

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a social phenomenon through which we express our ideas, feelings, emotions, thoughts, happiness and sorrows. Although human beings and animals can exchange their ideas, emotions, thoughts, etc among the members of the same species through other means like olfactory, gustatory and tactile systems of communication, these means of communication are less discussed in comparison to oral-aural communication.

Language, the oral-aural means of communication, is the universal medium for communication among human beings. It is the primary means of communication and one of the unique possessions of human race as no any other creature has this system of communication. Oxford Advanced Learner's Dictionary (2000, p. 721) defines language as "the system of sounds and words used by humans to express their thoughts and feelings."

Language has been studied from time immemorial. It had been a subject of study even to Plato and Aristotle. The study of language at their time was regarded to be unsystematic and unscientific. The study continued for centuries. Saussure (1857-1913), the father of modern linguistics, set up a foundation to study language scientifically after the publication of his work 'Course de Linguistique Generale'. The recent history of linguistics can be described in terms of successive discoveries or new

approaches to view language. Since the beginning of modern linguistics, there has been a very strong support and interest in the analysis of formal properties of language. Regarding the development of modern linguistics, Leech (1983, p. 1) writes,

To the generation which followed Bloomfield, linguistics meant phonetics, phonemics, and if one was daring – morphophonemics; but syntax was considered so abstract as to be virtually beyond the horizon of discovery. All this changed after Chomsky, in the later 1950s, discovered the centrality of syntax; but like structuralists, he still regarded meaning as altogether too messy for serious contemplation.

In the 1960s, sociolinguists like Halliday, Gumperz, Hymes and others considered language as a social phenomenon. Language is a socially maintained and socially functioning institution (Lyons 1992, p. 266). They studied language regarding it as a dynamic phenomenon; not as a static phenomenon. They believed that the study of language must go beyond the sentences that is the principal focus of descriptive and theoretical linguistics. They attempted to study any communicative use of language in contexts. But sociolinguist's main attempt was to describe the linguistic properties in relation to social factors like social class, educational level, age, sex and geographical situation of language users.

1.1.1 Levels of Language

For the purpose of the study of proper use of language, linguists identify different levels of language. Though linguists use different terminology

and numbers of the levels of language, phonology, grammar and semantics are the three most widely accepted levels of language.

1.1.1.1 Phonology

Phonology is the level of language at which the linguists describe the sound system of a particular language. It deals with the phonemes and the sequences of phonemes and shows how the phonemes of a language contradict with each other, what kind of distribution phonemes have, etc.

1.1.1.2 Grammar

Grammar, on the other hand, is the study of the structure of sentences. It can be divided into two sub-levels viz. morphology and syntax.

- (a) Morphology is the study of morphemes i.e. internal structure of words. Phoneme is the smallest unit of phonology and morpheme is the smallest meaningful unit of morphology. It is known as minimal distinctive unit of grammar and the central concern of morphology. It is divided into two fields. The study of inflections is called inflectional morphology and the study of word formation is known as derivational morphology.
- (b) Syntax is a branch of grammar and it deals with the combination of words into phrases, clauses and sentences. It is often known as the science of sentences.

1.1.1.3 Semantics

Semantics is the study of meaning and its manifestation in language. In past, meaning was studied under philosophy and logic but now it has

become a separate aspect of the linguistic study. The study unit of phonology is phoneme, morphology is morpheme, syntax is sentence and semantics is sememe. Sememe is the smallest unit of semantics. It is rather an abstract unit; it can not be realized as phonemes or morphemes. Semantics is comparatively a new area in linguistics. It was developed in 1930s. It took the view that the vocabulary of a language is not simply a listing of independent items (as the head word in a dictionary would suggest) but is organized into areas or fields within which words interrelate and define each other in various ways. Etymology, Lexicology and lexicography are different areas of semantics.

1.1.1.4 Pragmatics

Pragmatics, a new approach to the study of meaning of linguistic forms appeared in the 1970s, study of language accounting all the social factors that are involved along with the actual utterances. "This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. It requires a consideration of how speakers organize what they want to say in accordance with who they are talking to, where, when and under what circumstance" (Yule 1993, p. 24). Thus, pragmatics is the study of actual use of language to express the meaning. To quote Carter (1993, p. 56), "Pragmatics is the study of meanings of utterances with an emphasis on the meanings created by speakers and listeners in inter-personal contexts." The origin of this new branch of linguistics can be traced back not only to linguistics but also to philosophical writings. In 1938, Morris used the term pragmatics in his division of semiotics into three branches of inquiry; syntactics, semantics and pragmatics. Morris took pragmatics

in much broader sense than it is taken today. According to him "It is a sufficiently accurate characterization of pragmatics to say that it deals with the biotic aspects of semiosis, that is, with the entire psychological, biological and sociological phenomena which occur in the functioning of signs" (Levinson, 1994, p. 52).

Since pragmatics studies the actual language use, it analyses how the contextual features are grammaticalized or encoded in the structures of language. Under the domain of this discipline comes the study of deixis, implicature, presupposition, speech act, discourse analysis, conversation analysis and so on. The actual use of language can be seen when two or more people are interacting with each other. The language they use conveys the message intended and the linguistic expressions they use are shaped by the factors of the situation where they are talking by the interpersonal factors and the gestures they show. The research will, therefore, try to account some of the important factors associated with classroom conversation.

1.1.2 Discourse Analysis

A discourse is a coherent piece of communicative event. It can be defined as a stretch of language consisting of several sentences which are perceived as being related in some way. Sentences are related not only in terms of the ideas they share but also in terms of jobs they perform within the discourse, i.e. in terms of their functions. Discourse has been defined variously. Crystal (2003, p. 25) defines discourse as "a continuous stretch of (especially spoken) language larger than a sentence, often consisting of a coherent unit, such as a sermon, argument, joke or narrative." Similarly,

Nunan (1993, p. 7) opines that "a discourse refers to the interpretation of communicative events in context." In Cook's (1989, p.156) view discourse is "stretches of language perceived to be meaningful, unified and purposive".

Having gone through the definitions mentioned above, we can simply define that it is more than the limit of a sentence boundary. It is a coherent piece of any communicative event with its communicative function and a context to it. Discourse is any stretch of sentences or utterances serving a communicative function.

Discourse analysis refers to the study of how sentences and utterances in written and spoken language form larger meaningful units such as paragraphs, conversations, interviews, etc. For Richards et al. (1996, p. 111) discourse analysis generally deals with:

-) how the choice of articles, pronouns and tenses affects the structure of the discourse;
-) the relationship between utterances and sentences in a discourse and
-) the moves made by speakers to introduce a new topic, change the topic or a higher role relationship to other participants.

Discourse analysis examines how stretches of language, considered in their full textual, social and psychological context, become meaningful and unified for their uses. It is a rapidly expanding field, providing insights into the problems and processes of language use and language learning, and is, therefore, of great importance to language use and

language learning, and is, therefore, of great importance to language teachers. Traditionally, language teaching was concentrated on pronunciation, grammar and vocabulary and while these remain the basis of foreign language knowledge; discourse analysis can draw attention on the skills needed to put this knowledge into action and to achieve successful communication in classroom and outside. In other words, discourse analysis serves the purpose of how the formal and functional properties of language help in serving as a means to communicate our thoughts and feelings efficiently and appropriately. For the complete understanding of the text in a discourse, we must recognize the sociolinguistic, psycholinguistic, semantic and pragmatic contexts. Discourse analysis studies the various cohesive devices employed to bring out meaning and purpose of speech acts. It seeks to interpret how the cohesive devices and coherence in the discourse generate meaning, bring about a purpose and provide a unity in the given discourse.

Discourse analysis covers an extremely wide range of activities, from the narrowly focused investigation of how words such as 'oh' or 'well' are used in causal talk to the study of the dominant ideology in a culture as represented, for example, in its educational or political practices. When it is restricted to linguistic issues, discourse analysis focuses on the record (spoken or written) of the process by which language is used in some contexts to express intention. Thus, discourse analysis will enable educators to judge the educational value of classroom activities as well as the participation structures in which such activities are housed.

However, within the study of discourse, the pragmatic prospective is more specialized. It tends to focus specifically on aspects of what is

unsaid or unwritten (yet communicated) within the discourse being analyzed (Yule, 1993, p. 83). Thus, the term discourse analysis has come to be used with a wide range of meanings which cover a wide range of activities. It is used to describe activities at the intersection of disciplines as diverse as sociolinguistics, psycholinguistics, philosophical linguistics and computational linguistics. So, the analysis of discourse is the analysis of language in use. It can not be restricted to the description of linguistic forms independent of the purposes or functions which those forms are designed to serve in human affairs. While some linguists may concentrate on determining the formal properties of a language, the discourse analysis is committed to an investigation of what language is used for.

1.1.3 Classroom Discourse

Classroom discourse refers to the interaction between the teacher and learners, and amongst the learners in the classroom. It is also known as classroom interaction. Since 1960s, there has been a growing interest in studies of language interaction inside the classroom. Naturally such studies have had educational priorities and have varied in the degree to which they have related their analytical categories to the linguistic data.

Classroom discourse is the type of language used in classroom situations. It is often different in form and function from the language used in other situations because of the particular social roles students and teachers have in classrooms and the kinds of activities they usually carry out there. According to Richards et al. (1996, p. 52), teachers tend to rely on a discourse structure with the following pattern:

Initiation - Response - Evaluation

In this typical three part structure, the teacher initiates a question in order to check a student's knowledge, the student responds, and the student's response is evaluated with feedback from the teacher. Classroom discourse is a fruitful area for the study of social relationships and their impact on language learning in classroom.

As the main medium of instruction, the language of the classroom has long been considered a fine lens through which to view the teaching and learning that occurs inside schools. Most studies of classroom language have focused on how classroom talk differs structurally from everyday conversations, with little attention to the substance of the teaching and learning. These studies have shown that classroom conversations led by the teacher and involving the whole class typically have large structural junctures that delimit lessons and tasks, and phases within them. Within the phases, as in everyday conversations, turns at talk are organized in a sequential flow, however, rather than the pairs of turns typical of everyday talk e.g., question-answer; greeting -greeting, offer-acceptance, the internal structure of classroom turn-taking frequently adds an evaluation by the teacher who normally also initiates the sequences. These classroom turn sequences, then, typically have three parts rather than two-teacher initiation (I), student response (R), followed by teacher evaluation (E) of the response.

The belief about the teaching and learning process in language classroom is that the discourse between teacher and students should flow continuously, with turn taking in the classroom more equally distributed. In short, discourse should follow the T-S-T-S (teacher-student -teacher-

student) pattern. The T-S-T pattern occurs when a teacher asks a question, a student answers, and the teacher provides feedback. The teacher then asks another question and the same pattern is repeated. Sinclair and Coulthard (1978) categorize this sort of exchange as Initiation-Response-Feedback (I-R-F).

Since spoken language is the medium by which much teaching takes place and in which students demonstrate to teachers much of what they have learned. A study of classroom discourse can reveal much about the teaching and learning process. Teaching a language is not simply the transmission of linguistic knowledge. It is more of an attempt to negotiate shared meanings and understanding between the learners and their interlocutors. Teachers very often use small group activities or pair-work to ensure maximum participation among students. Large groups are often believed to provide little opportunity for students to talk and to generate meaningful language. However, a study has shown that communication within a ten member teacher-led group can engage students in meaningful discussion.

The importance of successful participation in classroom discourse to students' achievement has prompted suggestions that the social skills and discourse grammars underlying successful participation in school be explicitly taught to maximize the chances for all children to participate fully in classroom learning.

Classroom discourse is a fertile area for the study of social relationships and their impact on learning. The classroom discourse can be analyzed under different ranks. The basic assumption of a rank scale is that a unit at a given rank, for example, word, is made up of one or more unit of the

rank below. The unit at the lowest rank has no structure. For example, in grammar 'morpheme' is the lowest unit, and cannot be subdivided into smaller grammatical units. However, if one moves from the level of grammar to the level of phonology, morphemes can be shown to be composed of series of phonemes. Similarly, the smallest unit at the level of discourse will have no structure, although it is composed of words, groups or clauses at the level of grammar.

Each rank above the lowest has a structure which can be expressed in terms of the units next below. From the linguistic point of view, classroom discourse is an unconstrained string of units, the organization would have become fundamentally pedagogic. The rank scale used in the discourse analysis lies between non-linguistic organization and grammar.

1.1.4 Conversation Analysis

Conversation analysis is "a method of studying the sequential STRUCTURE and COHERENCE of conversations (in their everyday sense), usually employing the techniques of ETHNOMETHODOLOGY" Crystal (2003, p. 108). The approach studies recordings of real conversations, to establish what properties are used in a systematic way when people linguistically interact. Conversation analysis is basically an empirical, inductive study.

Speech is the primary manifestation of language whereas the written form of language is just the representation of it. Both the forms of language; spoken and written, can be used for conveying message, but the former is commonly used in communication. A person to person interaction is a conversation. It is primary medium of interaction in the social world, and

the medium through which children are socialized into the linguistic and social conversation of a society. While we are interacting with each other, we are exchanging our ideas, emotions, thoughts, etc mainly through the verbal form of language. The participants are using appropriate linguistic form in the situation where they are talking in. The gestures used by the participants and some contextual factors can play important role to make the meaning of linguistic form more explicit. Therefore, the language in conversation is a real use of language. To quote Levinson (1994, p. 284), "Conversation is really the prototypical kind of language use."

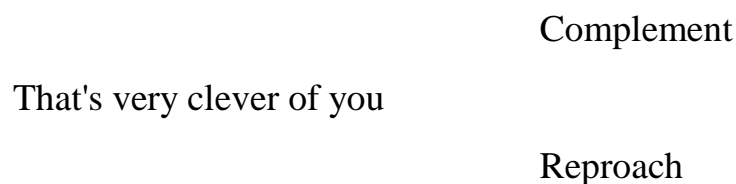
The form and way of uttering linguistic utterances are determined by the situation we are talking in, the social status of person we are talking with and sometimes by the topic we are talking about. The choice of linguistic forms is primarily determined by the formal-informal condition of the discourse. The first pair of following expressions, for example, is to be uttered in informal situation whereas the second pair in formal situation although both of them express the same message and are used for performing the same action.

1. A: Have a cold drink.
B: Thanks.
2. A: Would you like a cold drink?
B: Thank you very much.

Every form has a meaning. If it does not, then it is not used in language. It should also be clear that a form might be meaningless in one language but can be meaningful in the other or they might have different meanings. For example: 'mausi' in Maithily.

	no meaning in English
mausi	no meaning in Nepali
	means 'mother's sister' in Maithily

Likewise, same linguistic form may have different meanings in different context or social situations. For example the utterance "That's very clever of you" may mean praise or reproach depending upon the context. If a student has solved a puzzle in the class and the teacher uses this utterance (that's very clever of you.), then it means the teacher is praising the student for his intelligence. But if the student has tried to trick the teacher by copying answers from a book of his friend, then the utterance means the teacher is reproaching the student. This shows that meaning of a form also depends upon the situation/context in which it is used. This can be diagrammatically shown as:



When two or more persons in talk use sequence of utterances, they make a conversation. The participants in conversation use the language orally. There are two types of oral use of language (i.e. speech): planned and unplanned speech (Wardhaugh 1986, p. 287).

) Planned speech is carefully planned and even rehearsed or practiced. For example, the conversation between two characters in a film or drama is a planned speech since the conversation is already rehearsed. Similarly, the welcoming speech by the

president of house of representative in the assembly can be taken as the example of planned speech.

-) Unplanned speech, on the other hand, is not carefully planned and even rehearsed. It refers to general conversations or interactions which are not thought and practiced before the presentation. Though it is not planned, it does not mean that it has no organization. Every naturally occurring conversation is organized systematically. Regarding the complex organization of conversation, Wardhaugh asserts, "Unplanned speech is not unorganized speech" (1986, p. 287).

For Wardhaugh (Ibid), unplanned speech or conversation has the following characteristics:

-) Repetition
-) Simple active sentences
-) Speaker and listener combining to construct proposition
-) String of clauses together with and or but or the juxtaposition of clauses with no overt links at all.
-) Deletion of subjects and referents, e.g. words such as this, that, here, there, etc.
-) Loose syntax, i.e. not as condensed as in written form of language.
-) Fragmented and overlapped utterances.

Unplanned conversation in comparison to planned one takes place in real social setting. The unplanned conversation can be characterized as a locally managed phenomenon. It is a cooperative

activity in the sense that it involves two or more participants, each of whom must be allowed to participate in the conversation.

Conversation analysis is the systematic analysis of conversation and real conversation is unplanned conversation. Therefore, conversation analysis is limited to the analysis of unplanned conversation. It does not study the planned speech. According to Richards et. al. (1985, p. 64), conversation analysis includes the study of:

- a. how speakers decide when to speak during a conversation (i.e rules of turn taking).
- b. how the sentences of two or more speakers are related (i.e adjacency pair).
- c. the different functions that conversation is used for (for example, to establish roles and to communicate politeness or inquiry).

To conclude, conversation analysis is a descriptive study of actual use of language. Research in conversation analysis requires recordings of naturally occurring conversations in order to discover how sequences of activities (both verbal and non verbal) are generated spontaneously in verbal interaction.

1.2 Review of the Related Literature

The pragmatic study of language is the study of actual use of language. A number of studies have been carried out in the foreign countries about the actual use of the English language.

Sinclair and Coultharad (1978) did 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 sometimes known as parallelism of discourse analysis and grammatical 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 the teacher and students in the class. For this purpose, they proposed five ranks for discourse units (lesson, transaction, exchange, move and act) that we call rank scale. Similarly, Edmondson (1981) carried out a research on spoken discourse. His dissertation is concentrated on the use of language in classroom. He has also investigated the conversational behaviour in relation to its uses and effect in terms of linguistic orientation.

Regarding actual use of language, a few studies have been carried out in Nepal.

Sah (2003) carried out a research entitled "An Analytical Study of Classroom Discourse". The researcher took Sinclair and Coulthard (1978) model as a reference for analyzing the classroom discourse. The study was highly valuable but it was limited to the analysis of only three units: act, move and exchange (transaction). This study attempted to classify the different types of acts, moves and exchanges found in the English classes. Also an attempt has been made to describe the function and structure of each type of moves and exchanges. Similarly, Neupane (2007) carried out a research entitled "Analysis of Classroom Discourse: A Case of Grade VIII". This study attempted to present an analytical study of classroom discourse of the public and private schools. The main objective of this study was to analyze and compare the classroom discourse of the public and private schools in terms of 'moves' and 'acts'. He found that one of the

real problems in teaching English in public schools is the lack of the interaction and exposure in the classroom.

Yadav (2004) carried out a research entitled, "Problems in Teaching Oral Skill in English". The purpose of his research was to find out the problems and their causes in teaching oral skills in English. He found that the lack of physical facilities, insufficient time for teaching oral skills, lack of materials, etc. are some of the existing problems in teaching oral skills. It was also found that these problems are caused due to poor economic conditions of schools, ineffective management in schools and District Education Office, etc. Similarly, Adhikari (2005) carried out a research entitled "Analysis of Nepali Conversation." The aim of his study was to analyze and explain the actual use of the Nepali language. He found out that omission of subject and overt linkers, repetition of words or phrases, simple deviation in structures, etc are proved to be common properties of Nepali conversation. It is also found that most Nepali conversations open with terms of address/relation whether the participants are known to each other or not. Similarly, Marasini (2007) carried out a research entitled "Discourse Structure in Nepali T.V. Commercials". The main aim of his research was to find out the discourse structure and sentence structures used in Nepali T.V. commercials. After the study of discourse of the Nepali T.V. commercials, he found certain type of structure which mainly consists of introduction, body and slogan. The language and sentence structures have its own unique features which breaks the norms of the common language structure.

Phyak (2006) carried out a study on "How Does a Teacher Interact with Students in an English Classroom ?" He selected a government aided

school out of Kathmandu valley using purposive sampling method. The major objective of his study was to find out the discourse strategies used by teachers to interact with their students in the classroom. Out of discourse strategies, his sole focus was on politeness and indirect speech acts. He reached a conclusion that there was only one way interaction in the classroom. The classroom language used by both teachers and students was not polite. He found that it was not because of power relationship rather of culture and lack of exposure. Because of influence of their cultural behaviour of mother tongue, students were found to use impolite language. His study revealed that one of the real problems in teaching of English in the context of Nepal was lack of classroom interaction strategies from both teachers' and students' side.

Though a few studies have already been carried out about language, this is the first and only one study of classroom conversation analysis, an area of pragmatics. No text study has been conducted in the actual use of classroom language. This study will therefore be different from the works reviewed above, for it will be highly a descriptive study on the actual use of classroom conversation.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To make an analysis of the following parts of classroom conversation:
 -) Opening
 -) Pause
 -) Overlapping
 -) Repair
 -) Closing
- ii. To find out frequency of these parts.
- iii. To suggest some pedagogical implications on the basis of findings of the study.

1.4 Significance of the Study

The present research aims to analyze classroom conversation. Such analysis can be useful in finding out the effectiveness of teaching and the types of teacher-student relationships. In the study, different styles of opening, closing, pause, repair, overlapping and closing in classroom conversation are analyzed. This study will be an example of classroom research or action research for teachers to improve their own teaching and to make the classroom teaching interactive. Thus, it will be beneficial to the students, teachers, syllabus designers, textbook writers and all those who are interested in teaching and learning of the English language. The study will be especially useful to the prospective researchers who want to conduct researches on any domains of pragmatics in future.

1.5 Definitions of the Specific Terms

-) **Opening:** Conversation has a basic structure AB, AB, AB in which participants A and B speak successively in turns. Opening in conversation refers to the way of initiation or beginning of conversation. A conversation generally starts with an exchange of greetings, e.g. hello or hi in an informal conversation and good morning/night in formal one.
-) **Closing:** A conversation that starts is bound to end. The ending of a conversation is closing. There are rules of closing; abrupt or hasty closing can create misunderstanding among the participants. An exchange of goodbye indicates the closing of an English conversation.
-) **Turn taking:** Turn taking refers to the turn of the participant to speak in a piece of conversation. The mechanic of turn taking starts when it is relevant for someone else to speak.
-) **Timing:** Timing refers to the time taken by the participants in a piece of conversation. It has two main properties: overlap and pausing. Overlap is an occasion in a conversation in which one person begins speaking before another speaker has finished. Pause on the other hand refers to a short interruption during the production of an utterance. It is the absence of vocalization.
-) **Adjacency pairs:** Adjacency pair is a set of two adjacently positioned utterances, by different speakers, closely related to each

other in a specific way. For example, question-answer, greeting-greeting, offer-acceptance or refusal, etc.

) **Insertion sequence:** Speakers may interrupt themselves and insert an utterance which is not related to the main conversation. This interruption is known as insertion sequence. It is often caused by some external event such as knock at the door or ringing of the phone, etc. For example:

A: ----- and I actually told her that (doorbell rings) excuse me----

Here, "excuse me" is the insertion sequence because this is a break from the main conversation.

) **Phatic communion:** It is the function of language which works as a means to establish contact. In fact this is the function of language which helps us to establish social relationship and maintaining or discontinuing it. The expressions like good morning, thank you, good bye, etc serve this function of language.

) **Repair:** Correction of misunderstandings, mishearing or indeed non-hearing is repair. For example:

A: hh-----well. I'm working through the salt corporation-----

B: The who?

A: Salt corporation. It is a holding company.

Here, the utterance "It is a holding company" is the repair of A's first utterance (Levinson, 1994, p. 341).

CHAPTER TWO

METHODOLOGY

Research is a way of thinking: examining critically the various aspects of your profession; understanding and formulating guiding principles that govern a particular procedure; and developing and testing new theories for the enhancement of your profession. It is a habit of questioning about what you do, and empirical examination to find answers, with a view to instructing appropriate changes for a more effective professional service (Kumar, 1999, p. 2).

The present research work tried to study classroom interaction between teacher and students in English class of private boarding schools of Kathmandu valley. For this purpose the researcher taped their discourse in a recorder. He then analyzed them rigorously to draw conclusions.

2.1 Sources of Data

To accomplish the intended objectives, the researcher used and consulted the following sources of data:

2.1.1 Primary Sources of Data

The primary sources of data for this study were teachers and students teaching and learning in secondary level. The primary data for this study were the recordings of conversations between pupils and teacher of class ten.

2.1.2 Secondary Sources of Data

The researcher used the secondary sources of data, i.e. previously carried out researches related to pragmatic study of language, articles, seminar

papers and books on pragmatics such as Yule (1993), Leech (1983), etc for the refreshment of his knowledge in the related area and to facilitate the research.

2.2 Sampling Procedure

The researcher applied judgmental sampling, which is one of the useful non-random sampling designs. For this he selected three private boarding schools of Kathmandu valley and recorded fifteen conversations, five from each school.

2.3 Tools for Data Collection

The tool for data collection was observation and a tape recorder cum player was used to record the conversations.

2.4 Process for Data Collection

For the collection of data, first of all, the researcher selected three private boarding schools of Kathmandu valley. Then, he went to the schools and took permission from the principal and the English teacher of class ten. After that, the researcher recorded the conversations between the pupils and teacher by using a tape recorder and frequently listened to the recordings and converted them to written dialogues.

2.5 Limitations of the Study

The study had the following limitations:

- i. The study was limited to the Kathmandu Valley only.
- ii. The study was limited to three private boarding schools only.
- iii. The study was limited to class ten only.

- iv. The research was carried out on the basis of only fifteen conversations.
- v. The non-linguistic aspects of language like facial expressions, body movements (i.e gestures), which are indispensable in real verbal communication, were not included under the scope of the study.
- vi. The suprasegmental features like tone, intonation, etc which are entirely important in conversation were not studied.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

In this section, the common features of classroom conversations identified in the analysis of 15 recorded classroom conversations are listed down, and they are described and presented in separate tables with examples from the data. The exponents of classroom conversations are transcribed in their equivalent written form. Similarly, it provides a comprehensive description of the different parts of classroom conversation mentioned in the objectives of the study. In describing the different parts of classroom conversation, firstly each part is described and analyzed, and then various expressions for each part are minutely described and exemplified with the help of the data recorded.

3.1 Parts of Classroom Conversation

The common parts mentioned in the objectives of the study are analyzed and described here. Each part is described with how they are expressed in classroom conversation.

3.1.1 Opening in Classroom Conversation

The opening of total fifteen conversations were observed and analyzed. On the basis of the analysis, openings are categorized into two in this research. They are:

-) **Greeting:** The established terms or expressions of greeting like good morning/afternoon in English are found in the opening parts of classroom conversations.

) **Phatic Communion** : A linguistic expression like 'How is today ?' which is used not for seeking or conveying information but for establishing social relationship is taken as phatic communion here.

The study shows that most of the classroom conversations start with greeting. Another usual way to start classroom conversations is by phatic communion.

3.1.1.1 Opening Using Greeting

It is observed that greeting is most often used term of opening in classroom conversations. Some expressions of greeting for opening classroom conversations are given in table no. 3.1 below.

Table No. 3.1: Expressions of Greeting

Conversation	Expressions
Con - 1	S - Good morning sir. You are welcome in our classroom T - Good morning students.
Con - 4	S - Good afternoon sir. T - Good afternoon students.
Con - 10	S - Good afternoon sir. T - Good afternoon class ten.
Con - 15	S - Good morning sir. T - Good morning students.

English terms of greeting like "good morning/afternoon" are found in every opening part of classroom conversations.

3.1.1.2 Opening Using Phatic Communion

In classroom conversation, some expressions seem to be used for seeking or conveying information. In fact, they are not used for seeking or conveying information but for establishing relationship. Such expressions are treated here as expressions of phatic communion, which are found in the opening part of classroom conversations. Some examples of phatic communion are:

Table No. 3.2: Expression of Phatic Communion

Expressions
T - How is today ? S - Fine S ₂ - Yeah we are fine sir Con - 1 (App. 1)
T - How are you feeling today ? S - Fine sir. Con - 3 (App. 1)
T - Are you ok ? S - Yes sir Con - 5 (App. 1)

3.1.2 Pause in Classroom Conversation

In this section, the pauses found in classroom conversations are taken for analysis and they are marked with three small dashes (i.e. - - -), which do not refer to the same time duration of pause. In terms of its duration, pause is found to be varied in classroom conversations.

To describe and analyze pause here, the absence of vocalization (or silence) found in the speech of the same person is termed as pause.

Similarly, the silence between the ending of speech of the first speaker and the starting of speech of the second speaker is interpersonal pause. It is termed as interval. The distribution of these two types of pause is presented in table no. 3.3.

Table No. 3.3: Distribution of Pause

		Frequency	Percentage (%)
Pause (along expression)	Pause	115	22.33
	No pause	400	77.66
	Total	515	100
Interval (between participants)	Interval	30	6
	No interval	485	94
	Total	515	100

The table shows that only 22 percent of the total of 515 expressions has pause in classroom conversations. However, 78 percent of the total expressions do not have pauses. It is also notified that the pause is found one or more times in the same expression (See table No. 3.4).

Only six percent of the total of 515 exchanges is found to have interval. The percentage of absence of pause between participants, i.e. silence is 94 percent. In conclusion, pause occurs, more than three times of silence in classroom conversations.

3.1.2.1 Pause

By observing the 115 pauses in classroom conversations, it is found that pause is of two types. They are habitual pause and pause for correction. It is found that some pauses are idiosyncratic in nature. Such types of pauses are termed here as habitual pause. Some examples of habitual pause are:

Student: Yes sir en - - - plane like object.

Con - 1 (App. 1)

Teacher: - - - Now I am very happy - - -
I think you have understood.....

Con - 4 (App. 1)

Likewise, it is also found that the main purpose of pause is to correct.
Some examples of pause for correction are:

Teacher: So - - - by plane it takes 15 minutes to reach - - -

Con - 7 (App. 1)

Student: Yes sir - - - I think hailstorm sir.

Con - 6 (App. 1)

In this example, the teacher pauses after producing 'So' for a short time to correct it and makes the correction by producing "by plane it takes 15 minutes to reach."

In the expression of student, s/he corrects his/her expression by pausing for a short time after producing 'yes sir'. Therefore, it is clear that some pauses are for correction. The pause can be found once, twice or more than two times in the same expression. The following table shows the occurrence of pause.

Table No. 3.4: Occurrence of Pause

Pause	Frequency	Percentage (%)
One time	61	53
Two times	39	34
Three or more times	15	13
Total	115	100

The table shows that the occurrence of pause just one time in the same expression is found maximally (i.e. 53%). The percentage of pause two times and three or more times is 34 percent and 13 percent respectively. In short, pause occurring just one time is more frequent than pause occurring two or more than two times. For example

Teacher: So - - - by plane it takes 15 minutes to reach - - - in this reserve.

Con 7 (App. 1)

3.1.2.2 Silence

Similarly, the silence is found usually for the purpose of turn taking. In the examples given below, the pause between teacher and student is found and it is for giving turn to the students. This interpersonal pause is termed here as silence. For example:

Teacher: - - - The meaning of disposed off. - - -.

Student: - - - I don't know sir.

Con 7 (App. 1)

Teacher: - - - Have you ever seen a film? - - -

Student: - - - Ye sir.

Con 6 (App. 1)

3.1.3 Overlapping in Classroom Conversation

In this section, verbal overlapping is analyzed and described. The overlapped exchanges are marked with // // . Table No. 3.5 shows the distribution of overlapped exchanges in classroom conversation.

Table No. 3.5: Distribution of Overlapped Exchange

	Frequency	Percentage (%)
Non-overlapping	480	93
Overlapping	35	7
Total	515	100

The above table shows that only 7 percent of total 515 exchanges are found overlapped and 93 percent are non-overlapped.

Though overlapping is a common property of conversation, it is not as common as pause in classroom conversation. From the data, it was found that overlapped exchanges are not as frequent as paused exchanges. It may be because of the formal classroom setting.

Some examples of overlapped exchanges are as follows:

Student: Tense is three types and every tense has three - - - four types.

Teacher : good. - - -

Con. 2 (App. 1)

Teacher: "Where the mind is without fear" by Rabindra Nath Tagor.

Student: Tagor.

Con. 5 (App. 1)

3.1.4 Repair in Classroom Conversation

Correction of the words or phrase in the expression of conversation is found very frequent in classroom conversations. Such type of correction is termed as 'repair' here. After observing forty repaired expressions, two types of repairs are found.

In the first type, the repair is made immediately after the expression to be repaired is produced. Such type of repair is termed as immediate repair. The following example shows the immediate repair.

Teacher: The name of an inn - - - Inn perhaps you know
it is like a room where people rest.

Con. 3 (App. 1)

The example given above shows a immediate repair, which repairs "The name of an inn" by saying "Inn perhaps you know it is like a room where people rest."

In the second type, the repair is sometimes made after a short pause, termed as repair after pause, as in the example presented below:

Teacher: Yes, because you haven't - - - you are not living in
Terai - - -

Con. 11 (App. 1)

Here, the expression 'you are not living in Terai' repairs 'yes because you haven't' after a pause indicated by three small dashes (i.e. - - -). The two types of repair found in classroom conversations are statistically presented in Table no. 3.6.

Table No. 3.6: Distribution of Repair in Classroom Conversations

Repair	Frequency	Percentage (%)
Immediate repair	18	45
Repair after pause	22	55
Total	40	100

The above table shows that immediate repair is less (i.e. 45%) in classroom conversations whereas repair after pause is more than that of immediate repair (i.e. 55%). From the expression of repaired expressions, it was found that an expression or a piece of expression previously produced is repaired by defining it or explaining it.

3.1.5 Closing in Classroom Conversation

In the study of closing part of 15 observed classroom conversations, the researcher found that no classroom conversation closes with:

Terms of greeting

Terms of relation/addressing

Phatic communication

The following expressions are some of the many closing expressions found in the closing section of recorded classroom conversations.

Student: Thank you sir.

Teacher: Ok thank you.

Con. 3 (App. 1)

Student: Thank you sir for teaching us.

Con. 5 (App. 1)

In conclusion, it is found that the class generally ends with the term like 'thank you.'

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

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

- (i) Classroom conversation maximally opens with terms of greeting (e.g. good morning/afternoon) and sometimes with phatic communion (e.g. how is today!).
- (ii) Pause is very common in classroom conversations. Although silence for a short time can be a habit of some speakers, pause in the expression of the same speaker is for correcting the previous piece of speech. Similarly, the pause between the speeches of two people is for turn taking. This study shows that only 22 % of the total expressions has pause whereas 78 % has no pause.
- (iii) Overlapping though is a common feature of conversation is not as frequent as pause in classroom conversation. The study shows that only 7 % of the total exchanges are overlapped whereas 93 % are non-overlapped.
- (iv) Correction of a piece of speech immediately after it without pause is possible and acceptable in classroom conversations. It was also found out that the correction after a pause is also accepted. In this study, the frequency of immediate repair is only 45 % whereas repair after pause is 55 %.
- (v) Classroom conversations generally end with closing expressions like thank you sir or ok thank you.

- (vi) The following are the common features of classroom conversations:
Repeated items,
Deviated syntax and
Conversational features.
- (a) The same item or word appears more than once in the same expression of classroom conversation. The word 'passage' for example is found repeated in the expression "- - -now we are going to discuss about the passage, the passage is about a message from another planet" [Con. 1 (App. 1)].
- (b) The syntax in classroom conversations is found simply deviated in comparison with that of written form of language. For example, the expression - "How many types of tense" is acceptable in classroom conversations [Con. 2, (App. 1)].
- (c) Some words like un, e, na, etc. are found in classroom conversations. For example, "You say na sir you say" (Con. 6, App. 1). These words are not common in the written form of the English language. Such special items are conversational markers in classroom conversations.

In conclusion, the language in classroom conversation is different from that of written form.

4.2 Recommendations

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

- (1) To converse with others is primary in language learning. So, the language teachers should make their learners able to use different expressions of opening and closing a conversation for the first time to make them interact with others.
- (2) To make the learners communicatively competent, correction of piece of speech, repetition of a word or phrase and pause should be accepted and entertained by language teachers in the speech of their learners during language learning.
- (3) Simple deviation in structure should not be corrected in language teaching.
- (4) The researcher has found that the language in conversation is different from that of writing. It is, therefore, recommended for language teachers in general that they should make their students familiar with the language in conversation.
- (5) The teacher should focus on class discussion rather than explanation as the researcher has found more explanation than discussion.
- (6) Special conversational features of the language in question should be taught.
- (7) The teacher can adopt the following techniques so that the teaching should be effective:
 - (i) The teacher should first describe the short passage, then ask questions related to the passage and at last summarize the passage.

- (ii) He should first ask the questions to the students taking short passage as brainstorm, then, describe the passage.
- (iii) The teacher should encourage and inspire students to describe the short passage and only then summarize the passage.

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APPENDICES

APPENDIX I

Conversation - 1

Student (S): Good morning sir, you are welcome in our classroom.

Teacher (T): Good morning students, please sit down. How is today.

Student (S): Fine

Student (S): Yeah, we are fine sir.

Teacher (T): Ok thank you. Now we are going to discuss about the passage, the passage is about 'A message from another planet'.

Student (S): May I come in sir?

Teacher (T): Ok! come in. Its ok, what we are discussing, our topic is about a message from another planet. Can you say in which planet do we live?

Student (S₁): Earth

Student (S₂): Earth sir

Teacher (T): Ok! Thank you. We really live in the earth. Now here is the passage about, listen carefully, Suren Majhi sat on the sandy bank of the Sunkoshi river. Can you say where did Suren Majhi sat ?

Student (S₁): On the Sunkoshi river.

Student (S₂): On the Sunkoshi river.

Teacher (T): Good

Student (S₂): On the bank of Sunkoshi river.

Teacher (T): Suren Majhi sat on the sandy bank of the Sunkoshi river. He has been fishing all day. But he has caught nothing. He was tired and the twilight was changing into darkness. Can you say the meaning of 'Twilight'?

Student:

Teacher: Oh! Good. Twilight means dark. It's clear.

Student: Yes.

Teacher: Ok. Thank you. Now, here suddenly in the distance over the river Suren saw a bright object. What did Suren saw?

Student: A bright.

Teacher: A bright object, good. It might be a helicopter. Suren thought probably going to Diktel. Can you say where is the helicopter going?

Student₁: Diktel.

Student₂: Diktel.

Teacher: Yeah. But there was no noise. It came closer and took on the shape of a saucer. Do you know the meaning of a saucer? Saucer.

Student: Yes sir ye - - - e plane like object.

Student₂: A plane like object.

Teacher: Oh! Yeah its good. Then it landed on the bank about 50 meters away. Suren got up and walked to the object. Once he had seen a film of a spaceship.

Student: Excuse me sir! May I go out?

Teacher: Oh, yes, you can go. Ok, we are discussing here, once he has seen a film of space ship. Have you ever seen a film?

Student: Yes sir.

Teacher: Yeah. How long had Suren been fishing?

Student: All day long sir.

Teacher: Oh. Its right answer. Thank you sit down. Now please stand up
Amit.

Student: Yes, sir.

Teacher: Can you say, what was changing into darkness?

Student: Twilight was changing into darkness.

Teacher: Good! Right answer. Thank you. Sit down. Do you have any
question?

Student: No sir.

Teacher: Ok. This much for today, we will discuss about the text to next
day.

Student: Thank you sir.

Conversation - 2

Student: Good morning sir. You are well come in our classroom.

Teacher: Good morning. Sit down students.

Student: Thank you sir.

Teacher: Thank you. How is today?

Student: Fine sir.

Teacher: Oh, I'm also same like you. Thank you. Now we are going to
discuss about the topic "Time for grammar". It is about tense. Have
you ever heard the word tense?

Student: Yes sir, we have.

Teacher: Oh, here we are going to discuss about the structures and rules related with the tense. Can any body say, how many types of tense?

Student: Three types.

Teacher: Yeah, other anybody.

Student: Tense is three types and every tense has three types

Student₂: Four types.

Teacher: Good. Ok its good, means we have today, there are three tenses and among each tense it has four parts. Ok, among it, we can say there are twelve parts of tenses. Anybody can say the structure of simple present tense.

Student: Yes sir.

Student₂: No sir.

Teacher: Ok stand up. Please say what's the structure of simple present tense?

Student: Subject + v¹ - v⁵

Teacher: Oh good. Can Amit you give me example of simple present tense?

Student: He goes.

Student₂: He writes.

Teacher: Ok now, who can say the structure of simple past tense? Raise your hands.

Student: Me say sir.

Teacher: Ok, say.

Student: Simple past sir, "Subject + v² + Object".

Teacher: Yeah its right answer. Can you give me one example of simple past tense?

Student: He went home.

Teacher: yeah he went home. Now we are going to write structures for tense..... Ok, now by using these structures we can make different sentences by ourselves. Yes or not?

Student: Yes sir.

Teacher: It's ok. Then I think you all can make one sentence. Ok. You all say one by one, one sentence. Here at first Suresh you present continuous tense.

Student: I' am eating rice. Sir.

Teacher: Yeah it's right. It is simple. You can easily make sentence by using the patterns of tense. I think you can do well to make sentence. Are you no? Ok, now do you have any questions about the structures of sentence? Sorry making sentence pattern.

Student: No sir.

Teacher: You Govinda.

Student: Yes sir actually, I didn't understand where to use simple present sir.

Teacher: Oh, listen in simple present tense structure is here "Subject + v¹ - v⁵ + object".

Student: Off course sir.

Teacher: Here we should have to say ok. Today this much, for this much only. Tomorrow we will discuss about the poem 'weather'.

Student: Thank you sir.

Teacher: Thank you.

Conversation - 3

Student: Good morning sir. You are welcome in our classroom.

Teacher: Morning students, please sit down. How are you feeling today?

Student: Thank you sir.

Teacher: How are you feeling today?

Student: Fine sir.

Teacher: Yeah, I'm also fine and we are also going to discuss about the poem 'weather'. Here, Thomas Hardy has composed the poem 'weather'. Have you ever heard about weather?

Student: Yes sir.

Teacher: Yeah, there are different types of weather and it changes according to time-to-time. Perhaps you also know about the spring season.

Student: Yes, sir.

Student₂: Yes, sir.

Teacher: Oh, it's the queen of the season and the others have referred here the winter season. Thomas Hardy has told. About the both weather spring season and winter season.

Student: - - - winter season.

Student₂: - - - winter season.

Teacher: Now, listen carefully we are going through the lines here,

"This is the weather the

Cuckoo likes

And so do I,
When showers be tumble the
Chestnut spikes;
And westling fly
And the little brown nightingale..... Ok. Suman now say the
synonyms of shower.

Student: SHOWER..... sorry, I don't know sir.

Teacher: Oh, it's ok. Shower means rain. You know rain.

Student: yes sir. Rain, rainfall.

Teacher: Like the same, you may ask what is the synonym of bills.

Student: I don't know sir.

Teacher: Please, sit down. Its ok this means here sing. Do you know any
song?

Student₂: Excuse me sir.

Teacher: What?

Student: Once again.

Teacher: Oh, good means, here bills means sing. We many times sing a
song.

Student: Yes, yes.

Student₂: Yeah.

Teacher: Here you know, like the same here nightingale sing. And try to
say me - - - you "the travelers Rest". Do you know the meaning of
travelers rest?

Student: Traveler means, traveler and rest means rest.

Teacher: Ok, means here is about the name of an inn. Inn perhaps you know. It is like a room where people rest. Is it clear? Now, this much for today. Tomorrow discuss much about the poem. Do you have any question?

Student: No sir.

Teacher: No sir, thank you sir.

Student: Ok thank you.

Conversation - 4

Student: Good afternoon sir.

Teacher: Good afternoon students.

Student: Thank you sir.

Teacher: Thank you sit down. And today is the time for grammar, isn't it?

Student: Yes sir.

Teacher: And, today I'm going to teach you subject-verb agreement and let, you know that a verb must agree with its subject. Here you know and as you know un - - - you use. "He is" with 'he' you use 'is' and with 'they' you use 'are' and with 'I' you use 'am'. Here (is, am, are) are different verbs. And you know, you can't use 'is' with 'I' 'are' with -un- 'are' with 'he' then why? Because you, you I've just said to you that verb must be used according to their subject. And there is a simple formula -un- concerning this and if there are singular subject we must use singular verb. As you know and do, you know first of all.

Student: Excuse me sir. Could I get some example about this?

Teacher: Yes, for example-un-you know -un-. 'He dances and they dance'. Here dance, why have I said to use here 'he dances' and 'they

dance'. Here, 'he' is singular you know 'he' refer to only one-person only one male member and so 'he' can't. . .

Student: Pardon me sir.

Teacher: Yes.

Student: I and are will not be means here, "I are going to" is right or wrong?

Teacher: No, this is wrong. You know 'I' is singular, isn't it? And 'I' is singular and so we can't -un- and that

Student: First person singular sir.

Teacher: One thing you have to remember that -un- with this with - I you always have to choose 'am' (among) from is/am/are.

Student: Thank you sir. I understand.

Teacher: Yes and now he was, he just asked me about - - - u - - -.

Student: Example sir.

Teacher: Example I was talking you here that. He dance, they dance.

Student: He dances / they dance.

Teacher: Here, he dances and they dance you know. 'He' is singular verb pronoun and singular subject. So we, have used here 'he dances' and you know 'dances' is singular, because you know whenever you find 's' or 'es' attached to a verb, you will have to think the verb is in singular form 'yes'

And now, let me as you say, you have understood, well let me ask some question. And you know DOGS dogs DOGS dogs and what you think it is singular or plural?

Student: Plural

Student₂: Plural sir.

Teacher: You are right. And 'EATS' eats is singular or plural?

Student: Plural sir.

Teacher: No.....No.....what I just told you, whenever you find 's' or 'es' added at the end of -un- verb you must think that the verb is in singular form correct, if you don't? Have you forgotten?

Student: Yeah.

Teacher: That, I have told you EAT - eat is what verb isn't it? And here you find 's' added to 'eat' and so it is what - un- singular verb.

Student: Thank you sir.

Student₂:

Teacher: And now let me ask you some another question -un- 'he go or goes' what do you think is suitable?

Student: Go.

Student₂: Go sir.

Teacher: Thank you. Now I'm very happy -un- -un- I think you have understood. Do you have any question?

Student: No sir.

Student₂: No sir.

Students: Thank you sir.

Conversation-5

Student: Good afternoon sir.

Teacher: Good afternoon, class 10. Sit down please.

Student: Thank you sir.

Teacher: Are you, ok?

Student: Yes sir.

Teacher: Ok, so today we are going to discuss about a poem. Here, the poem's title is "Where the mind is without fear" by Rabindra Nath Tagor.

Student: Tagor.

Teacher: Do you know Rabindra Nath Tagor? Have you ever listen about Rabindra Nath Tagor.

Student: Yeah.

Teacher: What?

Student: Is he from India sir?

Teacher: Yes, he is from India. And..... Ok, now, so do you know the meaning of fear? Where the mind is without fear. The title is 'where the mind is without fear. That means what, where our mind is without fear. Are you getting me?

Student: Yes sir.

Student₂: Yes sir "Freedom".

Teacher: Yes, freedom. Where the mind is free, isn't it?

Student: Yes, sir.

Teacher: Ok, so the lines are here, I'm just going to quote some lines of the poem "Where the mind is without fear and the head is held high

- held high - do you know 'held high'. Our head held up up - high, where knowledge is free. There is no boundary for knowledge. There is no limitations for knowledge. And the world has not been broken up into fragments by narrow domestic wall. Here, what do you mean by "narrow domestic wall."

Student: No sir.

Teacher: Any body can. Nobody can. Ok, I'm going to explain about it.

..... Ok now here is the concluding, last concluding line, which are like this? Where the mind is led towards by the thee into ever -widening thought and action ----- Into that heaven of freedom my father let my country awake. Let my country awake..... That means what 'let my country awake' Let ... to be my country conscious.

Student: Pardon me sir. I don't understand.

Teacher: What you don't understand?

Student: The last line sir.

Teacher: Last line, let my country awake. It means what, let it be conscious. The people of the country should be. Conscious about the domestic walls or what the poet talks about Ok so now there are some word meanings in the poem. Do you know about it? Could I ask?

Student: Yes sir.

Teacher: Ok ... so the first one is here 'fragment'. Ram please you stand up. Can you tell me? What do you mean by fragment?

Student: I don't know sir.

Teacher: Oh, you don't know Ok next one.

Student: Can I say sir?

Teacher: Yes please.

Student: Means part.

Teacher: Part, yeah part - pieces. Rani do you also understand. Fragment means pieces -part. And another is - another I am going to ask to from next bench. Please stand up "Domestic wall" what do you mean by domestic wall?

Student: Boundary, boundaries of the countries of the world.

Teacher: Yeah of course. Boundaries, in the boundaries of the country. What did you say? Actually I didn't get you please repeat once again.

Student: Boundaries of the country.

Teacher: Boundaries of the country, ok. Division between society. What you say that is also similar but not exact division between society, country, etc, ok.

Student: Yes sir.

Teacher: And now next one is 'dead habit'. Anybody can say dead habits.

Student: I don't know sir.

Teacher: 'Dead habits' anybody..... Ok. It means old or useless traditions. Old or useless traditions. Traditions, which have already failed and another one is 'THEE' "T H double E" thee what does the world T H double E ...

Student: Thee, it is you.

Teacher: Yeah of course, you it is used in ancient English. English of Shakespeare you can find the word like thee. Now the last one is

'father' father generally we know father means father our papa, daddy. But here father means another father.

Student: Which one sir?

Teacher: Father you have read in the poem. Father like into that heaven of freedom my father.

Student: It is god sir.

Teacher: Yes of course, God. Here father means god. Ok, so now here are some true/false. You should tell me either it is true or false. Ok the poet wishes for the freedom of knowledge. True or false?

Student: True sir.

Student₂: True sir.

Teacher: Yes, of course true. The next is the poet thinks that the present world is divided into different factions.

Student: True sir.

Student₂: True.

Teacher: Yes, of course true. Definitely true, the last one is dead habit refers to dead peoples habit, is it right?

S₁-S₂: No sir - yes sir

Teacher: No, yes it is false. So, ok for today this much only and tomorrow we will discuss about another chapter and for today let met to go. Ok thank you.

Student: Thank you sir.

Student₂: Thank you sir for teaching us.

Conversation - 6

Student: Good afternoon sir.

Teacher: Good afternoon.

Student: May I come in sir?

Teacher: Come in - come in Now be careful listen now -un- the hailstorm last week wasn't a large one.

Student: Excuse me sir, what is the meaning of hailstorm.

Teacher: Yeah, don't you know hailstorm?

Student: No sir.

Teacher: Ok - ok-un- a storm during which small balls of ice falls like rain from the sky.

Student: Thank you sir.

Student₂: Once again sir.

Teacher: Ok, let me tell you. A storm, do you know storm? A storm during which small ball of ice-balls falls from rain-un- fall like rain from the sky. Have you understood now hailstorm?

Student: Yes, sir.

Student₂: Yes sir, isn't it similar with ice?

Teacher: Yes-yes ice - ice that is icfall.

Student: Ice falling.

Teacher: Yes-Yes - yes. Hailstorm. The hailstorm last week wasn't a large one. You know it was not a large hail -hailstorm. But you know it caused many accident. Though it was not a large one but it caused many accident. What did it caused?

Student: Many accidents.

Teacher: What caused many accidents?

Student: The hailstorm.

Teacher: Yes, it was hailstorm that caused many accident.

Student: Accident

Teacher: The hailstorm started to come down in the late afternoon was it morning?

Student: No sir.

Teacher: No, it was late afternoon.

Student: Afternoon.

Teacher: When the hailstorm started to come down yes and the hailstorm started to come down in late afternoon and were followed by rain and just after hailstorm, it started raining. I saw it through the window of the restaurant. Do you think I was outside? No, I was in the restaurant. Yes, I was looking through the window.

Student: Window.

Teacher: Yes, it had been raining for an hour and a half. It had been raining when we started for home. How long had it been raining?

Student: One hour and half.

Student: An hour and half sir.

Teacher: Yes, right, for an hour and half. Can you imagine the title of the lesson?

Student: Yes sir, I think hailstorm sir.

Student: May be, sir hailstorm caused accidents

Teacher: You Sabina. Can you? No ok.

Student: You say na sir. You say.

Teacher: Let me - teach you the whole chapter then I will tell you at the end.

Conversation - 7

Student: Good afternoon sir.

Teacher: Good afternoon classroom. Sit down please.

Student: Thank you sir.

Teacher: So, today I'm going to teach you unit two and the topic is 'Parasa Wildlife Reserve. Do you know Parsa? Parsa district.

Student: Yes, sir.

Teacher: Where the wild life reserve lie. So, I am going to read the paragraphs of the topic. Paragraphs are like: "Parasa wildlife reserve was establish in 1984 with an area of 499 sq. km." Parsa wild life yes it is established in 1984. When did it establish?

Student: 1984.

Teacher: Yes 1984. And what is the area of this wild life reserve. Its area is 499 sq. km, isn't it?

Student: Yes sir.

Teacher: Yes, ok. So are you getting me? Upto here do you understand.

Student: Yes sir.

Teacher: Yes ok, now listen. It occupies parts of Chitwan, Makwanpur, Parsa and Bara district of the central Nepal. It occupies the land of Chitwan, Makwanpur, Parsa and Bara district.

Student: May I come in sir?

Teacher: Yes, come in.

Student: Excuse me sir.

Teacher: Yes.

Student: Which zone Parsa district lies?

Teacher: Yes, you don't know in which district/zone Parsa district lies.

Oh, god ok it lies in Narayani zone. Do you know Narayani zone.

Student: Yes sir.

Teacher: How many zones there are in Nepal?

Student: Fourteen zones.

Teacher: Fourteen zones and among them Narayani is one. Narayani zone is one of them. So ok, there is remained last paragraph of the chapter please listen carefully.....The reserve is accessible by bus via the Kathmandu - Birgunj high way or the Mahendra Rajmarg. Do you know Highway?

Student: Yes sir.

Teacher: The reserve headquarter are at eight-hour drive from Kathmandu means. It takes eight hours to go reserve. Simara airport is 7 km. away from the reserve headquarter. It takes only fifteen minutes to reach Simara from Kathmandu by...

Student: Excuse me sir. What do you mean by reserve headquarter?

Teacher: Reserve headquarter. Do you know head quarter, head office?

Student: Yeah, head office. I know.

Teacher: And reserve where the animals kept safely-un-animals wild animals that is called and the headquarter is head office. Head office of the reserve that is called head quarter. Do you understand?

Student: Yes sir.

Teacher: So, by plane it takes 15 minutes to reach in this reserve. And upto here the chapter is finished. Do you have any question?

Student: No sir.

Teacher: Ok, now here are some exercises. Un-we are going to solve the first one, is ways with words. Here are some words which we have to match with another column or just you have to find out the word meaning of the word. The first one is "highway". Do you know highway?

Student: Main road.

Teacher: And the next one, Bandana please you say me Rubbish.

Student: Waste material.

Teacher: Yes, right waste materials. And the third one, you please Rabi from last bench say me. Flora and fauna?

Student: Un-animal and plant life.

Teacher: yes animal and plant life. Ok, now Mukesh from second -3rd bench you say me "disposed off". The meaning of "Disposed off"?

Student: I don't know sir.

Teacher: Oh, my god 'disposed off'. It means got rid of... Got ride of. The next here is some true or false. There are some statements you have to say either these are true or false. You have to find out either these are true or false. The first one is Parsa wildlife reserve is only in Parsa district. True or false?

Student: False.

Teacher: False, right. And the B number is three hundred species of animals are found in the reserve.

Student: Wrong sir.

Student₂: False.

Teacher: False, yes false and 'C' number is the reserve is north of Hetauda.

Student: False.

Teacher: Yes, false for more information about the reserve you can phone the headquarter at Adhabar.

Student: True sir.

Teacher: Yes, true and the last one is 10 years old children can get into the reserve free.

Student: False

Teacher: Ok, up to here do you understand?

Student: Yes, sir.

Teacher: Ok, is there any question?

Student: No sir.

Teacher: No, then for today this much only meet you tomorrow.

Student: Thank you sir.

Conversation - 8

Student: Good afternoon sir.

Teacher: Good afternoon, class 10. Sit down please.

Student: Thank you sir.

Teacher: Ok, so today time for grammar. And in grammar, we are going to learn about tense and in tense; we have already learnt simple past/simple present.

Student: Simple past.

Teacher: Today, we are going to learn about simple past and past perfect tense. Do you know, as you already learnt simple past tense, what is the sentence structure of simple past tense?

Student: Subject + v² + object.

Teacher: Object, yes simple past tense have 'subject + v² + object. But simple sorry past perfect tense have Subject + had + v³ + object. Ok now Bandana, can you give an example of simple past tense? Subject + v² + object.

Student: Ram ate rice.

Teacher: Ram ate rice. Yes, Ram ate rice is a simple past tense and another Mukesh you please say me.

Student: We had played cricket.

Teacher: Yes right, we had played cricket. Ok, I am going to right on the black board some example of the sentences and where to use this sentence.

Student: Excuse me sir. May I come in sir?

Teacher: Yes, come in. Ok, so do you understand simple past and past perfect tense?

Student: Yes sir.

Teacher: Ok, now I'm going to ask some examples. You people should say the examples of simple past tense ok. First, Hari you say me one example of simple past tense?

Student: I wrote a letter.

Teacher: I wrote a letter. Ok right and the next you Pratik say one example of simple past tense.

Student: Ram played cricket.

Teacher: Ram played cricket. Yes, it is right Ram played cricket and now-un-Rabi - Rabi say me one example of simple past tense.

Student: We went school.

Teacher: We went school. Yes, it is right and now it is turn for Rojina Maharjan.

Student: I cooked.

Teacher: Yes, I cooked, I cooked meal, yes, it is right. So you all have understood simple past tense and past perfect tense, yes.

Student: Yes, sir.

Teacher: Ok so the bell is already rang and for today this much only.

Student: Thank you sir.

Student₂: Thank you sir

Teacher: Thank you too.

Conversation - 9

Student: Good afternoon sir.

Teacher: Good afternoon students.

Student: Thank you sir.

Teacher: Now sit down and here is the today is, time for grammar, isn't it? And I have come with the topic tense and you know there are three types of tense. That already we have discussed.

Student: Yes sir.

Teacher: And, today I am teaching you present continuous tense. And let me, first of all, tell you the structure. Can any one of you tell me

the structure of present continuous? First of all, I would like to ask Rina. Rina, can you tell me the structure of present continuous?

Student: Subject + am/is/are + v⁴ + object.

Teacher: Thank you very much Rina you are right. And all of you if you don't know remember subject + is/am/are + 4th form of verb or v⁴ or verb ending in -ing. Yes and you know when-un-for example let me give you an example of present continuous tense. He is dancing. I am dancing, they are dancing. Here you find different three auxiliary verb used here is/am/are and among these we use 'is' with third person singular subject and 'am' with only 'I' that is first person singular and except them with all other -un-un-un-all other subject we use 'are' and then plus v⁴. Let me ask you Gopi, can you- can you tell me -un-un with 'they' what do you use is/am or are?

Student: Are.

Teacher: Are, thank you. And if, when ever you find on v⁴ used after-un-be verb, you'll have to think the sentence is in present continuous tense. And let me ask an example from Hari. Hari can you give me an example of present continuous tense?

Student: I am going by bus.

Teacher: Yes, right I am going by bus is an example of present continuous tense.

Student: Excuse me sir where to use present continuous tense?

Teacher: Yes, where to use present continuous tense. Very good question and I was myself to tell you to the use of it -un- we generally use present continuous tense if something is happening at the time of speaking. We use present continuous tense. Suppose -un- see the

fan above us is moving so you can say the fan is moving. If you find a bird flying you can say a bird is flying. And if you are here, you are at the time of speaking here, at the moment you are reading, aren't you, aren't you reading?

Student: Yes sir.

Student₂: Yes sir.

Teacher: So, you can say - un- I am reading or we are reading and I'm reading. Do you know at the moment, what am I doing? What will you say?

Student: Teaching.

Teacher: Aren't I?

Student: Yes sir.

Teacher: So, I am teaching you. Is it clear now?

Student: Yes sir.

Teacher: And so let me ask an example of ... can you give an example?
Yes-yes, present continuous.

Student: I am reading.

Teacher: You?

Student: I am playing.

Teacher: And you?

Student: He is playing football.

Teacher: Very good. And now, I think you have understood well. And we will discuss another topic next day.

Student: Ok thank you sir.

Teacher: It's all right.

Conversation - 10

Student: Good afternoon sir.

Teacher: Good afternoon, class 10. Sit down please.

Student: Thank you sir.

Teacher: Have you studied the poem knowledge?

Student: No sir.

Teacher: Ok, so today we are going to read the poem 'knowledge'. You already know the word 'knowledge'. What does it mean knowledge...? Knowledge your mind is a meadow here. Let me to read some lines of the poem. Your mind is a meadow. Meadow, here meadow means grassy field. Grassy field the poet is saying that our mind is a meadow or grassy field. There is nothing. To plant in our mind. You are the farmer to plant your need. What do you want? What do you want; keep to be you can plant in your mind. Now the last lines are and see what harvest the summer will bring. Here the poet is saying that as you sow in your field anything you harvest it in summer season. In the same way, whatever we gain knowledge in our mind, we can see it in - summer season. So, I think all of you understand the poem, Aren't you?

Student: Yes sir.

Teacher: Ok, now there are some question answer. So could you say answer of these question?

Student: Yes sir.

Teacher: The first question to - to -to to - to - to whom to you, ok. Please you stand up.

Student: Yes sir.

Teacher: Ok, the question is what does the poet want us to plant in our mind?

Student: Seeds of knowledge sir.

Teacher: Ok, now say me true for true statement and false for false statement.

Student: Ok sir.

Teacher: Your mind is just a meadow.

Student: True.

Teacher: Yes, of course true. It is true and the next one is you should leave your meadow unplanted and bear.

Student: False.

Teacher: False, yes right. False, it is right. So we have just finished. And here are some another example. That you should do at your home. These are homework for you.

Student: Thank you sir.

Teacher: And for today this much only.

Student: Ok. Ok.

Teacher: Thank you.

Student: Thank you sir for teaching us.

Conversation -11

Student: Good afternoon sir.

Teacher: Good afternoon - Good afternoon, sit down.

Student: Thank you sir.

Teacher: It's all right. And today, I am going to teach you about festivals in Terai and you -un- here, ok let me start. If you ask someone about Terai festival and here, have you ever been to Terai?

Student: Yes sir.

Teacher: And you, if you have stayed there for some time, you might have seen some festivals celebrated and if you have not let me teach you and you will understand about Terai festival.

Student: We didn't stayed there sir, for longtime.

Teacher: Ok, ok, and if you ask some one about Terai festival they will probably mention Holi and Chhath. Holi and Chhath -un- the people the people in mountain region is different and yes in mountain region also celebrate holi but you know but people in mountain region do not celebrate Chhath. And holi and Chhath are festival that are particularly celebrated in Terai region. And if you ask anyone, any people living in Terai they will surely mention about holi and Chhath.-un- but I like Sama-Chakhewa. Sama Chakhewa is not festival that is celebrated outside -un-un- Terai. Yes, it is only celebrated in Terai. Yes, but it is Sama Chakhewa that is very much I like. It is a festival, which is celebrated in the month of Kartik. When did it celebrated? In which month?

Student: Month of Kartik.

Teacher: In the month of Kartik. Yeah -un- when the full moon came out in the sky here on earth women and girls come out of their houses..... (After I have finished the chapter, I would like to ask, to access you, like to ask some question. And in the first question I would like to ask -un- Have you ever-celebrated Sama Chakhewa?

Student: Kartik.

Student: No sir.

Teacher: No.

Student: No sir.

Teacher: Yes, because you haven't, you're not living in Terai. So, it is naturally you have not celebrated Sama Chakhewa. All right and yes I have taught, you have to tell me. In which month it is celebrated.

Student: Kartik.

Teacher: Yeah, Sama Chakhewa is celebrated in Kartik. In the month of Kartik. Men celebrate Sama Chakhewa, Don't they?

Student: No sir.

Student: No sir.

Teacher: Then who celebrate.

Student: Women.

Teacher: Yeah, right well, you have understood women celebrated Sama Chakhewa and another question; I am trying to ask-un- what do they carry on their head?

Student: Bird.

Student: Bird.

Teacher: Basket, Basket. They carry basket on their head. And the last question, I am going to ask is, who is the bearded character, can you tell?

Student: Chugala.

Teacher: Yeah, right and I think you have understood very well and these are the homework from the chapter, you can do. Ok.

Student: Yes sir.

Teacher: Let me leave today.

Student: Ok thank you sir.

Teacher: It's all right.

Conversation - 12

Student: Good afternoon sir.

Teacher: Good afternoon, dear students. Sit down.

Student: Thank you sir.

Teacher: It's all right. And today, I am going to teach you a play ok and let me first of all teach you and then you have to guess the-un-un-un- name of the play. I mean you have to give the topic of the play. Ok and here sitting room of a house in Birgunj. Mina a girl of about 17 sitting in front of a low table on which there is a large book. And -un- at her side is a middle-aged man pointing a knife towards her in his hand. And Mina rises very slightly from her seat and Man (Shouting) man says: Sit down: I told you not to move an inch. Mina sits abruptly (Suddenly Min sits). That's better, who the man says to Mina that better. And -un- -un- and keep quiet and

still, nothing will happen to you. You look like-un- intelligent girl.
Where are your parents? Who ask? The man...

Student: May I come in sir?

Teacher: Come in. The man with knife in hand ask where are your
parents. And Mina, Mina answer I think you know where they are
or you and your friend would not have broken into the house. Now
have you understood the lesson?

Student: Yes sir.

Teacher: You have understood. Now I want to ask some questions to you.
The question is what is the mom doing there.

Student: The man-pointing knife to Mina.

Teacher: Next question is where are the family members? Where are the
family members?

Student: In Katmandu.

Teacher: Very good. In Kathmandu right, another question is what is the
name of the servant, Can you tell?

Student: Damber.

Teacher: Very good. Dumber. And now, I am stopping here and you will
have to do the work given in the chapter. Ok.

Student: Yes sir.

Teacher: Thank you it's all right.

Conversation -13

Student: Good morning sir. You are welcome in our classroom.

Teacher: Good morning student. Thank you sit down ok, now we are going to discuss about the lesson health I think you all are familiar with the word 'health' yes or no?

Student: Yes sir.

Teacher: Oh, good. Here you will get most information about health. Means different - different definition by different people. Here, in this passage. Generally, we know that health means different thing to different people. To some it means not having pain anywhere in the body. Is it clear?

Student: Yes sir.

Teacher: Other think of it as being free from illness or diseases. Means if we are out of any disease any illness we can say ourselves that we are healthy or our health is good. Now, here according to the world health organization, its short form is WHO, here it defines the health". "Health is a state or complete physical, mental and social well-being and not merely the absence of disease or infirmity." Listen once again "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" Generally; we know health is what physically mentally and socially well only. We can say ourselves that we are or ourselves healthy according to WHO.

Student: What is the meaning of 'infirmity' sir?

Teacher: Oh, good. Infirmity means weakness. Do you know weakness?

Student: Yes sir.

Teacher: Like the same, you may ask the opposite of the meaning 'absence'.

Student: Presence.

Teacher: Oh good - - - here we discussed that health is state of complete physical, mental and social well being and not merely absence of disease and infirmity. But here most people just think of the last part of the definition. What's here "the absence of disease or infirmity? Listen carefully "the absence of disease or infirmity." But apparently, there is more to health than just that means we should have to be most or most examples about the health.

Student: Excuse me sir. What is the meaning of apparently?

Teacher: Good here apparently means clearly. Do you understood?

Student: Yes sir.

Teacher: Good, means here we are discussing apparently, no. Simply you can say clearly. Now, let us look at the other three aspects mentioned in the definition. Means complete physical, mental and social well being. Just think about here. First, here complete physically mental and social well being. So physical health means how well all the parts of different parts of the body function. Mental health refers to the ability to think clearly and sensibly. And social well being means the ability to make and keep relationship with others. Do you understood?

Student: Yes sir.

Teacher:now you Amit say what does WHO refers do?

Student: World health organization sir.

Teacher: Yeah, thank you. Now, you say how many aspects are mentioned in the definition.

Student: Three aspects sir.

Teacher: Yes, right answer. Thank you. Now, I think you have understood the lesson. And can you say, do you have any question about the topic?

Student: What is the definition of social being sir?

Teacher: Oh good, here social being refers to the ability to make and keep relationship with other. Other people means in our society we should have to make good relation and we should have to share our things with our neighbour. Clear, ok good. Now write some more questions. This much for today. Tomorrow will discuss about the next topic ok.

Student: Thank you sir.

Teacher: Thank you.

Conversation -14

Student: Good after noon sir.

Teacher: Good afternoon, sit down.

Student: Thank you sir.

Teacher: It's all right. Now -un- we're today to go through a passage and here the passage is about -un- farming. First, they told.....
Mahendra Yadav is a farmer. What is he?

Student: A farmer.

Teacher: Yes, Mahendra Yadav is a farmer and his field have been swamped, swamped means here cover, fields have been swamped by strange new plague of moths that nothing will shift. He is now hopeless. He thinks that-un-no pesticides, that have come, that will -un-un- that will that he will use to get ride of the moths. Yes and his main crop is potatoes. What is his main crop?

Student: Potato.

Teacher: Potatoes, Good students. Back in the early 1970s.....

What did government officials -un- tell about? -un- amazing pesticides.

Student: amazing pesticides.

Teacher: Yes, amazing pesticides which will kill the insects in their field and soon make them rich.....Now we have come to the last -un- paragraph un Mahendra himself is more hopeful you know he has been very fed up, using different pesticides and -un-un- you don't have to think that he is hopeless. Now he is hopeful and..... Ok what title can you give of the passage I have taught?

Student: A hopeful farmer.

Teacher: A hopeful farmer, yes right.

Student: Successful farmer.

Teacher: Successful farmer. Very good and now, you will have to identify whether the given statements are true or false, ok.

Student: Yes sir.

Teacher: The word 'poisons' refers to the pesticides that kill insects.

Student: True.

Teacher: Yes, in the beginning the pesticides killed the insects but, later they became ineffective?

Student: True.

Teacher: Good, the pesticides not only killed the insects but also increased the fertility of the land.

Student: False

Teacher: Ok, the last one is farmers are not happy with the present states of affairs.

Student: True.

Teacher: Ok, now you will have to do. The period, is going to finish so, you will have to do the-un-work. -un-exercises, different exercises up to-un-up to three. You will have to do.-un-from your home. We will talk more tomorrow, ok.

Student: Thank you sir.

Teacher: It's all right.

Conversation -15

Student: Good morning sir.

Teacher: Good morning students.

Student: Thank you sir.

Teacher: Sit down. Here, we are going to discuss about a topic, the topic is about pie chart. From the examination point of view, you may ask to develop a paragraph by using the pie chart. It obtains six marks. Do you know?

Student: Yes, sir.

Teacher: Now, here we can see how Mr. Jha spend his monthly salary on different material. According to pie chart, we can notice he expends 45% of his money on food. How much money does he expends on food?

Student: 45% sir.

Teacher: Like the same way, he expends 25% on his clothes, 20% on entertainment. Can you say the synonym of entertainment?

Student: Recreation sir.

Teacher: Yes, right answer. In other words, we can say enjoyment also and 10% on rent. Form the data, we can observe, can you say synonym of observe?

Student: Match sir.

Teacher: Yes, right answer. Now here he expend some how his salary unwisely. What's the opposite of unwise?

Student: Wise sir.

Teacher: Right, here I mean to say, he spends his money on his cloths and entertainment unwisely. Means does he spends his salary?

Student: No sir.

Teacher: No, he expends his somehow money unwisely.....The main think we have to understand is the balance diet. Is it clear?

Student: Yes sir.

Teacher: Do you have any question?

Student: No sir.

Teacher: Ok, its ok, it's too much for today. We will discus too much next day, thank you.

Student: Thank you sir.