my village.
- (iii) First of all you go at home then show your result to your parents OK.
- (iv) First of all I would try my level best to develop the basic infrastructure like education, health facilities and other domestic inventions.

- (v) First of all, I would like to bring certain changes or reforms that would help my VDC's development and programs.
- (vi) First of all I would try my level best to develop the basic infrastructure like education, health facilities and other domestic inventions.
- (vii) First of all I would know the problems of the VDC wish the help of other office members.
- (viii) If I have to describe his accident in police station first of all I would tell the police that he bike was in average speed.

**6. Because of 4**

- (i) This accident took place only because of the uncontrolled speed of both vehicles.
- (ii) The boy in the bike also was afraid because of the situation and tried to stop his bike.
- (iii) This happened because of the bus which had a great speed.
- (iv) All the students of this class are happy because of the result.

**7. As 11**

- (i) As we all celebrate Baisakh 11 as Loktantra Day we should know the meaning of Loktantra.
- (ii) As a guardian of my younger brother, I would say him the bad effect of watching movie frequently.
- (iii) As I am selected as VDC chairperson, I would develop my village by asking the people what they need.
- (iv) As my village is the sources of real stone (lime stone) I would used that resources for betterment of the people.
- (v) As a guardian of him, I would try to convince him to give attention to his studies by telling him.
- (vi) I would tell the police officer the following things as I am the eye witness of the accident.
- (vii) As we all know that the Loktantra is the rule of the people.

- (viii) As a guardian of him I would suggest him the effect of it.
- (ix) As man makes mistake, I will convince him that the bag taken by him was not his bag.
- (x) As he/she is stranger I would react with him in a polite way manner.
- (xi) As my village is the sources of red stone (lime stone) I would used that resource for betterment of the people.

**8. Lastly 1**

- (i) Lastly, give my warm regard to parents and lovely sister.

**9. So that 7**

- (i) I would remove the Dhami and Jhankri from my village so that people would believe in hospitals.
- (ii) I would bring the facilities of transportation so that every person would get chance to sell their product and earn some money.
- (iii) By the guide of public I would give full attention in development works so that only I can develop my VDC soon.
- (iv) I would suggest him to struggle hard so that he would be a good person in his future.
- (v) So that you will get your goal.
- (vi) Beside that I would try to band the system of caste discrimination so that everyone can join together and develop the VDC.
- (vii) Try hard so that you will first in class.

**10. Therefore 4**

- (i) Therefore according to the youth should be given chance to run the government.
- (ii) Therefore, we people should get the good concept of sending the children to the school.
- (iii) Your bag and my bag are same therefore you will take my bag.
- (iv) Your bag and my bag is same therefore you will take my bag.

- 11. Even though** **1**
- (i) Even though this is a democratic country we have to form many strikes due to dissatisfaction of the people.
- 12. At last** **5**
- (i) So, at last what I want to express is that the people who are staying in the chair are forgetting their duty towards the country.
- (ii) At last what I want to say to all the people who are staying in chair.
- (iii) At last what I want to convey that Loktantra Day is most important day in our country which is brought by people.
- (iv) At last what I want to say that the politicians are not doing anything for us.
- (v) At last I would like to say that after the establishment of democracy in Nepal the king ruled the country by taking all the right from the people.
- 13. Then** **5**
- (i) Then people gather after a few movement.
- (ii) Then only I would let him to watch television.
- (iii) Then I will try to use to separated budget very properly and without misusing it in the development of my VDC.
- (iv) Then, I will also know the problems from the people.
- (v) I want to say that everyone should took village is prosperous or not if their village is not prosperous then I want to make my village prosperous by giving proper care.
- 14. Secondly** **1**
- (i) Secondly every facilities like health, transportation, communication, electricity, drinking water would be provided to every houses of the VDC.
- 15. According to** **3**
- (i) According to me, the government should educate them.



- (ii) Morning was your result according to you hope.
- (iii) They can do anything according to their will.
- 16. Due to** **5**
- (i) The bike rider hit the city bus due to uncontrolness.
- (ii) Due to more speed of the city bus, the bus was not under the control of driver.
- (iii) Due to their carelessness towards their study, they failed in exam.
- (iv) It is due to their carelessness of exam.
- (v) Due to my sickness, I do not get time to practice.
- 17. Accordingly** **1**
- (i) Then, accordingly, I would make the plan and policies.
- 18. As a result** **1**
- (i) As a result he was lying on the road with full of blood on his head as well as body.
- 19. In order to** **3**
- (i) In order to develop my VDC I would perform many awareness programmes in my VDC.
- (ii) I am very glad in order to get a change to study at a boarding school.
- (iii) I would also advise him to study hard in order to achieve a lot of success in his life.
- 20. Thus** **3**
- (i) Thus, if I ask him/her in such way then, she/he will not hurt and my things also help me.
- (ii) Thus, I explained the police this much.
- (iii) Thus, I would have conducted the awareness programmes by different ways.
- 21. For example** **1**
- (i) For example, when the bank was looted, I may be the hotel.
- 22. Since** **2**

- (i) You have not done well since I have not heard you properly clearly.
- (ii) Since we people should conduct the awareness programmes in different fields.
- 23. Similarly 1**
- (i) Similarly, they should show the evidence that can prove that I was involved in the bank robbery.
- 24. In fact 1**
- (i) It is in fact the people's needs are unlimited.
- 25. At first 6**
- (i) At first I would like to describe how the accident took place.
- (ii) If I were selected as the chairperson of my VDC I would know all the reasons for backwardness of my village at first.
- (iii) I would say at first only that may be for some work he/she is taking.
- (iv) At first I would convince my brother not to look the movies always.
- (v) At first the bike was arrived over speed.
- (vi) At first the bike was arrived in over speed.
- 26. Or 1**
- (i) I want to say that everyone should look their village is prosperous or not.
- 27. In case 1**
- (i) In case the stranger takes my bag and runs away then I chase him.
- 28. Though 1**
- (i) All the children should be sent to school though it is a girl or a street child.
- 29. Likewise. 2**
- (i) Likewise I would convince him.
- (ii) Likewise I would convince her.

- B. Markers**
- 1. I think** **7**
- (i) I think Loktantra is helping the people in every steps of Nepalese people in the present going situation.
- (ii) I didn't think about that.
- (iii) Hello, friend, I think I had seen you before some years.
- (iv) I think you have done well.
- (v) I think both of us have some kind of bag so that you have mistakenly taken my bag.
- (vi) I think it will be given tomorrow.
- (vii) I think you have done well.
- 2. Definitely** **3**
- (i) Definitely, I will do my duty honestly if all the people are ready to help me.
- (ii) Definitely, I will try to know that why that man has taken my bag.
- (iii) I think the world definitely obey my words and give attention to our parents dream.
- 3. You know** **1**
- (i) You know there are different kinds of NGOs you can tell them.
- 4. Actually** **2**
- (i) Actually watching TV is not a bad work but to spend more time watching movies is to spoil ourself.
- (ii) Actually I was going to buy my some needed materials.
- 5. Specially** **2**
- (i) Specially, street children should be sent to school.
- (ii) Specially in your subject sir.

**C. Adverbials**

**1. Suddenly**

**3**

- (i) Suddenly some black people come and robbed the bank.
- (ii) Suddenly, the bike collapsed with the truck.
- (iii) Suddenly a city bus with highway from other way.

**2. Now**

**5**

- (i) Now you come in point.
- (ii) Now I am going to give this question answer in short.
- (iii) Now all the people will be treated equally.
- (iv) Now, Loktantra has been established in our country.
- (v) Now, it is the time that all Nepali should join their hand and develop the nation.

**D. Tag**

**2**

- (i) You should try more and get first in class, shouldn't you?
- (ii) You passed, aren't you?