

ANALYSIS OF CLASSROOM LANGUAGE IN TERMS
OF POLITENESS

A Thesis Submitted to the Department of English Education in Partial Fulfilment for
the Master's Degree in Education

Submitted by
Chandika Niroula

Faculty of
Education

Tribhuvan University, Kirtipur
Kathmandu, Nepal
2009

ANALYSIS OF CLASSROOM LANGUAGE IN TERMS OF POLITENESS

A Thesis submitted to the Department of English Education in Partial Fulfilment for the Master's Degree in Education (Specialization in English Education)

By

Chandika Niroula

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2009

TU Regd. No.: 6-1-215-45-98

Second Year Examination

Roll No.: 280215/2064

Date of Approval of the

Thesis Proposal: 2065-03-15

Date of Submission: 2066-3-20

DECLARATION

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

Date:

.....

Chandika Niroula

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Chandika Niroula** has prepared this thesis entitled **Analysis of Classroom Language in Terms of Politeness** under my guidance and supervision.

I recommend the thesis for acceptance.

Date:

.....

Dr. Anju Giri

Reader

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following Research Guidance Committee.

Signature

Dr. Chandreswar Mishra

Reader and Head
Department of English Education
TU, Kirtipur

.....

Chairperson

Dr. Anju Giri (Guide)

Reader
Department of English Education
TU, Kirtipur

.....

Member

Ms. Hima Rawal

Lecturer
Department of English Education
TU, Kirtipur

.....

Member

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis Evaluation and Approved Committee.

Signature

Dr. Chandreswar Mishra

.....

Reader and Head

Chairperson

Department of English Education

TU, Kirtipur

Dr. Anju Giri (Guide)

.....

Reader

Member

Department of English Education

TU, Kirtipur

Dr. Jai Raj Awasthi

.....

Professor

Member

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee.

TU, Kirtipur

Date:

DEDICATION

Dedicated
to my parents who devoted their whole life
to enlighten me and to my respected teachers
who always support and inspire me
to meet the golden life.

ACKNOWLEDGEMENT

This research has been carried out for the partial fulfillment of the Master's Degree in English Education. This research would not have been in this form without continued support of and cooperation from a number of individuals and organizations.

First, I would like to express my sincere and hearty gratitude to my respected teacher and thesis supervisor **Dr. Anju Giri**, Reader, Department of English Education, T.U., for her invaluable guidance and constructive suggestions without which this study would have never been completed.

My heartfelt gratitude goes to my respected Guru **Dr. Chandreshwar Mishra**, Head, and Reader of the Department of English Education and the Chairperson of Thesis Guidance Committee for very important ideas and invaluable suggestions, encouragement and kind cooperation during the thesis work. Similarly, I would like to extend a deep sense of profound gratitude to my honorable Guru **Prof. Dr. Jai Raj Awasthi**, Chairperson, English and Other Foreign Languages Education Subject Committee, TU. Kirtipur, for his invaluable support, inspiration, and perennial encouragement in this study.

My sincere gratitude also goes to **Prof. Dr. Shanti Basnyat, Prof. Dr. Govinda Raj Bhattraï, Prof. Dr. Tirtha Raj Khaniya, Ms. Tapasi Bhattacharya, Mr. Vishnu Singh Rai, Mr. L.B. Maharjan, Dr. Anjana Bhattarai, Dr. Bal Mukunda Bhandari, Ms. Madhu Neupane, Ms. Saraswati Dawadi, Mr. Bhesh Raj Pokharel, Ms. Hima Rawal** and all other faculty members for providing me with valuable knowledge on linguistics, language teaching and testing, research methodology and many more.

I would like to express deep respect to **Ms. Madhavi Khanal**, the librarian, for her regular help and cooperation.

I am also grateful to all the respondents and informants of different schools of the Kathmandu district for giving me valuable time and information. I would also like to thank all the head teachers and teachers of the private and public schools I visited for their kind cooperation and help.

Finally, yet most importantly I am grateful to my husband **Mr. Kamal Mishra** and brother **Mr. Hari Niroula** and **Ms. Yashoda Khatiwada** for their regular support, inspiration, and cooperation in this endeavour.

Date:

Chandika Niroula

ABSTRACT

The present study entitled “Analysis of Classroom Language in Terms of Politeness” aims to analyze classroom language to find out how far the teacher and the students of both, public and private schools use polite forms of language to respond to each other. The research study was done using both primary and secondary sources of data. For primary data, she observed classroom interactions between grade nine students and their concerned English language teachers of both private and public schools. While observing the classroom interactions, she used a set of checklist to facilitate the study. Furthermore, she also recorded the classroom interactions of schools to enhance her research. After the study and the analysis of the data, it was found that private schools' language was quite better than the public schools. The students of private schools were more conscious of using polite forms while talking with their teacher than those of the public ones. In the case of the teachers, both types of teachers were not found using polite forms all the time. However, the teachers of private school were found using English inside the classrooms all the time and they were also found using polite forms of language.

The study is divided into four main chapters and other sub- chapters. The first chapter of the study deals with general background, ELT situation in Nepal, the literature review, objectives of the study and significance of the study. The second chapter deals with the methodology used in the study i.e. the sources of data, sample population, sample procedures etc. The third chapter is the main part of the study that includes the analysis and interpretation of data. The last chapter encompasses with the findings and recommendations made after the analysis of data. Eventually references and appendices are also given. The appendix part includes research tools and other information.

TABLE OF CONTENTS

	Page No.
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	viii
Table of Contents	ix
List of Tables	xii
List of Charts and Graphs	xiii
List of Abbreviations	xiv
CHAPTER – ONE	
INTRODUCTION	1-19
1.1 General Background	1
1.1.1 ELT Situation in Nepal	2
1.1.2 Discourse Analysis	4
1.1.3 Classroom Discourse	5
1.1.4 Speech Acts and Speech Events	6
1.1.5 Politeness	8
1.1.5.1 The Principle of Politeness	9
1.1.5.2 Politeness Strategies	11
1.1.5.3 Politeness in Classroom Interaction	12
1.2 Review of the Related Literature	15
1.3 Objectives of the Study	18
1.4 Significance of the Study	18
1.5 Definitions of the Specific Terms	19

CHAPTER – TWO

METHODOLOGY 20-21

2.1	Sources of Data	20
2.1.1	Primary Sources of Data	20
2.1.2	Secondary Sources of the Data	20
2.2	Population of the Study	20
2.3	Sampling Procedure	20
2.4	Tools for Data Collection	21
2.5	Process of Data Collection	21
2.6	Limitations of the Study	21

CHAPTER – THREE

ANALYSIS AND INTERPRETATION OF DATA 22-47

3.1	Holistic Analysis of the Data	22
3.1.1	Classroom Management	23
3.1.2	Language of Teachers	23
3.1.3	Students' Politeness in Asking and Answering the Questions	24
3.1.4	Students' Participation in Conversational Activities	25
3.1.5	Politeness in Students' Response	26
3.1.6	Politeness in Teachers' Response	26
3.1.7	Encouraging Students	27
3.1.8	Use of Polite Forms of Language in Group Work and Pair Work	28
3.1.9	Analysis of the data obtained from recording	29
3.2 (a)	Analysis and Interpretation of the Data Obtained from Observation Checklist of Public Schools	29
3.2.1	Classroom Management	30
3.2.2	Language of Teachers	31
3.2.3	Students' Politeness in Asking and Answering the Questions	32
3.2.4	Students' Participation in Conversational Activities	33
3.2.5	Politeness in Students' Response	34
3.2.6	Politeness in Teachers' Responses	35
3.2.7	Encouraging Students	35

3.2.8 Use of Polite Forms of Language in Group Work and Pair Work	36
3.2 (b) Analysis and Interpretation of the Data Obtained from the Observation Checklist of Private Schools	37
3.2.1 Classroom Management	37
3.2.2 Language of Teachers	38
3.2.3 Students' Politeness in Asking and Answering the Questions	39
3.2.4 Students Participation in Conversational Activities	39
3.2.5 Politeness in Students' Response	40
3.2.6 Politeness in Teachers' Response	41
3.2.7 Encouraging the Students	42
3.2.8 Use of Polite Forms of Language in Group Work and Pair Work	43
3.3 Analysis and Interpretation of the Data Obtained from the Recording Device	44
3.3.1 (a) Classroom Language Analysis of (Eight) Public Schools of Kathmandu	44
3.3.1 (b) Classroom Language Analysis of Private Schools in the Kathmandu District	45
CHAPTER – FOUR	
FINDINGS AND RECOMMENDATIONS	48-50
4.1 Findings	48
4.2 Recommendations	49
REFERENCES	
APPENDICES	

LIST OF TABLES

Table No.	Topic	Page No.
1.	Classroom Management	23
2.	Language of the Teachers	24
3.	Students' Politeness in Asking and Answering the Questions	24
4.	Students' Participation in Conversational Activities	25
5.	Politeness in Students' Responses	26
6.	Politeness in Teachers' Responses	27
7.	Encouraging Students	27
8.	Use of Polite Forms of Language in Group Work and Pair Work	28
9.	Classroom Management	31
10.	Students' Politeness in Asking and Answering the Questions	33
11.	Encouraging the Students	36
12.	Use of Polite Forms of in Group Work and Pair Work	36
13.	Students' Participation in Conversational Activities	40
14.	Politeness in Teachers' Response	41
15.	Encouraging the Students	42
16.	Use of Polite Forms of Language in Group Works and Pair Works	43

LIST OF CHARTS AND GRAPHS

Chart No.	Topic	Page No.
1.	Language of the Teachers	31
2.	Students' Participation in Conversational Activities	33
3.	Politeness in Students' Responses	34
4.	Politeness in Teachers' Responses	35
5.	Classroom Management	37
6.	Language of the Teachers	38
7.	Students' Politeness in Asking and Answering the Questions	39
8.	Politeness in students' Responses	41

LIST OF ABBREVIATIONS

CUP	-	Cambridge University Press
EFL	-	English as a Foreign Language
E.g.	-	For example
ELT	-	English Language Teaching
et al.	-	and other people
ESL	-	English as a Second Language
etc.	-	etcetera
H.S.E.B	-	Higher Secondary Education Board
i.e.	-	that is
LSN	-	Linguistic Society Nepal
M.Ed.	-	Masters in Education
MT	-	Mother Tongue
NELTA	-	Nepalese English Language Teachers Association
OUP	-	Oxford University Press
P.	-	page
PP.	-	Pages
Prof.	-	Professor
S.L.C	-	School Leaving Certificate
T.U.	-	Tribhuvan University
Viz	-	Namely
Vol.	-	Volume