CHAPTER – ONE

INTRODUCTION

1.1 General Background

Language is a system that people use to communicate or share information with each other by expressing it in different ways like, speaking, writing, and sometimes-making gesture or body movements. It is the medium through which people express emotion, attitude, personality and feelings in their daily lives. Therefore, language and human have inherent relationship. We, human beings, perceive the whole things of the universe in terms of language. It is one of the mechanisms of transmitting our history, culture, and whole of our achievement and progresses from one generation to another generation. Thus, language is very essential phenomena for the development of human societies.

Various scholars have defined language differently. To quote Wardhaugh (1986) "A language is what the members of a particular society speak" (p.1). For Krishnaswamy et al. (2006) "Language is a means of communication and self expression; it is a form of social behavior that enables the individual to cooperate with others in a group" (p.15). Likewise, Richards and Rodgers (2002) defined "Language is always seen as something that used for meaningful purposes and authentic functions" (p.109). Sapir views (1921) "Language is purely human and non-instinctive method of communication ideas, emotions, and desires by means of voluntarily produced symbols" (p.8). According to Block and Trager (1942), "A language is a system of arbitrary vocal symbols by means of which a social group cooperates" (as cited in Lyons, 2005, p.5). Similarly, Hall (1968) defines, "Language is the institution whereby human communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols" (as cited in Lyons, 2005, p.4).

From the above definitions, it can be said that language is a complex phenomena used for human communication. It is a system of communication that is shared and utilized in terms of common understanding by a particular community. It is the greatest means of human civilization that sets people apart from the other living beings. It is also a voluntary vocal system of communication. Language grows up and exists in society and it is a means of transmitting and developing culture with human beings. So, it is a very essential phenomenon to human beings.

1.1.1 ELT Situation in Nepal

English has a status of a foreign language in Nepal. The use of it is confined to formal situations only. There is no particular speech community that uses English for its day-to-day communication.

"Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of twentieth century" (Richards and Rodgers, 2002.p.1). In Nepal, English was introduced formally in the school level education system about one hundred fifty years ago. Since then, its teaching witnessed a number of difficulties along with the education system. The position and status of the English language is firmly related to the development of education system of Nepal.

In the early 1980s, a team of ELT experts headed by Prof. Alan Davies of Edinburgh University with the assistance of British Council carried out an extensive study of the ELT situation in Nepal. The survey report stated the poor condition of the English language teaching throughout the country. That report recommended various options as to when English should be begun; it further recommended that English should be taught more intensively in Nepal for its

better use. Until that time, all education system was under the control of the government.

In the mean time, the private sector came to the fore and invested on education by opening up private schools and colleges in parallel with those of the government system. After that, two systems of education emerged from primary to higher education system. One type of system existed in private schools in which all subjects except Nepali are taught through the English medium and another type of system existed in government aided schools where all subjects except English are taught through Nepali medium. However, both systems meet finally at the same point i.e. in S.L.C. examination at the end of the 10th grade or the HSEB examination at the end of the 12th grade.

Nowadays, the expansion of private schools has been even more rapid. Sending children to private schools has been the utmost desire of the parents of even low economic status, largely due to the better English environment in these schools. Even the remote/rural areas are experiencing the opening of private schools because they think that English stands synonymously with the quality of education and knowledge about the wider world. It also helps the students for career development. By realizing this fact, the Government of Nepal has inducted the English language as a compulsory subject from grade one at public schools as well. Although the schools teaching through English medium have rectified the development of the English language, they also lack qualified teachers, standard textbooks, proper infrastructure, and adequate teaching materials. These are the main causes of low quality output of the language learning. To reduce these problems different kinds of forum such as NELTA, and LSN are playing vital roles.

1.1.2 Discourse Analysis

Discourse is a piece of any communicative event. This means, it is a continuous stretch of consistent and coherent piece of speech event either in oral or written form of language. Various scholars have defined discourse variously. Cook (1989) views discourse as "Stretches of language perceived to be meaningful, unified, and purposive" (p.156). Likewise, Crystal (2003) defines "Discourse is a continuous stretches of language, larger than a sentences, often consisting a coherent unit such as sermon, an argument, joke, or narrative" (p.25). And Nunan (1993) opines that "A discourse refers to the interpretation of communicative events in context" (p.7).

Viewing the definitions above, we can say that a discourse is larger than a sentence. It may be either in an oral or in a written form. Discourse may be conversation, sermon, advertisement, prayer, classroom interaction, shopping list etc. It is a creation of a situation in which functions, contexts, and events are expressed in a cohesive way. It should be meaningful, purposive, and contextual. Discourse analysis is an interpretation of the events in contexts. It does not only take formal properties of the language used in discourse but also interprets the communicative meaning and purpose of the speech events. It considers the act of communication by describing the processes involved in it.

Discourse builds upon the grammatical knowledge and proceeds to interpret the meaning both within and beyond the sentence boundary by capitalizing itself on semantic, pragmatic, psycholinguistic, and sociolinguistic context. Discourse analysis always studies various cohesive devices employed to bring out meaning and purpose of speech events. 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 (Mishra, 2007, p.3).

1.1.3 Classroom Discourse

The term classroom discourse refers to the language that teacher and students use to communicate with one another in the classroom. Talking, or conversation, is the medium through which most teaching takes place, so the study of classroom discourse is the study of the process of face to face classroom teaching. It is the verbal interaction between teacher and learners and amongst the learners in the classroom. Classroom discourse is also known as the study of classroom language.

Classroom discourse, a piece of use of language in the classroom, which is based on the environment of the classroom teaching. The forms and functions of a language may differ from one situation to another because of students and teachers activities and social roles insides the classroom. It is the fruitful area for the study of social relationships and their benefits of language learning in the classroom.

As the main medium of instruction, language of the classroom has long been considered a fine lens through which to view the teaching learning that occurs inside schools. Most of the classroom languages have focused on how classroom talk differs structurally from everyday conversation with little attention to the substance of the teaching and learning. These studies have shown that classroom conversation led by the teacher involving the whole class typically has structural juncture that fix lessons, tasks and phrases within the phrases, as in everyday conversation, turns at talk are organized in a sequential

flow, however, rather than the pair of turns typically of everyday talk e.g. greeting-greeting, offer-acceptance, question-answer etc, the internal structure of classroom turn taking frequently adds an evaluation by the teacher who normally invites the sequence. (Mehan, 1979 p.46).

1.1.4 Speech Acts and Speech Events

Speech act is a term derived from the work of the philosopher J.L Austin. It is now used to refer to a theory, which analyses the role of utterance in relation to the behaviors of speaker and hearer in interpersonal communication. It is not only an act of speech but also a communicative activity, defined with the reference to the intention of the speaker while speaking and the effects they achieve on listeners.

> Actions performed through utterances are generally called speech acts. In English, actions are given more common labels such as apology, complaint, compliment, invitation, promise, or request. These descriptive terms for different kinds of speech act apply to the speaker's communicative intention in producing an utterance. The speaker normally expects that the hearer will recognize his or her communicative intention. If you work in a situation, where a boss has a great deal of power, then the boss's utterance of the expression 'You're fired' is more than just a statement. Here, this utterance can be used to perform the act of ending your employment. However, the actions performed by utterances do not have to be as dramatic or as unpleasant as in the above sentence. Likewise, we can take other example here,
> (a) You're so delicious.
> (b) You're welcome.
> (c) You're crazy.

The action should be quite pleasant, as in the compliment performed by sentence (a), the acknowledgement and thanks in sentence (b) and the expression of surprise in sentence (c). (Yule 1983 p.47)

A speech event is an activity in which participants interact through language in some conventional way to arrive at some outcome. It may include an obvious central speech acts, such as 'I don't really like grapes', as in a speech event of 'complaining', and subsequently reacting to that central action. In most of the cases, a 'request' is not made by means of a single speech act suddenly uttered. Requesting is typically a speech event.

We can look at the set of utterances produced in this kind of situation as a speech event.

John: Oh, Marry, I'm glad you're here.

Marry: What's up?

John: I can get my computer to work.

Marry: Is it broken?

John: I don't think so.

Marry: What's it doing?

John: I don't know. I'm useless with computers.

Marry: What kind is it?

John: It's a Mac. Do you use them?

Marry: Yeah.

John: Do you have a minute?

Marry: Sure.

John: Oh, great.

The above extended interaction may be called a 'requesting'

speech event without a central speech act of request. Notice

that there is no actual request from John to Marry to do

anything. We might characterize the question 'Do you have a

minute?' as a 'pre-request', allowing the receiver to say that

she's busy or that she has to be somewhere else. In this

context, the response 'sure' is taken to be an

acknowledgement not only of having time available, but a

willingness to perform the unstated action. The analysis of

speech events is clearly another way of studying how more

gets communicated than more is said. (Yule 1983pp.57-58)

1.1.5 Politeness

Politeness is the expression of the speaker's intention to mitigate face threats carried by certain Face Threatening Acts (FTAs) towards another. (www.ic.arizona.edu.com)**.** Politeness, very simply asserts that we should be polite while speaking or making use of language. We can be polite to others by making them easy, by giving options and by not imposing them much. It means having or showing good manner and respect for the feeling of others. Politeness is an important part of day-to-day communication. Most of the people should know how to deal with other people who have their distinct culture. While speaking other languages, especially in different culture, one should be aware of the differences.

It concerns with the relationship between self and other. Self refers to the speaker and other refers to the addressee and referent character. Teachers should be polite to their students to make their teaching learning impressive and fruitful. Polite use of language makes the classroom learning effective and interactive.

1.1.5.1 The Principle of Politeness

Several authors have referred to the principle of politeness in a language (like Grice 1975, Leech 1983, Brown, and Levinson 1987) and have provided us with different views on how politeness works stressing its complexity. It is essential then as a starting point to have a clear idea of what we mean by politeness and what place it has within communication. A working definition of politeness in language study could be the following: (a) how languages express the social distance between speakers and their different role relationship; (b) how face-work, that is the attempt to establish, maintain, and save face during conversation is carried out in a speech community (Richards et al. 1992.p 281).

> Politeness strategies set up a model that makes communication possible between potentially aggressive parties dealing with how people relate to one another in different societies. 'It has also been stressed that politeness strategies may have different orientations in different cultures distinguishing between positive politeness strategies (those which show closeness and intimacy between speaker and hearer) and negative politeness strategies (those which stress non-imposition upon the hearer and express deference)' (Brown and Levinson 1987pp.108-134). Politeness should not be confused with reverence or

being indirect since cross-cultural studies have shown that certain cultures stress solidarity strategies and value communicative clarity in speech. It is important to note that politeness strategies have to be considered in a context to see how they are intended. For example, people within peer groups use direct form of language to perform request but it would not be accurate to say that they are less polite. Different cultures may also favour a more direct or indirect style of communication but this does not mean that some languages are more or less polite than others. Many types of contextual variables have to be taken into account (the speakers' status, power, role, the nature of the circumstances, etc.). Sperber and Wilson (1986) outline the principle of relevance on which we will base our understanding of communication. According to them, the addressee's task is to select the most relevant interpretation that involves less processing effort in a given context (p.41).

The context of the situation is essential for the relevance of politeness strategies as well as any other communication strategies. The context will determine what strategies are used as the most relevant interpretation in each case. How politeness strategies work is subordinated to a more general understanding of communication in terms of Sperber and Wilson´s relevance theory. For example, when using hints to perform requests, the context helps us to select the most relevant interpretation.

1.1.5.2 Politeness Strategies

Otal and Mendoza (1996) understand politeness strategies as part of a more general framework of strategic behaviour. Three modes of general strategic behaviors in communication are proposed:

a. Information strategies: These are the production strategies having two options, an explicit and implicit information strategy. In terms of the principle of relevance the more explicit a message is, the greater the possibility of achieving the intended set of effects. This is also applicable to politeness strategies. For example, if we look at requests we can distinguish between direct requests (´Close the door, please´), Conventional-Indirect where the illocutionary force is conventionalized (´Could you close the door, please? ´) and Hints (´It is cold in here´) where intentions and attitudes have to be inferred.

b. Text-context strategies: These are reception strategies with two processing options, textual and contextual strategies. In the first case, minimum contextual information is supplied relying maximally on textual features in context strategies, contextual information is essential. For example, Direct and Conventional- Indirect requests imply a great reliance on textual features whereas in Hints (e.g., ´It is cold in here´) the context is more important to be able to infer an interpretation.

c. Negotiation strategies: It implies that meaning can be shaped through dialogue, as same thing happen with politeness strategies. They are constantly reformulated according to the concrete situation and contextual factors under consideration. Expressions like ´Sorry´ or ´Excuse me' are much more used in English. This makes English tend towards ´positive politeness´ (pp.120-129).

In terms of the relevance theory, different communication form part of the assumed beliefs and cultural assumptions accessible by the members of a given culture who then will be able to select and interpret language appropriately.

Having a clear idea of how the principle of politeness and the principle of relevance interrelate sets a very important theoretical framework to start exploring how we can make language learners aware of different kinds of politeness strategies and help them to achieve native-like competence.

1.1.5.3 Politeness in Classroom Interaction

Mostly oral language is used in the process of classroom interaction. It is the medium of communication. Students learn about themselves and their world by listening and speaking a language. While communicating with others the students use oral language. It enables them to participate in the society successfully. Though language acquisition is a natural process, it does not mean that all children automatically acquire language politely and effectively. For this, attention and constant practice is necessary for the development of politeness in communication. The responsibility of a teacher plays a crucial role in helping students to develop effective communicative skill in the classroom.

A classroom teaching comprises of a teacher and a number of students in a classroom. The teacher instructs his/ her students about the proper use of language in communicating with others in their daily life. While teaching polite forms of language the teacher should create a communicative environment inside the classroom. For this, he/she should focus on the functional use of language.

Students learn polite forms of language in their classroom interaction if their teacher behaves them positively. Teacher should be well disciplined and polite.

In the case of language teacher, he/she should be more polite, disciplined and supportive to the students and show friendly and caring behaviour to the students during classroom teaching. Students expect cooperation from their teacher so that they can interact without hesitation. The teacher should be a model so that, the students learn not only the lessons taught to them but also learn many things like gesture, and behaviour of the teacher.

If a teacher uses polite forms of language during teaching, the students feel easy to grasp the subject matter. But if s/he presents himself / herself in a rude manner, the students neither tend to learn language nor they learn politeness. Therefore, a teacher should be conscious about the different strategies of the language. While speaking with the students, s/he should present the task in a contextualize manner. The students should be aware of different pragmatic parameter. But the teacher should also aware the students about the decontextualize manner. To make them aware, they should be taught about different direct and indirect forms of language. For example,

Can you ...., please?

Please................................?

Could you.............................?

May I...............................?

Would you........................?

Would you mind...............?

Do you think you could..........?

I wonder if you could....................

Could you possibly.......................?

Would it be possible for you to...........?

The learners must know different politeness strategies and degree of politeness. A teacher should make them clear about the degree of politeness. Without proper knowledge of the degree of politeness, sometimes students may misuse indirect forms of language considering that all the indirect forms of language are more polite than the direct ones. As a result, they produce sentences, as 'would you mind keeping your mouth shut?' As we know that, this sentence is not very polite, still it is in indirect form. The teacher should make them clear in such cases. So, forms are not polite or impolite in themselves. They depend upon the contexts of the situation. If the strategies do not appear appropriately contextualize, the students do not know how to use them. If contexts are provided to the learners, they better use the ideas of how and when to use them. The following examples make clear about the contexts and forms of language.

(a) Boss: Anita, will you come here a minute? Could you get me the file of letters? I need to check on delivery arrangement. And Anita I'd love of a cup of coffee if that's at all possible.

Anita: Oh yes, Sir.

(b) Father: Turn that wretched music down, will you? Or better still turn it off.

Son: Oh, all right dad.

(c) Mohan: I am very sorry to bother you. I'm sure people are always asking you this.....but wouldn't you have change for a pound, would you?

Money exchanger: Here you are.

Looking at the above given examples, we can say that a list of strategies often come short to provide the learner with all the information s/he needs. Example (a) shows that apart from conventionalized question with 'could', requisite

force can also be expressed by statement such as 'I'd love a cup of coffee'. Example (b) shows that the imperative form is used to order somebody to do something. This is not frequent in English unless there is a great deal of familiarity between father and child. It would not be appropriate then to include the imperative form in a list without explaining how and when it is used. The context is essential to know what strategy is appropriate and how it should be interpreted. In (c) we find that a request is preceded by an apology for having to impose upon the addressee. This shows how speech acts do not appear in isolation but are combined to articulate discourse. It is interesting that the learners' attention is directed towards different pragmatic parameters involving all these pragmatic choices. In addition, the context is essential for the understanding of communication and the learners have to be asked to identify what functions and different forms are fulfilling in varied communicative contexts.

1.2 Review of the Related Literature

Sinclair and Coulthard (1978) carried out a study on classroom discourse. They analyzed the classroom interaction between eight to eleven years old children and their class teachers in different subjects. Their analysis was based on a theoretical model of analyzing classroom discourse in terms of five discourse units, lesson, transaction, exchange, move, and act from top to bottom respectively. In their study, they found three major acts, five moves, two exchanges, three transactions, and a lesson, which was found into the ordering of the transaction.

Greenleaf and Freedman (1997) carried out a study on "Linking Classroom Discourse and Classroom Content: Following the Trail of Intellectual Work in a Writing Lesson" at University of California at Berkeley. The main aim of the study was to suggest an approach to analyzing classroom talk that aims to

account for the intellectual work of the classroom that shows what stands to be learnt. The focus was on an eleven- minute, teacher-led; whole-class activity that contains Initiation-Response-Evaluation i.e. I-R-E exchanges, but that does not function to test students' knowledge. The analysis system extends the theoretical construct of preference organization from conversational analysis to the study of whole class, teaching – learning interaction in a ninth-grade English class, during which teacher helps his/ her student to prepare and to write a character sketch. This study helped to foster the student interaction capacity, and this approach enabled educators to judge the educational value of classroom activities as well as the participation structures in which such activities are housed.

Shah (2003) carried out a research on 'The Classroom Discourse of Grade Nine of the public schools of the Kathmandu valley. The main aim of his study was to describe the classroom discourse between the teacher and the students. He found twenty- six discourse acts, three moves, three exchanges, and five sub-exchanges. His study also revealed that it was teacher who initiated and dominated classroom most of the time.

Bloome, Carter, Christian, Otto, and Shauart-Faris (2004) presented a social linguistics /social interactional approach to the discourse analysis of classroom language and literacy events. The approach combined attention to how people use language and other system of communication in constructing classroom events with attention to social and cultural process. Actually, the authors of this approach described a micro ethnographic approach to discourse analysis that provide a reflexive and recursive research process that continually questions what counts as a knowledge in and of the interactions among teachers and students. This approach also focused on an actual people acting and reacting to each other, creating and recreating the world in which they live.

Phyak (2006) carried out a mini research on 'How does a teacher interact with students in an English classroom?' For this he selected a government aided school out of the Kathmandu valley using purposive sampling method. The main aim of the study was to find out the discourse strategies mainly politeness and indirect speech acts used by the teachers to interact with their students in English language classrooms. He mainly concentrated on classroom language, which was used by the teachers and the students. He found that the classroom language used by both the teachers and the students was not polite and he justified that it was happened because of power relationship rather of culture and lack of exposure. Although teachers were aware of the use of polite discourse strategies, but students were found not to understand the polite language and indirect discourse strategies used by the teacher. He also proved that the main problem in teaching of English in context of Nepal was lack of classroom interaction strategies from both the teachers' and the students' side.

Walsh (2006) introduced language use and interaction as the basis of good teaching and learning. This invaluable book equipped teachers and researchers with the tools to analyze classroom discourse and move towards instructions that are more effective. It helped to understand the principal characteristics of classroom language in the context of second language classrooms, primary and secondary classrooms, and higher secondary education settings. Walsh used to put forward 'Self Evaluation of Teacher Talk' as a framework for examining discourse within the classroom. This framework was used to identify different modes of discourse, which are employed by teachers and students, to increase awareness of the importance of interaction and to maximize learning opportunities.

Neupane (2007) carried out a research on 'An Analysis of Classroom Discourse' of grade eight of the private and public schools of Morang district.

The objective of his study was to analyze and compare classroom discourse of the public and private schools in terms of acts and moves using random sampling procedure. He found sixteen discourse acts and three moves in his study and the classroom was generally dominated by the teachers in both types of schools but the domination was a bit flexible in public school in comparison to private ones. In his study, he found that student's response was quite more than the public schools. His study also revealed that in comparison of private and public schools, students of private school had high motivation in conversation but the student of public school were not found to initiate the conversation. They mainly participated in responding move initiated by the teacher.

Although, the research works mentioned above are related to classroom discourse, none of them has analyzed the classroom discourse in terms of politeness in Kathmandu. Therefore, the proposed research seeks to study the language used in class nine of both private and public schools of Kathmandu in terms of politeness.

1.3 Objectives of the Study

The objectives of the study were as follows:

(a) To analyze classroom language of the public and private schools in terms of politeness.
(b) To suggest some pedagogical implications.

1.4 Significance of the Study

As this study is a classroom research, such analysis can be useful in finding out the relationship between teachers and students. It provides an excellent framework for ELT teacher. I hope that this study will be an example of carrying out classroom research or action research for the teachers to improve

their own teaching and making classroom interactive. Overall, this study will be significant to the language teachers, policy makers, textbook writers, curriculum designers, education planners, and the students of the discourse analysis and prospective researchers.

1.5 Definitions of the Specific Terms

Classroom Discourse: The term classroom discourse refers to the language that teacher and students use to communicate with each another in the classroom.

Discourse: Discourse is a continuous stretch of language larger than a sentence.

Private School: Private schools are those schools that are remained under the guidance of personal ownership.

Public School: Public schools are those schools that are remained under the guidance of government.

CHAPTER – TWO
METHODOLOGY

The following strategies were adopted to fulfill the above-mentioned objectives:

2.1 Sources of Data

The study was based on both primary and secondary sources of data. The primary sources were used for collecting the data and secondary sources were used to facilitate the research.

2.1.1 Primary Sources of Data

The primary sources of the data were the classroom interaction between the teachers who were teaching in different schools of Kathmandu and the students who were studying there.

2.1.2 Secondary Sources of the Data

As secondary sources of data, the researcher has consulted various books, journals, reports, articles, research work, and other internet sources related to the research area. For the facilitation of the study, the researcher has consulted the books like Yule (1983) and Brown and Levinson (1987).

2.2 Population of the Study

The population of this study consisted of the students who were studying in grade nine and the teachers who taught them.

2.3 Sampling Procedure

The sampling procedure in this research was judgmental non- random one. Sixteen (public and private) schools were selected from different parts of

Kathmandu. At least, five classes of each school were observed. All together eighty classes were observed for the data collection.

2.4 Tools for Data Collection

The researcher prepared a set of observation checklist for the data collection and also recorded the interaction of the classroom to make the data reliable.

2.5 Process of Data Collection

At first, the researcher selected sixteen (public and private) schools of Kathmandu by applying non- random sampling procedure. After selecting the school, the researcher went to the schools and built rapport with principals and subject teachers of the concerned schools. After taking permission from them, at least five classes of each school observed. The researcher and the subject teacher entered the class simultaneously and the researcher took the seat at the back of the class. The researcher prepared an observation-checklist to observe the class. She also recorded some school's classroom interactions.

2.6 Limitation of the Study

The study had the following limitations:

(a) The study was limited to the selected sixteen (public and private) schools of the Kathmandu district.

(b) The study was concentrated on the language used in the classroom in terms of politeness only.

(c) The study depended upon the data obtained from observation checklist and recorded materials.

CHAPTER – THREE
ANALYSIS AND INTERPRETATION OF DATA

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources. The data were collected from sixteen secondary (private and public) schools of the Kathmandu district. Five classes of each school observed. This study was carried out to identify the polite use of language in the classroom. For this purpose, the researcher tabulated the information and analyzed the data in terms of:

a. Analysis and interpretation of the data obtained from observation checklist.

b. Analysis and interpretation of the data obtained from the recording device.

At first, information was tabulated and then analyzed and interpreted by using simple statistical tools such as: percentage, tables, bar diagrams, and pie charts. The analysis was done separately but comparatively between private and public schools.

3.1   Holistic Analysis of the Data

This section mainly deals with the observation and the recording of the classes taken by the teachers from sixteen private and public schools. For this, the researcher observed and recorded the English language teaching in grade nine. The researcher prepared an observation checklist as a primary tool for this research and also recorded the data by using a mobile. Here, the researcher has tried to analyze the different classroom interaction of the teacher and the students from which she wanted to find out the classroom language in terms of politeness.

3.1.1 Classroom Management

The researcher observed the classes of English teacher to see how far the teachers were conscious of their classroom management for successful teaching. Out of the total 16 schools, 12.5 per cent schools were found excellent, 50 per cent were good, 25 per cent were tolerable and 12.5 per cent were found poor in managing classrooms. The data can be presented as:

Table No. 1

Classroom Management

Ratings	No. of Schools	Percentage
Excellent	2	12.5%
Good	8	50%
Tolerable	4	25%
Poor	2	12.5%
Total	16	100%

From the table, it is clear that the classroom management of all the schools was satisfactory. From the observation it is found that most of the schools were conscious of their classroom management.

3.1.2 Language of Teachers

English is the medium of instruction in the English language classroom. So, the teacher should use English to teach his or her students. Here, the researcher wanted to find out whether the English language teachers used polite forms of English in the classroom or not. The table overleaf shows the result of the observation.

Table No. 2

Language of Teachers

Ratings	No. of Schools	Percentage
Excellent	1	6.25%
Good	5	31.25%
Tolerable	4	25%
Poor	6	37.50%
Total	16	100%

The table shows that teachers of 6.25 per cent school were excellent in using polite forms of language and 31.25 per cent were good, 25 per cent were tolerable. But the teachers of 37.5 per cent schools were poor. So, the language used by the teachers of all schools were satisfactory,

3.1.3 Students' Politeness in Asking and Answering the Questions

The researcher observed the classes of all school (Public and Private) to find out whether the students were using polite forms of language while asking and answering the questions or not. The table shows the result of the observation.

Table No. 3

Students' Politeness in Asking and Answering the Questions

Ratings	No. of Schools	Percentage
Excellent	1	6.25%
Good	3	18.75%
Tolerable	6	37.50%
Poor	6	37.50%
Total	16	100%

The table shows that majority of the students were found using polite forms in asking and answering the question. Here, the students of 6.25 per cent schools were excellent, 18.75 per cent were good, 37.50 per cent were tolerable and 37.5 per cent were poor in asking and answering questions. There fore, the result of all schools was satisfactory.

3.1.4 Students' Participation in Conversational Activities

Conversation itself means talking to each other. It includes the interaction between teacher-students and student- student. The researcher observed the classes of the teachers to find out whether the teacher encouraged their students to participate in conversational activities in the language classroom. The table presents the result of the observation.

Table No. 4

Students' Participation in conversational Activities

Ratings	No. of Schools	Percentage
Excellent	2	12.5%
Good	4	25%
Tolerable	9	56.25%
Poor	1	6.25%
Total	16	100%

The table displays that the students of 12.5 per cent schools were found excellent, 25 per cent were good, 56.25 per cent, and likewise, 6.25 per cent were poor in participation in conversation activities. This reflects that the majority of the schools were tolerable in conversational activities.

3.1.5 Politeness in Students' Response

It is the responsibility of the students to respect their teachers. Therefore, students should respond to their teacher politely. Here, the researcher observed the classes of both public and private schools to find out the politeness in students' response. The following table shows the result of observation:

Table No. 5

Politeness in Students Response

Ratings	No. of Schools	Percentage
Excellent	1	6.25%
Good	5	31.25%
Tolerable	2	12.5%
Poor	8	50.0%
Total	16	100%

The table shows that half of the school students responded politely to others. Here, the students of 6.25 per cent schools were excellent 31.25 per cent were found good, 12.5 per cent were to tolerable and 50 per cent were poor in responding to their teacher.

3.1.6 Politeness in Teachers' Response

It is the teachers' responsibility to listen to the students' problem and respond to them. Here, the researcher observed the five classes of all schools to see their attention on the students' problems in the classroom. The table overleaf shows the result of the observation:

Table No. 6

Politeness in Teachers' Response

Ratings	No. of Schools	Percentage
Excellent	3	18.75%
Good	3	18.75%
Tolerable	8	50.00%
Poor	2	12.5%
Total	16	100%

From the data, it can be said that the majority of the school teacher responded to their students' problems politely. It reflects that the teachers of 18.75 per cent schools were excellent, 18.75 per cent were good, likewise, 50 per cent were tolerable and 12.5 per cent were poor in making polite responses to students' problems.

3.1.7 Encouraging Students

Encouraging the students is the art of the teacher. It enhances the language learning capacity of the students. The researcher observed the classes to find out whether they encourage their students to speak politely or not.

Table No. 7

Encouraging Students

Ratings	No. of Schools	Percentage
Frequently	3	18.75%
Sometimes	9	56.25%
Seldom	4	25%
Total	16	100%

From the data, it is clear that the majority of the school teachers were good at encouraging the students. There, the teachers of 18.75 per cent schools frequently encouraged the students. Likewise, 56.25 per cent encouraged the students sometimes, and only the teachers of 25 per cent schools never encouraged their students.

3.1.8 Use of Polite Forms of Language in Group Work and Pair Work

Group work and pair work help the students to express their own creativity. They provide the opportunity to copy the teachers' polite responses. Here, the researcher wanted to find out whether the students used polite forms of language in group and pair work activities. The table shows the result of the observation.

Table No. 8

Use of Polite Forms of Language in Group Work and Pair Work

Ratings	No. of Schools	Percentage
Frequently	0	0%
Sometimes	3	18.75%
Seldom	13	81.25%
Total	16	100%

The given table clarifies that only a few school organized group work and pair work activities to the students. Here, the teachers of 18.75 per cent schools sometimes involved the students in group work and pair work activities likewise, the teachers of 81.25 per cent schools never used pair work and group work activities.

3.1.9 Analysis of Data Obtained from Recording

The quality or quantity of the classroom interaction between teacher and students is determined by the various factors that take place directly and indirectly in the classroom. When the researcher entered the classes with the English teachers of grade nine of both schools, she found a look of surprise in students' face and a sort of hesitation in teachers' behaviour. The researcher continuously observed the same English class for five days. She found that some of the schools' classrooms were well managed and some were not. In some schools, teachers initiated the lesson without any revision or warming up activities. Public school teachers always used students' mother tongue to clarify each and every topic of the subject matter but the private school teachers did not use students' mother tongue all the time. In general, students used polite forms of language to respond to their teachers but they have not got sufficient inspiration from their teachers. If students didnot get sufficient exposure of English in the classroom, they could not use English politely and properly. For examples,

Teacher: Please all of you read aloud.

Students: Ok sir.

Teacher: I would like to ask one by one. Please stand up and tell me the answer of question no 1, Rakesh.

Student: Sorry sir, I am doing my maths homework.

Teacher: Oh, stupid.

3.2 (a) Analysis and Interpretation of the Data Obtained from Observation Checklist of Public Schools

This section mainly deals with the classroom observation and recordings of classroom teaching from eight public schools. For this, the researcher observed

and recorded the classes of English teaching in grade nine. The researcher prepared an observation checklist as a primary tool for this research. In addition, some classes were recorded with the permission of concerned teachers. However, the researcher was not permitted to record each class from each school. Here, the researcher has tried to analyze the different classroom interactions of the teachers and the students from which she wanted to find out the classroom language in terms of politeness. For this, the researcher has used four rating scales viz. excellent, good, tolerable, and poor. She also used frequently, sometimes, seldom to observe specific interaction. This section is discussed under various headings.

3.2.1 Classroom Management

The researcher observed the prerequisite management of the classroom for teaching the English language in grade nine to notice how far the teachers and school administration authorities were conscious of their classroom management for successful teaching learning. Without proper arrangement in the class, it is obviously difficult to interact with students. Therefore, classroom management plays a vital role to develop students' conversational capacity. The researcher mainly focused on the size of the classroom in proportion to the number of students. She further noticed classroom situation like ventilation, position of the black/ white board, desks, benches, doors, and windows, instructional materials such as charts, pictures, audio-visual tools, and cleanliness of the classroom and so on. While observing classroom management. The following table shows the results:

Table No. 9

Classroom Management

Ratings	No. of schools	Percentage
Excellent	-	-
Good	4	50%
Tolerable	3	37.5%
Poor	1	12.5%
total	8	100%

From this table, it is clear that the classroom management of public schools was somehow satisfactory. The above table reflects that 50 per cent schools were found good, likewise 37.5 per cent were tolerable, and 12.5 per cent schools were poor in classroom management. However no schools were found excellent in classroom management.

3.2.2 Language of Teachers

In the English Language class, the teacher should use English as a medium of instruction. Here, the researcher wanted to find out whether the English language teachers were using polite forms of the English language in the classroom or not. The figure below shows the result of the observation:

Figure No. 1

Language of the Teacher
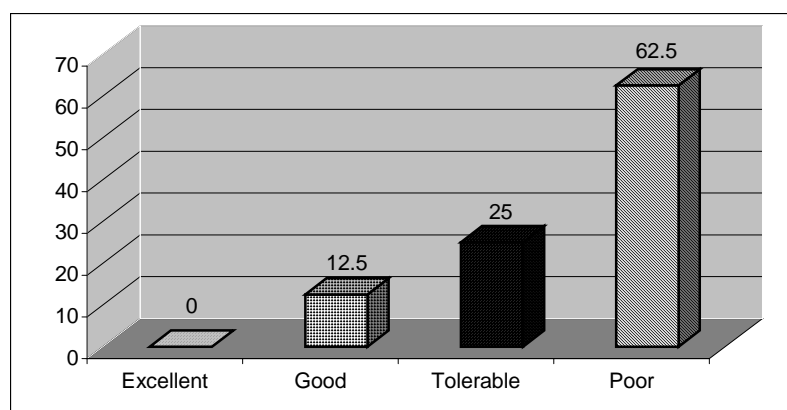
Most of the English language teachers in public schools were not found speaking English in the English language classrooms. The teachers were found translating the texts into the Nepali language while teaching in the classroom. Even the students would urge their teachers to teach English thoroughly translating it into the Nepali language. The English teachers were not giving emphasis on the four skills of language learning; i.e. listening, speaking, reading and writing in the classroom. Their teaching was found more examination oriented just to make the students pass the final exam with good marks. This sort of tendency was the prime obstacle of English language learning in the public schools. Besides, students study all subjects in the Nepali language except English in the public schools. Therefore, they do not get habituated to communicate in English. The students lag behind to develop proficiency in the English language. The figure that the researcher accumulated during her research work has presented the efficiency of the English language teachers of the public schools in different scale as given above, reflects that a very few teachers were found using English as a medium of instruction in the classroom. Among them, the English teachers of 12.5 per cent schools were good in using polite forms of language and 25 per cent were tolerable whereas 62.5 per cent were found poor in using the English language as a sole means of instruction and using polite forms of language as well.

3.2.3 Students' Politeness in Asking and Answering the Questions

The researcher observed the classes to find whether the students were using polite forms of language while asking and answering the questions or not. The result shows that majority of the students were not found using the polite forms of the language. The researcher observed the five different classes of each school at different times where the different subject matters were taught. The table overleaf below shows the facts.

Table No. 10

Students' Politeness in Asking and Answering the Questions

| Ratings	No. of schools	Percentage
Excellent	-	-
Good	1	12.5%
Tolerable	2	25%
Poor	5	62.5%
total	8	100%

The table shows that a very few schools' students were found using polite forms of language in asking and answering questions. The result shows that the students of 12.5 per cent schools were found good, likewise, 25 per cent were tolerable and 62.5 per cent were poor in asking and answering questions. Therefore, the result of the public school was not satisfactory.

3.2.4 Students' Participation in Conversational Activities

In this section, the researcher intended to observe how far the students were encouraged to participate in conversational activities in the language classroom. The following diagram shows the result:

Figure No. 2

**Students' Participation in Conversational Activities**
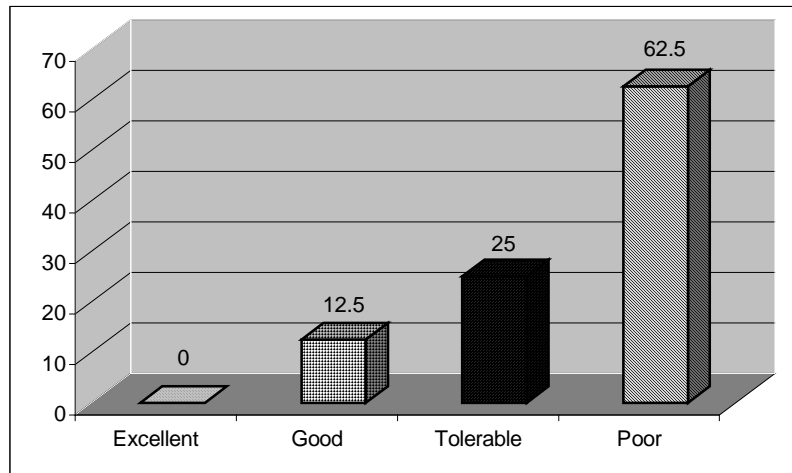
The diagram displays that the students of 12.5 per cent schools were found good in students' participation in conversational activities, 12.5 per cent were found tolerable, and the students of 75 per cent schools were found poor in students' participation. This reflects that the majority of the students did not take part in conversational activities.

3.2.5 Politeness in Students' Response

It is the duty of each student to respect his or her teacher. Therefore, students should respond to their teacher politely. Here, the researcher observed the classes to find out politeness in students' responses. Most of the students responded to their teachers directly for example, they used 'sir' only for asking permission to enter the classroom or they stood in front of the door without any verbal symbol. The figure shows the result of the observations.

**Figure No. 3**

Politeness in Students' Response
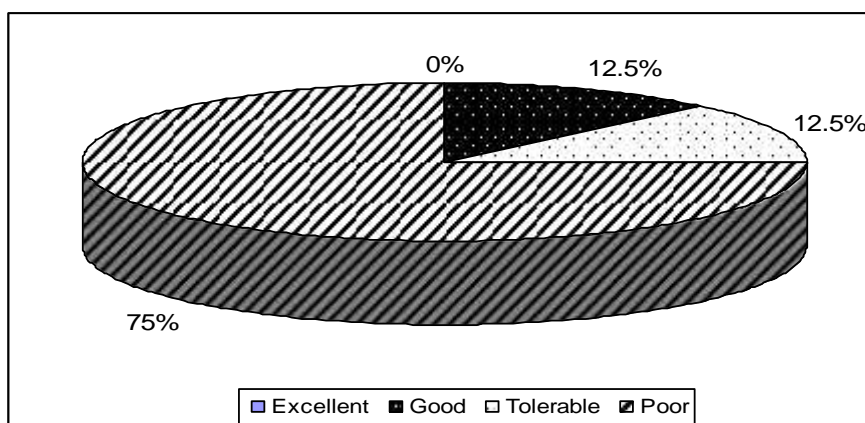
The figure displays that no students were found excellent in responding politely to their teachers. The students of 12.5 per cent schools were found good, 12.5 per cent were tolerable, and 75 per cent were found poor in responding to their teacher.

3.2.6 Politeness in Teachers' Responses

Every good teacher listens to his/her students' problems carefully and responds to them politely. Here, the researcher observed the classes of different schools to find out whether the public school teachers respond to their students politely or not. The figure overleaf shows the result of the observation:

Figure No. 4

Politeness in Teachers' Responses
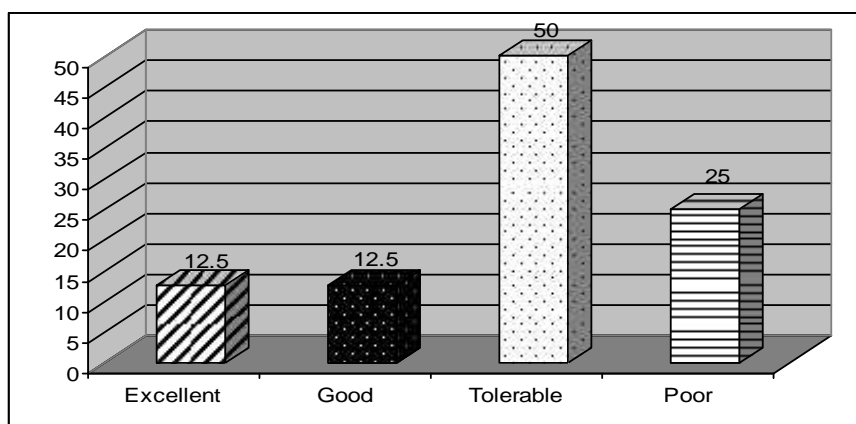
From the data, it can be said that the use of politeness in teachers' responses was quite satisfactory. It reflects that the teacher of 12.5 per cent schools were excellent, likewise, 12.5 per cent were good, and 50 per cent were tolerable and teachers of 25 per cent schools were found poor in making polite responses to their students.

3.2.7 Encouraging Students

Encouraging students is very important aspect in language teaching. It enhances the language learning capacity of the students. Encouraging the students is the art of the teacher. The researcher observed the classes to find out whether they encourage their students to speak politely or not. The table overleaf below shows the result.

Table No. 11

Encouraging the Students

Ratings	No. of schools	Percentage
Frequently	1	12.5%
Sometimes	5	62.5%
Seldom /never	2	25%
Total	8	100%

The table displays that the majority of the school teachers were good in encouraging the students. Here, the teachers of 12.5 per cent schools frequently encouraged the students. Likewise, the teachers of 75 per cent encouraged the students sometimes, and only 12.5 per cent never encouraged their students.

3.2.8 Use of Polite Forms of Language in Group Work and Pair Work

Group work and pair work are the useful techniques to develop students' participation in conversation in the classroom. The researcher observed the English language classes to find out whether the students used polite forms of language in group and pair work or not. The table shows the result of the observation.

Table No. 12

Use of Polite Forms of in Group Work and Pair Work

Ratings	No. of schools	Percentage
Frequently	-	-
Sometimes	2	25%
Seldom	6	75%
Total	8	100%

The given table clarifies that only a few schools' organized group/pair work activities to the students in the classroom. Here, the teachers of 25 per cent

school sometimes involved the students in group work and pair work activities likewise, 75 per cent never used pair and group work techniques. It clears that majority of the school teachers were never used this technique in the classroom. From this data, it can be said that teachers were not conscious about this technique. Group work and pair work help the students to express their own creativity and they provide the opportunity to copy the teachers' polite responses.

3.2 (b) Analysis and Interpretation of the Data Obtained from the Observation Checklist of Private Schools

3.2.1 Classroom Management

The researcher observed the Private schools' classroom interactions of class nine to find how far the schools teachers were conscious of their classroom management for successful teaching learning. Without arranging the class properly, it becomes difficult to the students and teachers to interact with each other. Classroom management plays a vital role for students' conversational capacity. The following figure shows the result:

Figure No. 5

Classroom Management
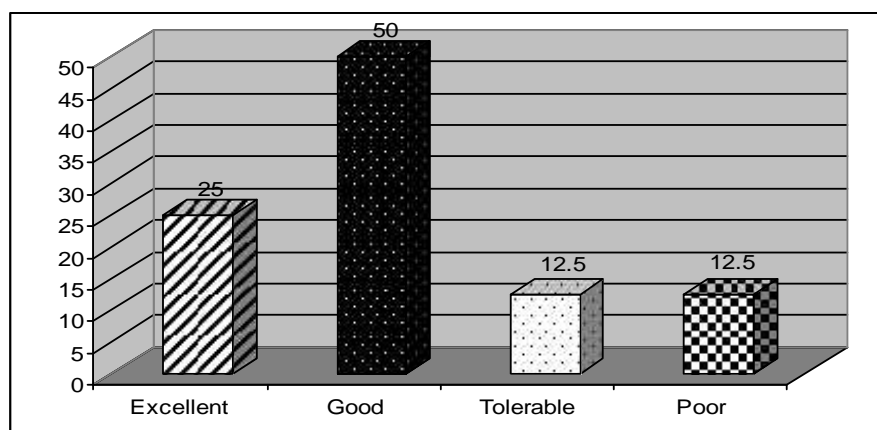
From the data, it is clear that the classroom management of private schools was satisfactory. The above table reflects that 25 per cent schools were excellent in classroom management, 50 per cent schools were good, likewise 12.5 per cent were tolerable, and 12.5 per cent schools were poor in classroom management. So, it can be said that in the comparison of public schools, private schools were better in managing the classroom.

3.2.2 Language of Teachers

In the English Language class, teachers should use the English language as a medium of instruction. Here, the researcher wanted to find out whether the English language teachers were using polite forms of language in the classroom or not. The figure shows the result of the observation:

Figure No. 6

Language of Teachers
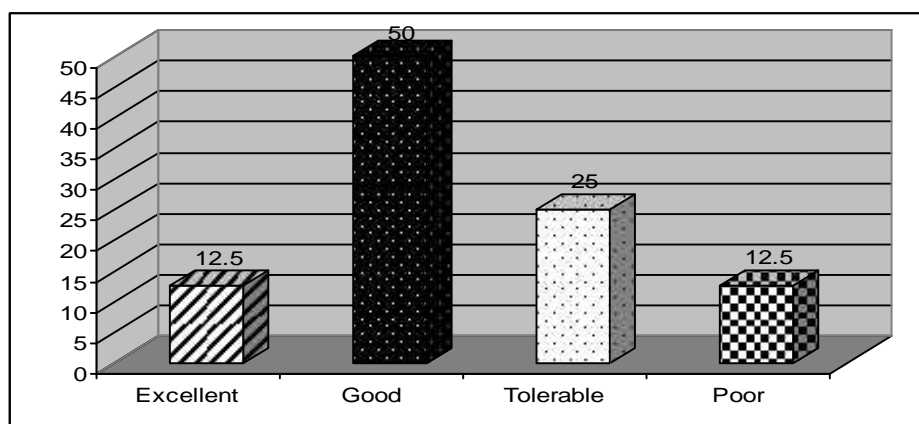
The figure reflects the fact that all of the teachers of private schools used the English language in the classroom. They did not use the Nepali language to explain the each topic. Sometimes, they used the Nepali language to explain the abstract terms only.the above figure shows the teachers of 12.5 per cent schools were excellent, 50 per cent were good, 25 per cent were tolerable and 12.5 per cent were found poor in using the English language inside the classroom.

3.2.3 Students' Politeness in Asking and Answering the Questions

The researcher observed the classes to find whether the students were using polite forms of language while asking and answering the questions or not. The result shows that majority of the students were not found using the polite forms of the language. The researcher observed the five different classes of each school in different times where the different subject matters were taught. The figure shows the facts.

Figure No. 7

Students' Politeness in Asking and Answering Questions
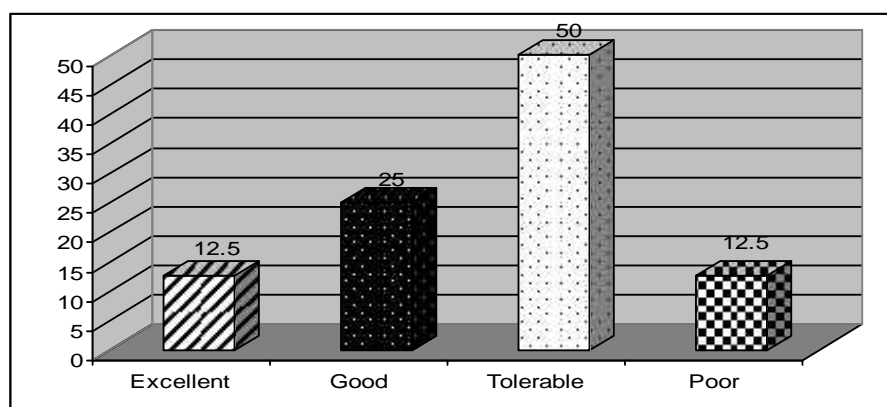
The figure shows that the students of 12.5 per cent schools were excellent in asking and answering the questions politely. Usually they did not tell the answer in full sentences, likewise, 25 per cent were good, 50 per cent were tolerable, and the students of 12.5 per cent were poor in asking and answering questions. Therefore, the results of private schools were quite satisfactory in comparison to the public ones.

3.2.4 Students Participation in Conversational Activities

In this section, the researcher intended to observe how far the students were encouraged to participate in conversational activities in the language classroom. The table overleaf shows the result.

Table No. 13

**Students' Participation in Conversational Activities**

Ratings	No. of schools	Percentage
Excellent	1	12.5%
Good	2	25%
Tolerable	4	50%
Poor	1	12.5%
Total	8	100%

The table displays that the students of 12.5 per cent schools were found excellent in students' participation, 25 per cent were found good, and 50 per cent were found tolerable and 12.5 per cent schools were poor in participation in conversational activities. This reflects that the majority of the students took part in conversational activities in private school than in public ones.

3.2.5 Politeness in Students' Response

It is the duty of each student to respect his or her teacher. Therefore, students should respond to their teachers politely. Here, the researcher observed five classes of each school to notice the students' polite responses to their teachers. In comparison to the public schools, the students of private schools were found more polite to their English language teachers. The students were found asking for permission to their concerned teachers while going outside the classroom or entering inside the classroom. They were found asking for permission even doing activities related to language learning in the classroom. The figure overleaf shows the result of the observations.

Figure No. 8
Politeness in Students' Response
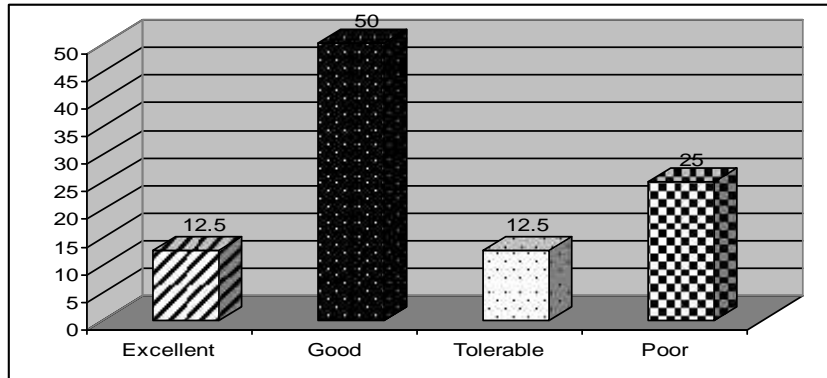
The figure displays the level of politeness in students' response in their respective classrooms. Among the observed classes only the students of 12.5 per cent schools were found excellent, 50 per cent were found good, 12.5 percent were tolerable and the rest 25 per cent schools were poor in responding to their concerned English language teachers.

3.2.6 Politeness in Teachers' Response

Every good teacher should listen to his /her students' problems carefully and respond to them politely. Here, the researcher observed five classes of the English language teaching of each school to find out whether the private schools' teachers responded to their students politely or not. The table shows the result of the fact:

Table No. 14

Politeness in Teachers' Response

Ratings	No. of schools	Percentage
Excellent	2	25%
Good	2	25%
Tolerable	4	50%
Poor	-	-
total	8	100%

The above data, collected from the observed classes of the concerned private schools showed that the private school teachers' responses were comparatively good. It reflects that the teachers of 25 per cent schools were found excellent likewise, 25 per cent were good, and the rest 50 per cent were found tolerable in making polite responses to their students.

3.2.7 Encouraging the Students

Encouraging the students is a very important part in language teaching. Language cannot be taught and learnt without encouraging the students. Encouragement is an art of the qualified English language teachers. The researcher observed the classes to find out whether the English language teachers encourage their students to speak politely or not. The given table represents the figure of the observation:

Table No. 15

Encouraging the Students

Ratings	No. of schools	Percentage
Frequently	2	25%
Sometimes	4	50%
Seldom	2	25%
total	8	100%

The table displays that only the teacher of 25 per cent schools were found encouraging their students frequently to speak polite form of the English language likewise, 50 per cent schools were found encouraging the students sometimes, and only 25 per cent were never found encouraging the students.

3.2.8 Use of Polite Forms of Language in Group Work and Pair Work

Group work and pair work are two useful techniques to encourage the students to participate in conversational activities in the classroom. The researcher observed the English language classes of the private schools to find out whether the students participated group work and pair work and used polite forms of language or not. This observation jot down the results as follows:

Table No. 16

Use of Polite Forms of Language in Group Works and Pair Works

Ratings	No. of schools	Percentage
Frequently	-	-
Sometimes	1	12.5%
Seldom	7	87.5%
Total	8	100%

The above table clarifies that only a few teachers of school were found applying group work/pair work as a technique while making their students participate in the language activities in the classroom. The figure shows that only the teachers of 12.5 per cent schools were found sometimes involving their students in the group work and pair work however, the teachers of 87.5 per cent schools never used pair and group work technique. So, it seems that majority of the schools were not practicing this technique in the classroom. From this data, it also can be said that teachers were not found well conscious this technique. Group work/ pair work activities helps the students to express their own creativity; likewise it further provides the opportunity to imitate the teachers' polite responses as well.

3.3 Analysis and Interpretation of the Data Obtained from the Recording Device

The collected data have been analyzed descriptively. The classroom language of both the public and the private schools has been presented in a separate table. As a whole, the table represents the data of five classroom observation (Recording) of each school. After presenting the data on the table, the analysis and interpretation of data in terms of politeness has been analyzed with supportive examples.

3.3.1 (a) Analysis of Classroom Language of (Eight) Public Schools of the Kathmandu District

When the researcher entered the classes with the English teachers of grade nine, she found that the classrooms were well managed. The quality and the quantity of the classroom interaction between teacher and students were determined by the various factors that took place directly or indirectly in the classroom situations. The researcher continuously observed (recorded) the English language classes of each school. On the first day, the researcher saw surprising faces of the students and most of the teachers were also feeling some discomforts in the classroom teaching. But such activities were transformed as normal from next classes. Most of the teachers started the lesson without any revision or warming up activities. Usually, the teachers used the students' mother tongue to clarify any topic whether that is abstract terms or not. Most of the teachers never reacted to the backbench students; they seemed to interact only with the front bench students. Students rarely asked for permission to the politely before entering the classroom. Instead of asking for that, they stood outside the door. The teacher, knowing the situation, permitted the students by nodding their heads to enter them inside the classroom. However, only a few students were found asking politely for permission.

Listening to the language of public schools (See appendix III), it can be said that most of the teachers were found using the Nepali language to teach English. Sometimes they used polite forms to their students. Students also used polite forms sometimes only. It can be generalized that students did not use polite forms because of teachers' low inspiration. And teachers rarely inspire to use polite forms. If students did not get the chance to use English in the classroom, it is clear to know here, how they can improve their language.This is the bitter truth of public school.

The classroom interaction was fully dominated by the teacher. Students' participation seemed to be very low and interaction was one way. They responded passively on the teachers' question. They never initiated to converse in English and if they participated in any conversation, they answered in one word. The classroom interaction was totally dependent on teachers and students never showed their own creativity. They become silent listeners. For examples,

Teacher: Please all of you open your exercise book and write down?

Student: Yes sir.

Student: May I go out miss?

Teacher: Yes. Teacher: Make sentences using clue. Ok.

Students: Ok ok.

3.3.1 (b) Analysis of Classroom Language of Private Schools of the Kathmandu District

In the course of research, the researcher selected eight private schools of the Kathmandu district as a research zone and the researcher visited herself several times to each school for observing the English language classes. She found that almost all the classrooms composed of the students from diverse casts like Newar, Chhetri, Gurung, Lama and so on. It was obvious to the researcher that

due to small and congested size of the classroom, all the students could easily listen to their teachers. However, during interaction, the classes were unnecessarily noisy and disturbed. In some schools, the English language teaching classes were found disturbed during observation by external obstruction such as noise from roadside and playground. In addition, the poor physical infrastructure of the classrooms was also a problem, as the noise from adjoining classrooms would worsen the language teaching classes. There was a practice of commencing new chapters after summarizing the previous chapters taught in the earlier class. As a final point, the researcher concluded that the personality of the English language teachers, clarity of language according to the level of the students, facial expression, and gesture of the teacher in course of teaching would influence the students a lot to take part in the classroom interaction from the very beginning to the end of everyday lesson.

There was good interaction between the teacher and the students in the classroom (See appendix III). It was found that the teachers and the students were using English language almost all the time in the classroom. Students were found generally using polite forms of language to their teachers, other people senior to them and even to their friends as well. The students of private schools were found more interactive than those of public schools. Teachers also were found facilitating two-way interaction among the students and in between teachers and students in the private schools. However, it was very difficult to find out two-way interaction in the public schools. Students of private schools were usually initiated and motivated by their concerned teachers and the school management authorities but that case was not found in public schools. All the students of private schools were very much curious and they were actively participating in classroom interaction. Their keen interest and active participation would help the teachers promote their job assertively. Such an encouraging environment of cooperation and curiosity was not found in the

classes of public schools. Only a few front sitting students, who were interested in language learning, were found actively participating in the classroom interaction in public schools. For examples,

Teacher: Can you make some sentences of present perfect tense?

Students: Of course.

Teacher: Do you have book, Olsu?

Student: Yes, sir. Please take it.

Teacher: Thank you.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation of data, the following findings have been drawn:

A. General Findings

a. In general, it was found that 62.5 per cent teachers use the English language in the classroom.

b. The teachers of 75 per cent schools encouraged the students to use polite forms of language.

c. It was found that most of the classes were dominated by the teachers in both type of schools but public schools' classes were a bit flexible in this matter.

d. It was found that 50 per cent of the students respond to their teacher politely.

e. It was found that only 18.75 per cent school teachers used polite forms of language at group work and pair work.

B. Specific Findings

a. While responding to the teachers most of the students of the public schools used impolite words / sentences e.g. sir what? Sir/ Miss…? However, the students of private schools mostly used polite words and sentences like, May I take that book sir? Please .... sir.

b. It was found that the teachers of 50 per cent of private schools used polite forms of language to respond to their students likewise the

teachers of 25 per cent of public schools used polite forms of language to respond to their students.

c. The teachers of all 75 per cent schools encouraged the students to use polite forms of language in their classroom interaction.

d. It was found that the teachers of public schools used mother tongue as a medium of English teaching. However, in private schools, the teacher rarely used mother tongue in the English class.

e. The teachers in both types of schools dominated the classes but the domination was a bit flexible in public schools in comparison to the private ones. However, the teacher- student relationship was closer in the private schools than in the public schools.

f. It was found that the teachers of 37.5 per cent of public schools were found to initiate conversation all the time, however, the students initiated conversation more often in private schools.

g. From the observation, it was found that students' participation in classroom interaction was more satisfactory in private schools than in public ones.

h. It was found that the teachers of 18.75 per cent of both types of schools used polite forms of language at group work and pair work.

4.2 Recommendations for Pedagogical Implications

On the basis of findings, the following recommendations have been made and forwarded for pedagogical implications:

a. In the case of public schools, teachers should be conscious of the students' responses. They should create a conducive environment to use polite forms of language all the time.

b. The teacher should facilitate their students to interact with each other anytime, also initiate them to use polite forms of language in their daily life.

c. In the case of public schools, the teachers should use comprehensible language to facilitate the learning but should not use mother tongue all the time, they can use mother tongue to make clear the abstract term only. If the teachers used mother tongue all the time, it does not provide such a chance to the students to use the English language politely.

d. Interaction among students in the classroom should be increased. For that teachers need to understand the problems of the students and make their teaching effective.

e. Teachers always should be democratic in the classroom. They should behave in a friendly manner with the students so that they can talk to their teachers easily.

f. The teachers should always encourage the students to use polite forms of language in the classroom.

g. In the case of public schools, the teachers should make interactive environment inside the classroom so that the students can get opportunity to interact with each other.

h. Group Work and Pair technique are very important to develop students' interactive capacity. So, it would be better to use group work and pair work in language classroom frequently.

For the further researches,

a. This study was limited to only eight public and eight private schools of the Kathmandu district and only teachers and students of grade nine. It is advisable to carry out further researches including a larger number of populations at different levels and more schools from different parts of the country.