

# CHAPTER ONE

## INTRODUCTION

Introduction is the first and foremost part of any research report. It consists of general background, literature review, objectives and significance of the study.

### 1.1. General Background

Language is a system of arbitrary signals, such as sounds, gestures or written symbols for the communication of thoughts, feelings and emotions. It is the system of spoken or written symbols used by people in a shared culture to communicate with each other. Most of the languages in the world are used in day-to-day communication. It is the specific property of human beings because of which they seem to be superior and extraordinary in any respect. "A language is a system of visual, auditory, or tactile symbols of communication and the rules used to manipulate them. Language can also refer to the use of such systems as a general phenomenon" (en.wikipedia.org/wiki/language).

Different linguists have defined the language from different perspectives.

According to Wardhaugh (1998, p.1), "A language is what the members of a particular society speak. When two or more people communicate with each other in speech, we can call the system of communication that they employ a language". Similarly, in Lyons' (1970, p.3) words, "Languages are the principal systems of communication used by particular groups of human beings within particular society of which they are the members". In this way, both Wardhaugh (1998) and Lyons (1970) tend to regard language primarily as a societal phenomenon. They explain language in relation to its social functions. A language, according to them, is a vehicle of communication which facilitates us to share our feelings and opinions with others. It is the unique property of a particular society.

By the same consideration, Crystal (2003, p.255) defines a language as "the concrete act of speaking, writing, or signing in a given situation - the notion of parole or performance." He defines a language very specifically. According to him, it is the linguistic system underlying an individual's use of language in a given time and place. He gives emphasis, while defining the language, on the actual use of it in concrete situations in contrast to the speaker-hearer's knowledge of his language.

In Chomsky's (1968) words, "When we study human language, we are approaching that some might call the 'human essence', the distinctive qualities of mind that are, so far as we know, unique to man. So the obvious hypothesis is that our language is the result of the unfolding of a genetically determined program." ([www.sk.com.br/sk-chom.html](http://www.sk.com.br/sk-chom.html))

The Chomskyan view pertaining to language is rather abstract, universal in nature and pays no such considerable attention to the context in which it is used. In Chomskyan view, a person who speaks a language has developed a system of knowledge, which is represented in the mind and ultimately in the brain in some physical configuration. He further asserts that one part of the brain, the so-called language faculty, is especially designed to language and is innate to all.

To conclude, language is an important form of communication among human beings in the absence of which society may not exist. It gives shape to people's thought and guides and controls their entire activities. Thus, communication is the major function of a language. So, to teach language in its primary sense is to enable people to communicate their ideas.

### **1.1.1. English and Nepali: A Brief Introduction**

Different languages are spoken by different people in the world. Among them, English is the dominant international language in communication, business, entertainment, science, diplomacy, etc. More people speak English today compound to any single language spoken in the recorded history of the world. The spread of English may be regarded as a boon. It is one of the six official languages of the United Nations. It belongs to Indo-European language family. Because English is so widely spoken, it has often been referred to as a 'world language', the lingua franca of the moern era. A working knowledge of English has become a requirement in a number of fields, occupations and professions; as a consequence, over a billion people speak English to at least a basic level.

Why is English the global language, and not some other? There are two answers to the question: one is geographical and historical, the other is socio-cultural. The geo-historical answer shows how English reached a position of pre-eminence. The socio-cultural answer explains why it remains so. The combination of these two stands has brought English into existence as a global language which consists of many varieties, each distinctive in its use of sounds, grammar and vocabulary. (Crystal, 1997, p. 24)

There is no mention of the English language in the constitution of Nepal; however, the number of its speakers is, as in the latest census, 1037 persons. In Nepal, English has the status of a foreign language. It has been used in the field of education in Nepal since the establishment of Durbar High School in 1984 A.D. Since then, it has occupied a prominent place in Nepalese academic situation. It is found in all the syllabuses from primary to graduate levels.

On the contrary, Nepali is spoken by a few numbers of people in the world, especially in the southern part of Asia; i.e. Nepal, Bhutan, and some parts of India and Myanmar. It belongs to the group of Indo-Aryan language family. Language diversity is one of the characteristics of Nepal. As per the Nepalese Census (2001), there are 92 languages spoken in Nepal. Similarly, on the basis of CBS (2001), 48.6% Nepalese speak Nepali as their mother tongue. The Nepali language is used in education, government offices, courts and journalism. It reflects the typical Nepali culture and society; it is the national language of Nepal. It is also the language of wider communication among the people of different linguistic communities and the official language of Nepal.

### **1.1.2. An Overview of Pragmatics**

Language is not used in a vacuum. Instead, it is used in a society. Pragmatics is the study of language as it is used in a social context, including its effect on the interlocutors. It is the branch of semiotics that deals with the relationship between signs, especially words and other elements of language and their users. Pragmatics was the reaction to structural linguistics outlined by Ferdinand de Saussure. It rejected the notion that all meaning comes from signs existing purely in the abstract shape of langue. Hickey (1998) states, "People do not simply talk and write to one another; they also perform language behaviours in contexts that combine both linguistic and non-linguistic elements"(Shrestha and Hargreaves, 2007, p. 456). Therefore, pragmatics studies the way in which language is used to express what somebody really means in particular situations rather than study of the language in itself.

Pragmatics studies how people comprehend and produce a communicative act or speech act in a concrete speech situation which is usually a conversation. It distinguishes two meanings in each utterance or communicative act of verbal communication. One is the sentence meaning, and the other is the communicative meaning. The ability to comprehend and produce a

communicative act is referred to as pragmatic competence, which often includes one's knowledge about the social distance, social status between the speakers involved, and the cultural knowledge such as politeness.

Pragmatics deals with the ways we reach our goal in communication.

Suppose, a person wanted to ask someone else to stop smoking; this can be achieved by using several utterances. The person could simply say 'Stop smoking, please!' which is direct and with clear semantic meaning; alternatively the person could say 'Whew, this room could use an air purifier', which implies a similar meaning but it is indirect and therefore requires pragmatic inference to derive the intended meaning.

(<http://rhetorica.net/speech.htm>)

Thus, structural knowledge of language is not enough but pragmatic knowledge as to how to use structural knowledge in particular situations is also equally important. Pragmatics is the study of relations between language and contexts in which they would be appropriate. Thus, a good language user should have the ability to use the language which is grammatically correct as well as contextually appropriate. The successful learners must know not only which apologies can be used for the performance of a particular illocutionary act, but also the kinds of context where such acts can be appropriately performed.

Speech act is one of the domains of pragmatics. It is an utterance that serves as a function in communication. Speech acts include real-life interactions and requires not only knowledge of the language but also appropriate use of that language within a given culture. We perform speech acts when we offer an apology, greeting, requesting, complaint, invitation etc.

A speech act might contain one word, as in 'Sorry!' to perform an apology, or several words or sentences 'I'm sorry. I forgot your birthday. I just let it slip my mind'.

### **1.1.3. Language Functions: A Brief Introduction**

What we do anything through the use of language is its function.

Communication is the primary function of language. The functional use of language (e.g. requests, apologies, orders, complaints, congratulations, etc) cannot be determined just by studying the grammatical structure of sentences but also the purposes for which they are used. Language functions are broadly of two types, namely grammatical function and communicative function. The former primarily deals with the grammatical explanations. Crystal (2003, p.191) defines grammatical function as “the relationship between a linguistic form and other parts of the linguistic pattern or system in which it is used.” A communicative function, on the other hand, refers to the ways in which a language is used in a community.

Different linguists have given different but more or less similar views regarding language functions. According to Sthapit (2002, p.1), “The function of a thing is the purpose it serves or use it is put to”. For instance, a glass serves the purpose of serving liquids; therefore, serving liquids is a function of a glass. Similarly, language serves the purpose of describing people, so describing people is one of the functions of language. Therefore, a function in language simply refers to the purpose for which an utterance is used. It is often described as categories of behaviors.

Language functions are the purposes for which people speak or write. When we switch radio or television on, for example, our purpose is to be amused or entertained, or to find something out. Everything we

do, including using language, has a purpose. We only speak or write with a purpose in mind: to help someone to see our point of view, or to ask their advice, or to reach an agreement with them. We call the purposes the functions of language. (Blundell, Higgins and Middlemiss 1997, p. V)

According to the above definition, language function is the role of an utterance to fulfill some purposes of communication such as requesting, asking permission, ordering, thanking, congratulating and so on. Thus a language has several communicative functions.

How many types of functions does a language have? This question cannot be answered definitely because of the complex nature of language and society. There is nothing like the right way of classifying language functions. Different linguists and/or sociolinguists have classified language functions differently. According to Jakobson (1960, p. 356), any act of verbal communication is composed of six elements; (1) context (the co-text, that is, the other verbal signs in the same message, and the world in which the message takes place), (2) an addressor, (3) an addressee, (4) a contact between an addressor and addressee, (5) a common code and (6) a message. Each factor is the focal point of an oriented function that operates between the message and the factor. This yields six functions:

Target Factor and Function No.	Target Factor	Source Factor	Function
1	Context	Message	Referential
2	Addressor	Message	Emotive
3	Addressee	Message	Conative
4	Contact	Message	Phatic
5	Code	Message	Metalingual
6	Message	Message	Poetic

([www.signosemio.com/jakobson](http://www.signosemio.com/jakobson))

Briefly, these six functions can be described as follows: (1) the referential function is oriented toward the context (the dominant function in a message like 'water boils at 100 degrees') (2) the emotive function is oriented toward the addressor (as in the interjection "Bah!" and 'Oh!'); (3) the conative function is oriented toward the addressee (imperatives and apostrophes); (4) the phatic function serves to establish, prolong or discontinue communication (as in 'Hello?'); (5) the metalingual function is used to establish mutual agreement on the code (for example, a definition); (6) the poetic function (e.g. 'Smurf') puts the focus on the message for its own.

The present study is concerned with making analysis of two language functions - scolding and expressing anger in English and Nepali. 'Scolding' and 'expressing anger' are the language functions that can be included under 'emotive function' in Jakobson's classification. Every language has such functions. But, different languages express these functions in different ways. So, under the function 'greeting people', for example, we will see expressions like 'Good morning', 'Good afternoon', and 'Hello, Hi!' and so on. There are some expressions within one function suitable at certain times, and rather



unsuitable at others. We are more likely to say a formal 'Good morning' to an employer, but an informal 'Hello' to a friend.

Therefore, we are most likely to use formal language to greet someone in authority and informal language to greet someone we know very well. Besides these two forms of language, i.e. formal and informal; there are some expressions within one function that we can use at any time. It does not matter who we are talking to, when or where. These are called 'neutral expressions'. 'Thank you', for example, is one of many neutral expressions in English; which can be used whenever we want to thank any one. These expressions can also be called 'temperate forms' of language which include all the exponents that are neither formal nor too informal.

What kind of language we use, i.e. formal, temperate or informal, is determined according to what situation we are in:

<u>Situation</u>	<u>Language</u>
formal	formal
informal	informal
neither very formal nor very informal	neutral or temperate

According to Blundell et al. (1997, p. v), there are four factors that influence the choice of appropriate expression to serve a particular communicative function. They are:

- a) Setting (pub, bus stop, ceremonial etc.)
- b) Topic (football match, weather, business etc.)
- c) Social relationship (Close Colleague, Stranger in street, senior colleague etc.)

d) Psychological attitude (relaxed no strong feelings, very serious etc.)

The selection of appropriate exponent to serve a particular function helps people to communicate effectively and to improve communication.

#### **1.1.4. Expressing Anger and Scolding**

Language is not only a means of giving and receiving information but also the most important tool for communication between people for expressing their emotions and attitudes to influence the attitude and behavior of the hearer.

Among the different language functions given by Matreyk (1983), the researcher had chosen the following language functions:

- i) Asking about/Expressing
  - Expressing anger
- ii) Direct Functions
  - Scolding

##### **1.1.4.1. Expressing Anger**

Anger is the very strong emotion commonly expressed in response to irritating, threatening, unpleasant or frustrating situations. It can be difficult to express anger in a positive and healthy way. Anger typically manifests in facial expressions, body language, physiological expressions, and sometimes in overt acts of aggression. So it is defined as one's aggression when he/she feels something wrong or frustrating.

Oxford Advanced Learner's Dictionary (2000, p. 40) defines anger as "the strong feeling that you have when something has happened that you think is bad and unfair". According to this definition, we do not express anger when we

are in the good situations; however it is expressed in reaction to the unpleasant or bad situations.

There are many things that make people angry. Some of these are fairly predictable given the situation. Others are highly personal and idiosyncratic. Most commonly, those who experience anger explain its arousal as a result of 'what has happened to them' and in most cases the described provocations occur immediately before the anger experience. The angry person usually finds the cause of his anger in an intentional, personal and controllable aspect of another person's behaviour.

We usually do not express anger in a positive way using the polite forms. However, if we say the wrong thing while expressing anger, the situation could get worse. So we must be cautious when expressing anger or reacting to anger in a language not our own. Tillitt and Bruder (2000, p.59) have identified the following ways of expressing anger:

i) Blowing off steam: Many times, a person who is angry will 'blow off steam' by voicing anger to the nearest sympathetic listener, rather than the person he or she is angry with.

ii) Mild rebuke: It is the most difficult way of expressing anger. A person who makes a mild rebuke states what is making him or her angry and suggests way of solving the problem.

iii) Extreme politeness: This is the explicit way of making anger clear. In this situation, the angry person suddenly becomes extremely polite, using the 'title + last name' or 'full name' self or herself from the listener.

- iv) Silence: The angry person uses non-verbal gestures to show emotion, such as an icy stare.
- v) Sarcasm: This technique involves using nice words in a very unkind way. Usually, it is the intonation that makes the difference.
- vi) Screaming and Yelling: In this strategy, the idea is to talk loud and fast, mixing in as many swear words as possible.
- vii) Threatening: This usually happens after the initial period of screaming and yelling.

Thus, Tillitt and Bruder (2000) states that anger can be expressed in both ways; using verbal language or non-verbal gestures. Like other communicative functions, 'anger' can also be realized using different language forms according to which situation we are in; i.e. formal, informal or neither formal nor informal. Blundell, Higgins and Middlemiss (1997, p.50), have listed the following different exponents used to express anger depending on the situations given.

<ul style="list-style-type: none"> <li>- I'm afraid it won't be ready until tomorrow.</li> <li>- What a nuisance!</li> <li>- Very bother! (very mild)</li> <li>- ..... really makes me cross.</li> </ul>	<p>You've gone to collect your car from a garage where it has been for repairs. You want to leave at once to drive to the seaside.</p>
<ul style="list-style-type: none"> <li>- Oh, that's great! (sarcastic)</li> <li>- Oh, hell, no.</li> <li>- Oh, bloody hell! (swear words, very informal)</li> <li>- Oh damn! blast! hell! (swear</li> </ul>	<p>You're staying with friends, Mike and Steve. Steve has borrowed your expensive camera without asking you. Mike tells you this.</p>

words, very informal) - What an idiot! - Why the hell didn't he.....?	
- This is extremely irritating. - I'm extremely unhappy..... - I can't say I'm at all please about..... - I'm very angry.....	You were expecting one of your employees to submit an important report today, but he has arrived without it.
- What do you say? - What else could you say? - Hell's bells? (too informal) - Blood hell! (too informal)	Your employer tells you that, owing to difficulties in the firm, you will have to work longer hours, with no increase in salary.

#### 1.1.4.2 Scolding

Similarly, the word 'to scold' is a verb which means to censure severely or angrily. Other words which are similar in meaning to the verb to scold are to tell off, to reprimand, to tick off, to yell at, and to admonish. It is defined as one's unhappiness or critical attitude. Scold implies reproof: parents who scolded their child for being rude ([www.thefreedictionary.com/scold](http://www.thefreedictionary.com/scold)).

Oxford Advanced Learners' Dictionary (2000, p.1143) defines the term 'scold' as "to speak angrily to somebody, especially a child, because they have done something wrong". In the same way, Collins Cobuild Student's Dictionary (2005, p.620) defines the term 'scold' as "if you scold someone, you speak angrily to them because they have done something wrong". Both definitions agree that we scold the other people, especially juniors, if they have done something wrong.

Among the different communicative functions, 'Scolding' is one of the communicative functions of language which can be expressed using different

language forms. Matreyek (1983) has put the language function ‘Scolding’ under ‘Direct Functions’. Matreyek (1983, p. 84) has listed the following different exponents used to scold the people in different situations:

- Shame on you!
- You should be ashamed of yourself.
- Aren’t you ashamed of yourself?
- What a bad little boy you are!
- What a terrible thing to say to him!
- How rude of you!
- You shouldn’t have hit your little brother!
- How would you feel if someone did that to you?
- How would you like it if someone ignored you like that?

## **1.2. Review of Related Literature**

Many researches have been carried out on comparative study of different languages like English, Nepali, Rai, Limbu, Newari, Maithili etc. of different language functions; e.g. apologizing, requesting, greeting and taking leave etc. in the Department of English Education. Some of them are as follows:

Giri (1982) has carried out a research on ‘English and Nepali Kinship Terms: A Comparative Study’. The purpose of her research work was to list different kinship terms and to compare them between native English and Nepali speakers. She concluded that the kinship relation in English is addressed by name whereas it is addressed by kinship terms in Nepali. She also found that English kinship terms are less in number in comparison to Nepali kinship terms. Similarly, Pandey (1997) has made ‘A Comparative Study of Apologies between English and Nepali Languages’. The purpose of this study was to list different forms of apology and to compare them between native English and Nepali speakers. He concluded that English people are more apologetic

compared to Nepali speakers. Likewise, Chapagain (2002) has carried out a research on 'Request Forms in the English and Nepali Languages: A Comparative Study'. Her research shows that English people are more polite than Nepali speakers. Similarly, Nepali people use a greater number of indirect requests than English people. In the same way, Basnet (2006) carried out a research on 'Terms of Greeting and Taking Leave Used in English and Nepali'. He has found that English native speakers use the greeting terms 'good morning/night' when they greet in a formal situation whereas Nepali speakers use 'Namaste' or 'Abhibadan' etc. Further, his study says that English people are habituated in saying first names, kinship terms etc. to greet family members either they are seniors or juniors, whereas Nepali people use more formal exponents to greet their seniors. Similarly, Tembe (2007) has a research on 'A Comparative Study of Apologies between English and Limbu'. The purpose of his study was to identify the different forms of apologies in English and Limbu. He also concluded that native English speakers were more apologetic in comparison to Limbu native speakers.

The aforementioned research works are related to the comparison of various language functions. Both Pandey (1997) and Tembe (2007) aimed at comparing the language used in apologies. However, Pandey (1997) focused on comparative study between English and Nepali but Tembe (2007) aimed at comparative study between English and Limbu. Similarly, Pandey (1997), Chapagain (2002), Basnet (2006) carried out the researches comparing the language functions apologizing, requesting and greeting and taking leave respectively between English and Nepali. As a tool for data collection, they all used a questionnaire consisting situations requiring the respondents to respond. However, the present study is different from other research works in the sense that not a single research has been carried out on the analysis of scolding and expressing anger in English and Nepali. Thus, it is a new venture in itself.

Furthermore, the present research was based on the responses from the respondents of both language groups, i.e. English and Nepali; however, the previous researches as reviewed above were not found to have used English respondents.

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

The objectives of the present study were as follows:

1. To list the different forms of 'Expressing Anger' and 'Scolding' used by native English and Nepali speakers.
2. To compare the language exponents of 'Scolding' and 'Expressing Anger' used by native English and Nepali speakers.
3. To list some pedagogical implications.

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

This research found out the different forms of scolding and expressing anger in English and Nepali. Therefore, it is expected to be useful for those who teach English as a foreign/second language to the Nepali native speakers and vice versa and for syllabus designers, textbook writers and all others who are concerned with language. Similarly, no research has been carried out in the Department of English Education on this topic. Thus, the findings of the study are also expected to be significant for the department itself. Different exponents are used in different situations to serve the same language function. The study has found out the most commonly used exponents of two language functions, namely 'expressing anger' and 'scolding', in English and Nepali. Therefore, the findings of the study are also expected to be significant to all the English and Nepali users in general.



## **CHAPTER TWO**

### **METHODOLOGY**

The researcher adopted the following methodology:

#### **2.1. Source of Data**

The study made use of both primary and secondary sources of data. However, primary source was the basic for the research.

##### **2.1.1. Primary Source**

The study was mainly based on the primary data, i.e. the responses given by the native speakers of English and Nepali. So primary sources were native speakers of both English and Nepali language.

##### **2.1.2. Secondary Source**

The related literature such as books, journals, reports, dictionaries, articles, unpublished theses and useful websites were the secondary sources of data. The main sources of secondary data were: Lyons (1970), Van Ek (1975), Matreyek (1983), Blundell, Higgens and Middlemiss (1997), Tillitt and Bruder (2000).

#### **2.2. The Sampling Procedure**

The sample of the study consisted of altogether 80 native speakers, 20 of English and 60 of Nepali. The native speakers of English, regardless of which native country they belong to whether American or British, were selected from British Council, Nepal and International Organization for Migration, Damak, Nepal. Similarly, native speakers of Nepali, who were teachers and students of schools and university, were selected from different educational institutions, i.e. Department of English Education, University Campus, Kirtipur; Birendra Sainik Awasiya Madhyamik Bidhyalaya, Sallaghari, Bhaktapur and D.A.V. Boarding School, Lalitpur. The researcher used judgmental sampling procedure to select sample population. The researcher contacted only those people who he

thought could supply the required information to achieve the objectives of the study. The process of sample selection continued until the informants were met to provide the required information.

### **2.3. Tools for Data Collection**

The only one tool for collecting the data was the questionnaire. The questionnaire consisted of situations requiring the respondents to respond in scolding and expressing anger in both English and Nepali. Two sets of questions were designed for each of the native English and Nepali speakers.

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

At first, the researcher studied different books, journals, articles, and researches that were related to his research. The researcher visited the native English speakers available at the British council, Lazimpat, Kathmandu and International Organization for Migration, Damak, Jhapa for data collection. Then, 20 native English speakers were selected. Among them, 11 were male and 9 were female. After establishing good rapport with them, they were given questionnaires to be filled up. In the same way, the Nepali speakers available at different educational institutions, i.e. Department of English Education, Central Campus, Kirtipur, Birendra Sainik Awasiya Madhyamik Bidhyalaya, Sallaghari, Bhaktapur and D.A.V. Boarding School, Lalitpur were visited. Then, 60 Nepali speakers were selected to collect the data for the study. Among them, 30 were male and 30 were female.

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

The limitations of the study were as follows:

- 1) The study confined to 20 native English speakers and 60 native Nepali speakers.
- 2) The study was further limited to the analysis of the responses obtained from the respondents only.

## **CHAPTER - THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of data. All the responses given by the native English and Nepali speakers were coded and tabulated on the basis of formal forms, temperate forms and very informal forms of expressing anger and scolding; then the analysis and interpretation of the data were carried out.

The division is made on the basis of the relationship of the respondents themselves in their interrelationships and carried out under the following headings.

#### 3.1 Forms of expressing anger given by native English and Nepali speakers

##### 3.1.1. Forms of expressing anger found among friends

##### 3.1.2. Forms of expressing anger found among strangers

##### 3.1.3 Forms of expressing anger found among employees

##### 3.1.4. Forms of expressing anger found among employers

##### 3.1.5. Forms of expressing anger found among ordinary people

#### 3.2. Forms of scolding given by native English and Nepali speakers

##### 3.2.1. Forms of scolding found among sons or daughters

##### 3.2.2. Forms of scolding found among students

##### 3.2.3. Forms of scolding found among friends

##### 3.2.4. Forms of scolding found among employees

##### 3.2.5. Forms of scolding found among brothers

### **3.1. Forms of Expressing Anger Given by Native English and Nepali Speakers**

While analyzing the collected data, it was found that there were different types of exponents of expressing anger used by native English and Nepali speakers in different situations. So they were listed classifying these exponents on the basis of the levels of the formality; i.e. formal, temperate and very informal forms. (See the appendix-I, II, III, VII, VIII and IX) Some examples from both languages are as follows:

#### **Formal**

- i) Excuse me. Could you blow smoke somewhere please?  
(appendix – I, 3, e)
- ii) Sir yasto ta bhaena ni, ki talab badhai dinu paryo nabhae sadhei bhari yasari sakinna sir. (appendix – VII, 6, a)

#### **Temperate**

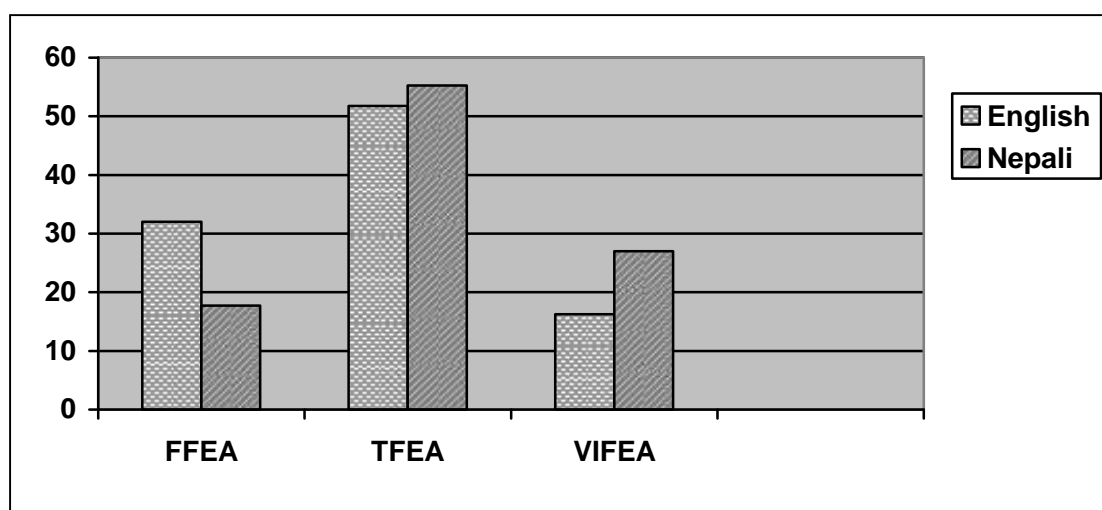
- i) Leave here or I'll get the police. (appendix – II, 18, f)
- ii) Bahini lai patan puryaunu parne ho ki hanuman dhoka. ( appendix – VIII, 18, g)

#### **Informal**

- i) Oh, hell! (appendix – III, 8, i)
- ii) Eh khate! Tero matrei gadi chha! (appendix – IX, 15, i)

This variation in the exponents of expressing anger in both English and Nepali can be presented in the following diagram:

**Figure No. 1 Total Responses Used by Native English and Nepali Speakers**



The above figure shows that the native English speakers have used formal forms of expressing anger to a greater extent in comparison to Nepali speakers while expressing anger. Out of 400 responses, 32% in English and out of 1200 responses, 17% in Nepali were found to be expressed as formal forms. (See the appendix - I and appendix VII). Some examples from both English and Nepali are as follows:

- 1) Excuse me, would you mind blowing the smoke the other way? (3,h)
- 2) I'm extremely unhappy with your work. (5,h)
- 3) Sir, yasto ta bhaena ni, ki talab badhai dinu paryo, nabhae sadhei yasari sakinna sir. (6,a)
- 4) Sathi tapaile yati sano bachcha lai kina yasari lattale hannu bhaeko? (12,e)

In the same way, the researcher found 51.75% out of 400 responses and 55.25% out of 1200 responses under the temperate forms of expressing anger in English and Nepali respectively. (See the appendix-II and appendix - VIII) Some examples from both English and Nepali are given below:

- 1) Hey, Steve! Bring my camera back. (7, h)
- 2) Watch your mouth! (18,d)

- 3) Kukur lai ghiu kina pachthyo ra? (9,b)
- 4) Kasto kam nalagne khalasi parechha. (15,c)

The other responses are categorized under very informal forms of expressing anger. Out of 400 responses, 16.25% in English and out of 1200 responses, 27% in Nepali were found to be expressed as very informal forms. (See appendix - III and appendix - IX) Some examples from both English and Nepali are as follows:

- 1) Oh, hell! (3, j)
- 2) Hey! What the fuck do you think you are doing? (16,d)
- 3) Eh pakhe! Churot khane thau painas! (3,k)
- 4) Eh gadha! Talai nachna audeina! (11,a)

Here the respondents were found to be very informal in responding to the given situations. They were found to have used impolite forms and swear words while expressing anger.

### 3.1.1. Forms of Expressing Anger Found among Friends

**Table No. 1 Forms of Expressing Anger Used by Friends**

NLSS	S. N.	FFEA		TFEA		VIFEA	
		F	%	F	%	F	%
English	1,2,7,11,12,13	32	26.67	64	53.33	24	20
Nepali	1,2,7,11,12,13	61	16.94	209	58.06	90	25

The above table clearly shows that English respondents used formal forms while expressing anger to the friends in greater quantity in comparison to Nepali speakers. Out of 120 responses, 26.67% of native English speakers used formal forms of expressing anger. However, out of 360 responses, only 16.94% of Nepali speakers used formal forms while expressing anger to the friends. (See the appendix - I and appendix - VII) Some examples from both languages are as follows:

- 1) Wow, you're really late. I hope there won't be problem on the way.  
(1,c)
- 2) Could you please ask before you borrow my property? (7,e)
- 3) Sathi tapaile yo 'camera' lanu bhaeko ma dukha bhane chhaina, tara pani ek patak ta sodhera lanu parchha ni. (7, h)
- 4) Mero khutta ma kina kilchanu bhaeko? Ramrari herera nachnu saknu hunna? (11,b)

Similarly, in the discourse among friends, the English interlocutors used less number of temperate forms of expressing anger than their Nepali counterparts. Out of 120 responses, only 53.33% native English speakers used temperate forms of expressing anger; but out of 360 responses, 58.06% Nepali speakers used temperate forms of expressing anger to the friends (See appendix - II and appendix -VIII). Some examples from both languages are as follows:

- (1) Watch it! Ouch! (11,d)
- (2) Where was my phone call, hey? (13,d)
- (3) Kasto manchhe 'library' ma halla garnu hunna bhanne thaha nabhaeko. (2,i)
- (4) Arkako saman sodhera ra magera lane bani basala. (7,i)

Likewise, there were some other exponents where the respondents used swear words or impolite expressions while expressing anger to the friends in both languages. The given responses were categorized under very informal forms of expressing anger. Out of 120 responses, 20% in English and out of 360 responses, 25% in Nepali were found to be expressed as very informal forms of expressing anger. To put it in another word, Nepali speakers used a greater number of very informal forms while expressing anger to the friends compared to native English speakers.

(See appendix - III and appendix - IX). Some examples from both languages are given below:

- 1) Where the hell have you been? (1,b)
- 2) Oh, bloody hell! (7,i)
- 3) Yati sano bachcha lai latta le chalaune? Ta ke 'Goru' hos! (12,a)
- 4) Tero dimag kata gayo? Rachi laijane bela bhayo ra! (13,g)

### 3.1.2. Forms of Expressing Anger Found Among Strangers

**Table No. 2 Forms of Expressing Anger Among Strangers**

NLSS	S. No.	FFEA		TFEA		VIFEA	
		F	%	F	%	F	%
English	3,4,10,18,19	36	36	41	41	23	23
Nepali	3,4,10,18,19	50	16.66	125	41.67	125	41.67

The table given above shows that native English speakers used greater number of formal forms in comparison to Nepali speakers while expressing anger to strangers. Out of 100 responses, 36% in English and out of 300 responses, only 16% in Nepali were found to be expressed as formal forms. (See appendix-I and appendix-VII). Some examples from both languages are given below:

- (1) Sorry, do you think you could blow smoke the other way? (3,d)
- (2) Excuse me! I was in front of in the queue! (19,c)
- (3) Kripaya 'zebra crossing' bata matra bato katnu hola. (10,e)
- (4) Tapai afei sochnu hos, tapai ko srimati lai yasto sabda prayog garda tapai lai kasto lag chha? (18,c)

Similarly, the table also shows that both native English speakers and Nepali speakers used almost equal number of temperate forms while expressing anger to strangers. Out 100 responses, 41% in English and out of 300 responses, 41.67% in Nepali were found to be expressed as temperate forms. (See



appendix- II and appendix-VIII) Some examples from both languages are given below:

- (1) Leave here or I'll get the police. (18,f)
- (2) Get lost! (18,g)
- (3) Afno jyan ko alikati pani parwaha chhaina ki kya ho? (10,c)
- (4) Bhai lai 'patan' puryaunu parne hoki 'hanuman dhoka.' (18,g)

Likewise, the above table shows that the number of very informal forms in Nepali is greater compared to English while expressing anger to strangers. Out of 100 responses, 23% responses in English and out of 300 responses, 41.67% in Nepali were found to be expressed as very informal forms. (See the appendix-III and appendix-ix) Some examples from both languages are given below:

- (1) What an idiot! (19,g)
- (2) Go away you horrible man! (18,c)
- (3) Uta gaera kha natra seer khali hunchha. (3,f)
- (4) Tero dat chilayo murkha? Mritu merei hat bata lekheko rahechha. (18,a)

This clearly implies that English speakers were more formal while expressing anger to the strangers in comparison to Nepali speakers. Moreover, Nepali speakers were found to be more informal while expressing anger to the strangers compared to native English speakers.

### 3.1.3. Forms of Expressing Anger Found Among Employees

**Table No. 3 Forms of Expressing Anger Found Among Employees**

NLSS	S. No.	FFEA		TFEA		VIFEA	
		F	%	F	%	F	%
English	5,9	18	45	15	37.5	7	17.5
Nepali	5,9	18	15	84	70	18	15

The comparative table given above shows that native English speakers used greater number of formal forms in comparison to their Nepali counterparts while expressing anger to the employees. Out of 40 responses, 45% in English and out of 120 responses, 15% in Nepali were found to be expressed as formal forms. (See the appendix- I and appendix-II) Some examples from both languages are given below:

- (1) I can't believe you haven't brought the report. (5,d)
- (2) I'm sorry to hear that. May I ask why? (9,h)
- (3) Yo ta ati bho. Jasari pani garnus, aja baru chutti linus. (5,b)
- (4) Manchhe lai dhoka dina tapai gyata hunudo rahechha. (9,c)

However, Nepali people used more temperate forms than their English counterparts while expressing anger to the employees. Out of 40 responses, 37.5% in English were found to be expressed as temperate forms of expressing anger and out of 120 responses, 70% in Nepali were found to be expressed as temperate forms of expressing anger. (See the appendix-II and appendix-VIII) Some examples from both languages are given below:

- 1) Why isn't the report finished? This is your first warning. (5,a)
- 2) I'm very disappoinated –what are you going to do about it? (5,b)
- 3) Eh bhai! Jagir khane man chhaina? (5,a)
- 4) Kukur lai ghiu kina pachthyo ra! (9,b)

The comparative table given above shows that native English speakers used greater number of formal forms compared to Nepali speakers while expressing anger to the employees. English speakers used 17.5% of very informal forms whereas Nepali speakers used only 15% of very informal forms. (See the appendix- III and appendix- IX). Consider the following examples:

- 1) Oh hell! Why didn't you bring the report? (5,k)
- 2) For fuck's sake.(9,b)

3) Taile ke khojeko? Kam bata nikali diu? (5,1)

4) Eh bro! Malai ke socheko chhas! (9,a)

The table (No. 3) given above clearly indicates that native English speakers were found to be more polite and formal in comparison to Nepali speakers while expressing anger to the employees. Similarly, the temperate forms of expressing anger used by Nepali speakers were found to be far greater than those of native English speakers.

### 3.1.4 Forms of Expressing Anger Found Among Employers

**Table No. 4 Forms of Expressing Anger Found Among Employers**

NLSS	S.N.	HFFT		TFT		QIFT	
		F	%	F	%	F	%
English	6	15	75	5	25	0	0
Nepali	6	13	21.67	44	73.33	3	5

The above table clearly shows that majority of English respondents used formal forms while expressing anger to their employers. Statistically speaking, out of 20, 75% of native English speakers used formal forms of expressing anger. Nepali speakers also used formal forms while expressing anger to the employers. But out of 60, only 21.67% Nepali speakers used formal forms. (See appendix – I, and appendix – VII) Some examples from both languages are given below:

- (1) Sorry I'm not willing to do. (6,a)
- (2) I'm really unhappy to hear this. (6,b)
- (3) Sir yasto ta bhaena ni, kit a talab bhadhai dinu paryo nabhae sadhei bhari yasari sakinna sir. (6,a)
- (4) ILO ko niyam biparit kam garna sakinna sir. (6,b)

The table given above also indicates that Nepali speakers used far greater number of temperate forms while expressing anger to the employers compared to native English speakers. Out of 60 responses, 73.33% in Nepali and out of 20 responses, 25% in English were under this category. (See the appendix – II and appendix – VIII). Some of the examples from both languages are as follows.

- (1) So, what’s my motivation to say ‘yes’? (6,c)
- (2) He ba! Ma yasto shosit bhaera kam garna sakdina. (6,c)

Another important point to be noted from the above table that native English speakers did not use any informal forms while expressing anger to the employers but 5% Nepali speakers used very informal forms while expressing anger to the employers. (See the appendix-IX) The only one exponent of very informal form of expressing anger used by Nepali speakers is given below:

- 1) Eh hakim! Ma aja dekhi timro karyalaya ma kam gardina. Ja arko kamdar khoj. (6,g)

The comparative table given above reveals that an employee, while expressing anger, tends to be more polite to his/her boss in both languages in comparison to the employer while expressing anger to the employee.

### 3.1.5. Forms of Expressing Anger Found Among Ordinary People

Here, the term ‘ordinary people’ has been used to refer to the other people except the above-mentioned relationship; i.e. shopkeeper, hotel manager, waitress, bus conductor and public people.

**Table No. 4 Forms of Expressing Anger Found Among Ordinary People**

NLSS	S. No.	FFEA		TFEA		VIFEA	
		F	%	F	%	F	%
English	8,14,15,16,17,20	27	22.50	82	68.33	11	9.17
Nepali	8,14,15,16,17,20	63	17.50	209	58.06	88	24.44

The above table clearly shows the number of formal forms while expressing anger to ordinary people in English is greater than in Nepali. Out of 120 responses, 22.50% in English and out of 360 responses, 17.50% in Nepali were found to be expressed as formal forms. (See the appendix – I and appendix – VII) Some examples from both languages are as follows:

- 1) If I were you, I would be a little more polite. (15, l)
- 2) Please, watch where you're going in future. (17,c)
- 3) Aghi nei kotha 'buk' garera gaeko tapai ke bhannu hunchha, kotha khali chhaina bhanera. (14,c)
- 4) Hey Bhagawan! Kati gadi pani bhaeko hola! (20,a)

Similarly, native English speakers used more temperate forms while expressing anger to the ordinary people in comparison to Nepali speakers. Statistically speaking, out of 120 responses, 68.33% in English and out of 360 responses, 58.06% in Nepali were found to be expressed as temperate forms. (See the appendix-II and appendix – VIII) Some examples from both languages are as follows:

- 1) When will it be ready? I am not satisfied with your service. (8,c)
- 2) What do you mean there is no 'room'? (14,b)
- 3) Grahak lai dhoka dine timi, khoi leu mero 'mobile'. (8, k)
- 4) Ke ho yar! Khabar dari ho ki dada giri ho yo? (15, h)

Likewise, the above table shows that Nepali speakers are more informal than native English speakers while expressing anger to ordinary people. Out of 360 responses, 24.44% responses in Nepali and out of 120 responses, 9.17% responses in English were found to be expressed as very informal forms. (See the appendix – III and appendix – IX) Consider the following examples:

- 1) Oh, hell! (8,i)
- 2) Fuck you (15,b)
- 3) Ta pagal hoski sahuji! Khurukka malai euta kotha milaide. (14, h)

4) Eh khate! Tero matrei gadi chha. (15,i)

### **3.2. Forms of Scolding Given by Native English and Nepali**

#### **Speakers**

While analyzing the collected data, various types of exponents of scolding were found to be used by the respondents in the given situations in both the English and Nepali languages; so these exponents were listed classifying them into three different levels of formality; i.e. formal, temperate and informal forms. (See the appendix- IV, V, VI, X, XI and XII) Some examples of both languages are given below:

#### **Formal**

- i) I am worried that you have missed so many classes.  
(appendix – IV, 2, e)
- ii) Babu padhne gara, padhnu timrei lagi ho. (appendix – X, 2, k)

#### **Temperate**

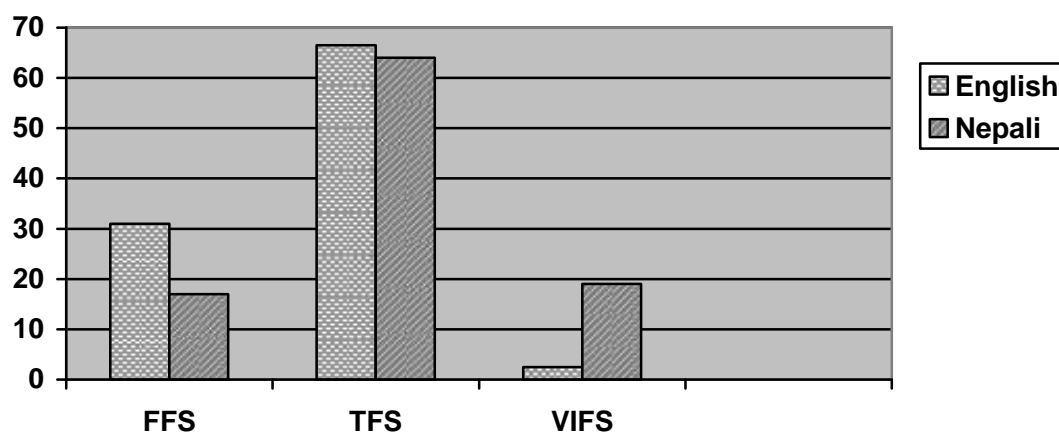
- i) Homework first! (appendix – V, 9, b)
- ii) Padhnu pardeina, guchha khelera basne! (appendix – XI, 9, j)

#### **Informal**

- i) Hey! Clean up this fucking room! ( appendix – VI, 7, a)
- ii) Eh pashu! Kotha sapha garnu parchha bhanne thaha chhaina. ( appendix – XII, 7, m)

This variation in the exponents of scolding in English and Nepali can be presented in the following diagram:

**Figure No. 2 Responses used by Native English and Nepali speakers**



The above figure shows that the native English speakers have used formal forms of scolding to greater extent in comparison to Nepali speakers. Statistically speaking, out of 200 responses, 31% in English and out of 600 responses, 17% in Nepali were found to be expressed as formal forms. (See the appendix- IV and appendix – X) Some examples from both languages are given below:

- 1) If you don't put the work in, you aren't going to pass. (2,g)
- 2) You shouldn't have hit your little sister. (6,g)
- 3) Nani hera, yaha kerahechha? Hera ta aba yaslai hatauna kati garo chha?  
(3,g)
- 4) Bhai yo 'T.V.' ma dekhae jastei safa rahana hamile ke garnu parla? (7,k)

In the same way, the researcher found 66.5% and 64% responses under temperate forms of scolding in English and Nepali respectively. While expressing these types of exponents, the respondents neither showed formality and politeness nor did they become more impolite or use swear words to scold the other. (See the appendix – V and appendix – XI) Some examples from both English and Nepali are presented below:

- 1) You should be ashamed of yourself. (1,i)

- 2) For God sake – watch where you are playing. (3,b)
- 3) Rakshi chhodeko chhainau? Marnu man chha? (5,K)
- 4) Terima badmas afei galti garchhas, afei runchhas. (10,a)

Similarly, there were some other exponents, which were categorized under very informal forms of scolding where the respondents showed very informality and impoliteness to scold the other. The table given above showed that 2.5% responses, out of 200 responses, in English and 19% responses, out of 600 responses, in Nepali were found to be expressed as very informal forms while scolding. (See the appendix – VI and appendix – XIII) Some examples from both languages are presented below:

- 1) What the fuck! (3,a)
- 2) Hey! Clean up this fucking room! (7,a)
- 3) Oi badar! Bhan ta taile mero ghadi kata rakhis. (1,b)
- 4) Kukur! Baini saga chalnu hunna bhanne thaha chhaina. (6,h)

The above presented figure clearly shows that native English speakers used more formal exponents while scolding the other; i.e. sons, daughters, employees, brothers, sisters, students, in comparison to Nepali speakers. The table also shows that speakers of both languages used greater number of temperate forms compared to formal and very informal forms while scolding; i.e. 66.5% and 64% in English and Nepali respectively. It also reveals that Nepali speakers used more impolite expressions or swear words while scolding in comparison to native English speakers.



### 3.2.1 Forms of Scolding Found Among Sons or Daughters

**Table No. 6 Forms of Scolding Found Among Sons or Daughters**

NLSS	S.N.	FFS		TFS		VIFS	
		F	%	F	%	F	%
English	1,3,6,10	13	16.25	65	81.25	2	2.5
Nepali	1,3,6,10	56	23.33	145	60.41	39	16.26

The table given above shows that Nepali speakers used greater number of formal forms in comparison to native English speakers while scolding to the sons or daughters. Statistically speaking, out of 240 responses, 23.33% responses in Nepali and out of 80 responses, 16.25% in English were found to be expressed as formal forms. (See the appendix – IV and appendix – X) Some examples from both languages are given below:

- 1) You mustn't touch anything on my dresser! (1,e)
- 2) You shouldn't have hit your little sister. (6,g)
- 3) Eh babu! Bahini lai kina kuteko? Ta ta sarhei badmas bhais hai. (6,g)
- 4) Yasari fohor garnu hudeina. (3,l)

The table given above also shows that the native English speakers used temperate forms in greater quantity in comparison to Nepali speakers while scolding sons or daughters. Out of 80 responses, 81.25% in English and out of 240 responses, 60.41 % in Nepali were found to be expressed as temperate forms. (See the appendix – V and appendix – XI) Some examples from both languages are as follows:

- 1) What a bad little boy you are! (1, j)
- 2) If you do it again, I'll call give you a snack. (6,b)
- 3) Hera bachcha haru ho timi haru kina jhagada gardeichhau? Kukur birala jasto? (6,b)
- 4) Terima badmas afei galti garchhas, afei runchhas. (10,a)

According to the above table, very fewer responses were found to be expressed as very informal forms while scolding sons or daughters. However, the number of responses is greater in Nepali in comparison to English. Statistically speaking, out of 80 responses, 2.5% in English and out of 240 responses, 16.26% in Nepali were under this category. (See the appendix - VI and appendix – XII)

- 1) What the fuck! (3,a)
- 2) Jhagada garchhas kukur ani ultei runchhas. (10,c)
- 3) Eh gadha! Tyo bahini kina piti rahanchhas ha? (6,e)

### 3.2.2. Forms of Scolding Found Among Students

**Table No. 7 Forms of Scolding Found Among Students**

NLSS	S.N.	FFS		TFS		VIFS	
		F	%	F	%	F	%
English	2	7	35	13	65	0	0
Nepali	2	25	41.67	18	30	17	28.33

The comparative table given above shows that Nepali speakers used greater number of formal forms in comparison to English speakers while scolding to their students. Out of 60 responses in Nepali, 41.67% were found to be expressed as formal forms. Similarly, out of 20 responses in English, 35% were under this category. (See the appendix –IV and appendix – IX) Some examples from both languages are given below as examples.

- 1) So can you explain what's going on? (2,a)
- 2) I'm worried that you've missed so many classes. (2,e)
- 3) Timilai padhna parchha bhanne thaha chhaina. Niyamit school aune garnu. (2,a)
- 4) Babu padhne gara, padhnu timrei lagi ho. (2,k)

However, Native English speakers used temperate forms in greater number in comparison to Nepali speakers while scolding the students. Out of 20 responses, 65% in English and out of 60 responses, 30% in Nepali were found to be expressed as temperate forms. (See the appendix – V and appendix – XI) Some examples from both languages are given below.

- 1) What do you want in life? (2,c)
- 2) Aren't you ashamed of yourself? (2, h)
- 3) Padhne bhae ramrari padhnu natra mero kachhyama kahilei naaunu.  
(2,c)
- 4) Timi lai padhne man chhaina bhane 'school' chhoda mero tauko nadukahu. (2,j)

From the above table it is found that native English speakers did not use any very informal forms while scolding the students. But out of 60 responses, 28.33% in Nepali were found to be expressed as very informal forms. So the researcher came to the conclusion that Nepali speakers were found to be very informal in comparison to English speakers while scolding the sons. (See the appendix – VI and appendix – XII) Some examples from Nepali language are given below:

- 1) Murkha talai padhnu parchha bhanne thaha chhaina. (2b)
- 2) Gadha! Pashu! Afno jivan ko khyal chhaina, aba niyमित kachhyama aunu. (2,h)

### 3.2.3. Forms of Scolding Found Among Friends

**Table No. 8 Forms of Scolding Found Among Friends**

NLSS	S.N.	FFS		TFS		VIFS	
		F	%	F	%	F	%
English	4,5	20	50	20	50	0	0
Nepali	4,5	7	5.83	90	75	23	19.17

The table given above shows that native English speakers used far greater number of formal forms while scolding the friends in comparison to Nepali speakers. Out of 40 responses in English, 50% were found to be expressed as temperate forms. But in Nepali, out of 120 responses, only 5.83% were found to be expressed as formal forms. (See the appendix – IV and appendix – X) Some examples from both languages are as follows.

- 1) Mate! I thought you'd given up smoking. (4,b)
- 2) Do you really think you should be drinking right now? (5,g)
- 3) Sathi timile ke gareko bharkhar matra churot khana chhodeko thiyo.  
(4,e)
- 4) Afno rogko barema thaha pauda paudei pani yasari raksi piune ho? (5,g)

Similarly, the table shows that 75% responses in Nepali and 50% responses in English were found to be expressed as temperate forms of scolding. Here, the Nepali speakers used greater number of temperate forms in comparison to English speakers while scolding the friends. (See the appendix – V and appendix – XI) Some examples from both languages are given below:

- 1) You're killing yourself again. (4,f)
- 2) That'll do you good! (5,a)
- 3) Thukeko thuk chatna laj lagdeina. (4,j)
- 4) Kina chadei marna man gareko? (5,j)

The table also shows that native English speakers did not use any very informal forms while scolding the friends. However, 19.17% responses in Nepali were found to be expressed as very informal forms. (See the appendix – VI and appendix – XI) So, Nepali speakers were found to have used impolite expressions or swear words to the friends while scolding; but it was not found in case of native English speakers. Some examples from Nepali language are given below:

- 1) Eh pagal! Talai marne man chha ki kyaho? (4,n)

2) Eh goru! Marne man chha? Aba ainda khais bhane pitchhu. (5,f)

### 3.2.4. Forms of Scolding Found Among Employees

**Table No. 9 Forms of Scolding Found Among Employees**

NLSS	S.N.	FFS		TFS		VIFS	
		F	%	F	%	F	%
English	7,8	16	40	21	52.50	3	7.5
Nepali	7,8	13	10.83	98	81.67	9	7.5

The table given above shows that native English speakers used far greater number of formal forms while scolding the employees in comparison to Nepali speakers. But Nepali speakers used greater number of temperate forms while scolding to the employees in comparison to native English speakers. Out of 40 responses, 40% in English and out of 120 responses, only 10.83% in Nepali were found to be expressed as formal forms. (See the appendix – IV and appendix – X) Some examples of formal forms from both languages are presented below:

1. This is not acceptable! You must tidy everything before you take a break. (7,d)
2. I am not happy with your attitude. What do you think you can do to improve? (8,c)
3. Ke timi 'T.V.' heri raheka chhau? Mero sutne kotha kasto chha? (7,g)
4. Karyalayama pani yasto garne tapai afno kam garnuhos. (8,d)

Similarly, out of 120 responses, 81.67% in Nepali and out of 40 responses, 52.50% in English were found to be expressed as temperate forms while scolding the employees. (See the appendix – V and appendix – XI) Some examples from both languages are given below.

1. What do you think you're doing? I don't pay to watch T.V. instead of working? (7.c)

2. This is your first warning. No online chatting at work. (8, e)
3. Ta 'T.V.' herera basi raheko chhas, ha? (2, f)
4. Timilai jagir khane manchha ki chhaina? (8, j)

The table also shows that both native English and Nepali speakers used the very informal forms in equal number while scolding the employees. Out of 40 responses, 7.5% in English and out of 120 responses, 7.5% in Nepali were found to be expressed as very informal forms. (See the appendix – VI and appendix – XII)

- 1) Hey! Clean up this fucking room! (7, a)
- 2) Eh pashu! Kotha sapha garnu parchha bhanne thaha chhaina. (7, m)
- 3) Ta ahile bahira niski hal ta! (8, l)

### 3.2.5. Forms of Scolding Found Among Brothers

**Table No. 10 Forms of Scolding Found Among Brothers**

NLSS	S.N.	FFS		TFS		VIFS	
		F	%	F	%	F	%
English	9	6	30	14	70	0	0
Nepali	9	1	1.67	33	55	26	43.33

The table given above shows that native English speakers used far greater number of formal forms in comparison to Nepali speakers while scolding the brothers. Statistically speaking, out of 20 responses, 30% responses in English were found to be expressed as formal forms. However, only one response was found to be expressed as formal forms in Nepali. (See the appendix – IV and appendix – X) Examples from both languages are as follows:

- 2) Hey, mum will cross when she releases you haven't your homework yet!  
(9, e)
- 3) You should do your homework first. (9, f)

4) Bhai timi guchchha kheli raheka chhau? Nakela bhaneko sunenau?

Similarly, the table also reveals that 55% responses in Nepali and 70% responses in English were found to be expressed as temperate forms. Here, the native English speakers used greater number of temperate forms while scolding the brothers in comparison to Nepali speakers. (See the appendix – V and appendix – XI) Some examples from both languages are as follows:

- 2) Homework first! (9,b)
- 3) Do your homework. No dinner until it's done. (9, d)
- 4) Bholi parsi hola jotera basne bichar chha ki kya ho? (9, f)
- 5) Padhnu pardeina, guchcha khelera basne! (9, j)

According to the above table, it was found that Nepali speakers were more informal to scold the brothers in comparison to English speakers. Statistically speaking, out of 60 responses, 43.33% in Nepali were found to be expressed as very informal forms. However, native English speakers did not use any very informal forms in the given situations to scold the brothers. (See the appendix – VI and appendix – XII) Some examples from the Nepali language are given below:

- 1) Eh chor! Khelera baschhas. (9, g)
- 2) Oh gadha! Talai padhnu pardeina. (9, l)

## **CHAPTER - FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

Analysis of the data brought about various information about the forms of expressing anger and scolding used by native English and Nepali speakers. On the basis of analysis and interpretation, the following findings have been listed:

##### **4.1.1 Findings of Expressing Anger**

1. In totality, 32% of English and 17.75% of Nepali speakers were found to have used formal forms of expressing anger. This evidence clearly implies that native English speakers were more polite and formal than the Nepali speakers while expressing anger.
2. Similarly, Nepali speakers were found to be more impolite and found to have used more swear words in comparison to English speakers while expressing anger. In total, 27% of Nepali speakers and 16.25% of English speakers used very informal forms of expressing anger.
3. Regarding the relationship among friends, the majority of native English speakers (i.e. 53.33%) and the Nepali speakers (i.e. 58.06%) used temperate forms while expressing anger.
4. In relationship with strangers, 36% of native English speakers used formal forms whereas only 16.66% of Nepali speakers were found to have used these expressions while expressing anger. On the other hand, 41.67% of Nepali speakers and 23% of native English speakers were found to have used very informal forms while expressing anger. This evidence clearly implies that native English speakers tend to express their anger among strangers more indirectly using formal forms in comparison to Nepali speakers whereas Nepali



speakers used more impolite expressions or swear words in comparison to native English speakers while expressing anger among strangers.

5. In relationship with employees, 45% of native English speakers used formal forms while expressing anger whereas 70% of Nepali speakers used temperate forms while expressing anger among employees. This evidence clearly implies that native English speakers tend to express their anger in indirect way using formal forms to a greater extent in comparison to Nepali speakers. However, majority of Nepali speakers were found to use temperate forms while expressing anger among employees.

6. Similarly, regarding the relationship among employers, majority of English speakers (75%) were found to have used formal forms and majority of Nepali speakers (73.33%) were found to have used temperate forms while expressing anger to the employers. It implies that native English speakers tend to be more formal in comparison to Nepali speakers while expressing anger to the employers; however, majority of Nepali speakers tend to use neither the polite forms nor the impolite forms but the temperate forms of expressing anger to the employers.

7. Regarding the relationship among ordinary people, i.e. shopkeepers, hotel managers, bus conductors, waitress, majority of native English speakers (68.33%) and Nepali speakers (58.06%) were found to use temperate forms while expressing anger.

8. Based on the analysis of the data, it was found that none of the native English speakers used very informal forms while expressing anger to the employers. However, 5% of Nepali speakers were found to use very informal forms of expressing anger.

#### **4.1.2 Findings of scolding**

1. In totality, 31% of English and 17.75 % of Nepali speakers were found to have used formal forms while scolding others in the given situations. This evidence implies that native English speakers were more polite and used the formal expressions while scolding in comparison to the Nepali speakers.
2. Similarly, the majority of native English (66.5%) and the Nepali (55.25%) speakers were found to be have used temperate forms while scolding.
3. According the analysis of the data, it was found that Nepali speakers tend to use more impolite expressions while scolding in comparison to native English speakers. Twenty seven percent of Nepali speakers were found to have used very informal forms while scolding but only 5% reponses were under this catergory in English.
4. Majority of Englsih (81.25%) and the Nepali (60.41%) speakers were found to have used temperate forms while scolding the sons or daughters.
5. Similarly, 16.26% of Nepali speakers and 2.5% of native English speakers were found to have used very informal forms while scolding sons or daughters. It implies that Nepali speakers were more impolite and tend to use swear words in greater extent while scolding the sons or daughters in comparison to English speakers.
6. Both English (35%) and Nepali speakers (41.67%) were found to have used formal forms in greater quantitiy while scolding the students than scolding the sons, daughters, employees, friends or brothers.

7. None of the native English speakers was found to have used very informal forms while scolding the students but 28.33% of Nepali speakers used these forms while scolding the students.

8. Similarly, 50% of native English speakers and 5.83% of Nepali speakers used the formal forms while scolding the friends. Likewise, 19.17% of native English speakers were found to have used very informal forms while scolding the students but there were not any responses found in English under this category. This evidence clearly implies that native English speakers were more polite while scolding the friends in comparison to Nepali speakers. On the other hand, Nepali speakers tend to use more impolite expressions and swear words while scolding the friends in comparison to the native English speakers.

9. Majority of native English speakers (52.50%) and the Nepali speakers (81.67%) were found to have used temperate forms while scolding the employees.

10. Native English speakers were found to use either the formal forms (30%) or the temperate forms (70%) while scolding the brothers. However, Nepali speakers were also found to use very informal forms (43.33%). It clearly implies that Nepali speakers tend to use more impolite expressions or swear words while scolding the brothers in comparison to native English speakers.

#### **4.2. Recommendations and Pedagogical Implications**

On the basis of the findings, some suggestions for teaching the two language functions; i.e. expressing anger and scolding, which would be beneficial for teachers, students, course designers and the learners of English and Nepali as second languages are given below:

1. The teachers should make a list of exponents of expressing anger and scolding on the basis of their level of formality; i.e. formal, temperate and very

informal. Then the teachers should teach the students to use formal forms of expressing anger and scolding in the formal situations, temperate forms in neither formal nor very informal situations and informal forms in the informal situations.

2. The teachers should create different situations, while teaching these two language functions, in which students use the appropriate forms (formal, temperate or very informal forms) of expressing anger and scolding.

3. The teacher can create dialogues that require the expressions of scolding and expressing anger and help students to practice in using the appropriate forms; i.e. formal, temperate or very informal forms depending on the situations.

4. The learners can listen and watch English/ Nepali films and dramas. They can make notes as how people express anger and scold the others in different situations using different forms.

5. With the exposure of various situations in which formal forms of expressing anger and scolding have been used, the teachers should let the students practice in using formal forms or polite expressions to express anger or scold the other rather than using the swear words or impolite expressions.

6. Students need to listen to what people say around during the situations that require exponents of expressing anger and scolding and how people express anger and scold the other people on the basis of their social relationship.

7. The learners of both English and Nepali languages can make a list of the forms of expressing anger and scolding from English and Nepali situations respectively and make a comparative study on them.

In order to make the communication more effective and natural, one needs to know the various aspects of communication. Among the aspects used in

communication, scolding and expressing anger play a crucial role. Thus, a language user should know how to express anger and scold the other in the given situations in the particular language using the appropriate language forms. Although speakers of both English and Nepali languages tend to use various exponents of scolding and expressing anger frequently in the natural communication, very little or no attention has been given for teaching these two language functions; i.e. scolding and expressing anger concerning the language teaching situation of Nepal. The pedagogical implications of the present study are summarised below:

1. It analyses the different exponents of expressing anger and scolding with various relationship which help language language teachers to teach these functions in such relationship.
2. It also shows the exponents which are used frequently in both languages. So the teacher can give emphasis on these exponents in the classroom.
3. The present study classifies the various exponents of expressing anger and scolding into formal, temperate and very informal forms in both languages which help the language teachers to teach these exponents systematically and appropriately in both languages.

## References

- Basnet, S.M. (2006). *Terms of greeting and taking leave used in Nepali and in English*. An unpublished M.Ed. thesis, T.U., Kathmandu.
- Blundell, J., Higgens, J., & Middlemin, N. (1997). *Function in English*. New York: Oxford University Press.
- Chapagain, G. (2002). *Request forms in the English and Nepali languages: A comparative study*. An unpublished M. Ed. thesis, T.U., Kathmandu.
- Cook, G. (1997). *Discourse*. New York: Oxford University Press.
- Crystal, D. (2003). *A dictionary of linguistics and phonetics*. New York: Black Well Publishing.
- Crystal, D. (1997). *English as a global language*. London: Cambridge University Press.
- Jakobson, R. (1960). *Linguistics and poetics*. Massachusetts: MIT.
- Kumar, R. (2006). *Research methodology*. New Delhi: Pearson Education.
- Lyons, J. (1970). *New horizons in linguistics*. Penguin: Harmonds Worth.
- Matreyek, W. (1983). *Communicating in English*. New York: Paragon Press.
- Pandey, G.P. (1997). *A comparative study of apologies between English and Nepali*. An unpublished M.Ed. thesis, T.U., Kathmandu.
- Richards, J.C. et al. (1999). *Longman dictionary of language teaching and applied linguistics*. London: Longman.
- Sthapit, S.K. (2002). Teaching language for communication. *Journal of NELTA*. Vol. 5, Number 1.
- Tembe, Harka (2007). *A Comparative study of apologies between English and Limbu*. An unpublished M. Ed. thesis, T. U., Kathmandu.
- Tillitt, B. & Bruder, M. (2000). *Speaking naturally*. London: Cambridge University Press.
- Van EK, J.A. (1976). *The Threshold level*. Council of Europe

Wardhaugh, R. (1998). *An introduction to sociolinguistics*. New York:  
Blackwell Publishers.

### **WEBSITES**

<en.wikipedia.org/wiki/language>

< [www.sk.com.br/sk-chom.html](http://www.sk.com.br/sk-chom.html) >

<<http://rhetorica.net/speech.htm>>

<[www.signosemio.co/jakobson/](http://www.signosemio.co/jakobson/)>

<[www.thefreedictionary.com/scold](http://www.thefreedictionary.com/scold)>

## APPENDICES

### APPENDIX - I

#### Formal Forms of Expressing Anger in English Language

<b>Q. N. 1</b>	<b>Exponents used among friends</b>	<b>F</b>	<b>%</b>
	c) Wow, you're really late. I hope there wasn't problem on the way.	1	0.25
	e) I've been waiting here for 40 minutes; where have you been?	4	1
<b>Q. N. 2</b>	<b>Exponents used among ariends</b>		
	d) Could you please be quiet; this is a library remember.	4	1
	f) C'mon, please be quiet.	1	0.25
	g) Can you keep the noise down, please?	3	0.75
	h) Can you be quiet?	2	0.5
<b>Q. N 3</b>	<b>Exponents used among strangers</b>		
	a) Can you please blow smoke in the other direction?	3	0.75
	d) Sorry, do you think you could blow it the other way?	1	0.25
	e) Excuse me. Could you blow smoke somewhere please?	2	0.5
	f) I'd move rather than say something.	2	0.5
	g) Excuse me, could you please blow smoke in other direction?	2	0.5
	h) Excuse me, would you mind blowing the smoke the other way?	2	0.5
	b) Excuse me, sir. Please stop smoking – It's	2	0.5



	making me feel ill.		
<b>Q. N. 4.</b>	<b>Exponents used among strangers</b>		
	c) I probably wouldn't say anything.	4	1
	d) Could you please stop snoring?	1	0.25
	e) I'd try to ignore snoring.	3	0.75
	h) Please, stop snoring. I'm sleeping here.	2	0.5
<b>Q.N 5.</b>	<b>Exponents used among employees</b>		
	c) Where is the report? I need it now!	2	0.5
	d) I can't believe you haven't brought the report.	1	0.25
	e) How soon can you get the report done today?	1	0.25
	f) Have you left the report at home or did you forget to do it?	1	0.25
	h) I'm extremely unhappy with your work.	3	0.75
	i) Why didn't you bring the report? Please bring it now.	4	1
	j) You're supposed to bring the report today.	1	0.25
<b>Q.N. 6.</b>	<b>Exponents used among employers</b>		
	a) Sorry I'm not willing to do.	1	0.25
	b) I'm really unhappy to hear this.	5	1.25
	e) Could you tell me something more about the difficulties the firm is facing.	1	0.25
	g) I would search for a new job.	4	1
	h) I'm sorry but if that's the case, I'll have to do for elsewhere.	4	1
<b>Q.N 7.</b>	<b>Exponents used among friends</b>		
	e) Could you please ask before you borrow my property?	3	0.75

	j) Steve! I need camera. Please ask permission to use it first.	3	0.75
<b>Q.N.8</b>	<b>Exponents used among ordinary people</b>		
	d) You told me it would be ready in a week, I expect it to be ready.	1	0.25
<b>Q.N.9.</b>	<b>Exponents used among employees</b>		
	a) Thank you for showing interest, please think of in the next time you are looking for work.	1	0.25
	c) I'm sorry to hear that. Would you mind telling me why you have decided not to accept the job?	1	0.25
	h) I'm sorry to hear that. May I ask why?	3	0.75
<b>Q.N. 11</b>	<b>Exponents used among friends</b>		
	h) I wouldn't say anything.	1	0.25
<b>Q.N. 13</b>	<b>Exponents used among friends</b>		
	b) What happened to you last night? I thought you were gonna call me.	5	1.25
	e) I thought you were calling last night.	2	0.5
	g) Hi, what happened last night?	3	0.75
<b>Q. N 14</b>	<b>Exponents used among ordinary people</b>		
	a) Sorry, I booked last night. What's happened?	3	0.75
<b>Q.N.15</b>	<b>Exponents used among ordinary people</b>	4	1.6
	e) There's no need to be so rude.	4	1
	l) If I were you, I'd be a little more polite.	2	0.5
<b>Q.N. 17</b>	<b>Exponents used among ordinary people</b>		
	c) Please, watch where you're going in future.	3	0.75
	g) Why couldn't you look where you're going?	4	1
	i) That's not good manner.	1	0.25
<b>Q.N.18</b>	<b>Exponents used among strangers</b>		

	a) What's your problem? I never want to hear you speaking like that to my wife or anyone again.	3	0.75
<b>Q.N 19</b>	<b>Exponents used among strangers</b>		
	b) Excuse me but I was waiting here before you.	2	0.5
	c) Excuse me! I was in front of in the queue!	3	0.75
	e) Excuse me! (With stress on me, sarcastic)	3	0.75
	f) Excuse me! I was in front of you.	1	0.25
<b>Q.N. 20</b>	<b>Exponents used among ordinary people</b>		
	c) I'm really sorry. I've been stuck in traffic jam.	3	0.75
	d) There's no reason for getting angry.	1	0.25
	e) I probably wouldn't say anything.	1	0.25
	f) I'm sorry I'm late.	4	1
<b>Total</b>		128	32

## APPENDIX - II

### Temperate Forms of Expressing Anger in English

<b>Q.N.</b>	<b>Exponents used among friends</b>	<b>F</b>	<b>%</b>
<b>1</b>	d) Oh, did we say 7:40 or 7? (sarcasm)	3	0.75
	f) I'm really frustrated by this, my time is valuable you know.	2	0.5
	g) Why are you late?	3	0.75
	h) Where have you been? Thought you were not coming.	2	0.5
<b>Q.N.2</b>	<b>Exponents used among friends</b>		
	a) Listen, you're reading out of order. Turn it down.	1	0.25
	c) Sssh! Remember we're in the library!	3	0.75
	e) Suh!	2	0.5
<b>Q.N.3</b>	<b>Exponents used among strangers</b>		
	C Hey! Stop blowing smoke in my face.	3	0.75
	i) You burn me up.	1	0.25
<b>Q.N.4</b>	<b>Exponents used among strangers</b>		
	b) For God's sake, I'm trying to sleep!	2	0.5
	g) You're getting me angry.	3	0.75
<b>Q.N.5</b>	<b>Exponents used among employees</b>		
	a) Why isn't the report finished? This is first warning.	1	0.25
	b) I'm really disappointed. What are you going to do about it?	2	0.5
	g) This is extremely irritating.	2	0.5
<b>Q.N.6</b>	<b>Exponents used among employers</b>		

	c) So what's my motivation to say 'yes'?	1	0.25
	d) I quit.	2	0.5
	f) How long will it be for?	2	0.5
<b>Q.N.7</b>	<b>Exponents used among friends</b>		
	b) No! Are you sure!	1	0.25
	c) Why didn't you ask to use my camera? Next time ask.	2	0.5
	d) Steve! It's a bit off mate, borrowing my camera without asking. Be careful with it.	1	0.25
	h) Hey Steve! Bring my camera back.	2	0.5
<b>Q.N.8</b>	<b>Exponents used among ordinary people</b>		
	a) Give me a date that the phone would be available.	4	1
	b) Why not? When will it be ready?	3	0.75
	c) When will it be ready? I'm not satisfied with your service.	2	0.5
	e) How long will it take? I need my mobile. If you can't do the job you promised me, I'll have to take it to another shop.	1	0.25
	f) So, when's it going to be ready?	2	0.5
	g) That's really unacceptable.	3	0.75
	h) That's really inconsiderate.	1	0.25
	j) If you can't do the job, I'll have to take it to another shop!	1	0.25
<b>Q.N.9</b>	<b>Exponents used among employees</b>		
	d) Good luck in your endeavours.	2	0.5
	e) Why not? That's very disappointing.	2	0.5
	f) That's unfortunate; I've worked hard to give	1	0.25

	you this position.		
	g) I'm disappointed in your decision.	4	1
	j) I would express regret and thanks him for his time.	1	0.25
<b>Q.N.</b>	<b>Exponents used among strangers</b>		
<b>10</b>	a) Ring the bell a lot and look hard at the person.	1	0.5
	c) Watch out! Hey!	5	1.25
	d) Hey! Be careful! You should be walking on the otherside. I nearly hit you!	1	0.25
	g) Watch it!!!	3	0.75
<b>Q.N.</b>	<b>Exponents used among friends</b>		
<b>11</b>	b) Ouch! Careful!	2	0.5
	c) Ayah!	1	0.25
	d) Watch it, ouch!	4	1
	e) Ow, what are you doing!	1	0.25
	f) Hey, treat the toe!	3	0.75
	g) Ouch. Careful where you step	1	0.25
	i) Probably cry.	3	0.75
	j) Ouch!	3	0.75
<b>Q.N.</b>	<b>Exponents used among friends</b>		
<b>12</b>	a) What's your problem!	1	0.25
	b) What's all that about?	1	0.25
	c) I saw that, you mean thing!	1	0.25
	f) Hey! That wasn't very nice! Why did you kick him?	2	0.5
	i) You shouldn't have kicked the little boy!	3	0.75
	j) Shame on you!	4	1

	k) How would you feel if someone did that to you?	2	0.5
<b>Q.N.</b>	<b>Exponents used among friends</b>		
<b>13</b>	a) What happened? Could have rung me.	3	0.75
	c) Why didn't you call? I was waiting.	4	1
	d) Where was my phone call, hey?	2	0.5
	f) What happened? I was waiting for your call last night.	1	0.25
<b>Q.N.</b>	<b>Exponents used among ordinary people</b>		
<b>14</b>	b) What do you mean there is no room?	4	1
	c) I wouldn't insist I had a booking.	1	0.25
	d) Why not? What am I do now?	3	0.75
	e) There's outrageous. What are you going to do about this?	1	0.25
	f) I booked a room and expect a room. So work around and find me a room.	2	0.5
	g) So, what are you going to do about it?	3	0.75
	h) You're getting me angry.....	1	0.25
	i) Arrange accommodation elsewhere for me.	1	0.25
	j) I'd insist I had a booking and ask him to find alternative accommodation.	1	0.25
<b>Q.N.</b>	<b>Exponents used among ordinary people</b>		
<b>15</b>	a) You're rude, you can get off.	1	0.25
	c) (Sarcastically) Have a nice day.	1	0.25
	d) No, I paid my fare.	2	0.5
	f)In sarcastic tone) Charming.	1	0.25
	g) I've never been so insulted in all my life.	2	0.5
	h) Who are you to say such a thing to me?	2	0.5

	i) Oh damn!	1	0.25
<b>Q.N.</b>	<b>Exponents used among ordinary people</b>		
<b>16</b>	a) Hey, stop that.	5	1.25
	c) Hey! Hey! Stop!	4	1
	e) What a fool!	2	0.5
	f) Do that and I'll call the police!	2	0.5
	g) Watch it!	3	0.75
	h) Don't you dare!	1	0.25
<b>Q.N.</b>	<b>Exponents used among ordinary people</b>		
<b>17</b>	b) Oye. Don't worry.	1	0.25
	d) Careful!	3	0.75
	f) Hey! Watch what you are doing.	1	0.25
	h) Oh no!	2	0.5
	j) Watch out!	3	0.75
<b>Q.N.</b>	<b>Exponents used among strangers</b>		
<b>18</b>	d) Watch your mouth!	5	1.25
	f) Leave here or I'll get the police.	3	0.75
	g) Get lost!	1	0.25
	h) It really makes me angry.	3	0.75
<b>Q.N.</b>	<b>Exponents used among strangers</b>		
<b>19</b>	a) Hey! Watch it!	4	1
	d) Hey! Watch out!	6	1.5
<b>Q.N.</b>	<b>Exponents used among ordinary people</b>		
<b>20</b>	a) Oh shit why today?	4	1
	b) Shit!	7	1.75
	Total	207	51.75



## APPENDIX - III

### Very Informal Forms of Expressing Anger in English

<b>Q.No. 1.</b>	<b>Exponents used among friends</b>	<b>F</b>	<b>%</b>
	a) Where the fuck have you been?	2	0.5
	b) Where the hell have you been?	3	0.75
<b>Q.No.2</b>	<b>Exponents used among friends</b>		
	b) Eh! Shut up!	2	0.5
	i) Oh, hell!	2	0.5
<b>Q.No.3</b>	<b>Exponent used among strangers</b>		
	j) Oh, hell!	2	0.5
<b>Q.No.4</b>	<b>Exponents used among strangers</b>		
	a) Shut the fuck up your noisty bastard!	3	0.75
	f) Fuck!	2	0.5
<b>Q.No.5</b>	<b>Exponents used among employees</b>		
	k) Oh, hell! Why didn't you bring the report?	2	0.5
<b>Q.No.7</b>	<b>Exponents used among friends</b>		
	a) The bastard!	3	0.75
	f) What! I'll kill him when I get hold it.	2	0.5
	g) What an idiot!	2	0.5
	i) Oh, bloody hell!	1	0.25
<b>Q.No.8</b>	<b>Exponents used among ordinary people</b>		
	i) Oh, hell!	2	0.5
<b>Q.No.9</b>	<b>Exponents used among employees</b>		
	b) For fuck's sake.	2	0.5
	i) What the hell you're saying!	3	0.75

<b>Q.No.10</b>	<b>Exponents used among strangers</b>		
	b) Idiot! Watch where you're going.	3	0.75
	e) Watch where you going idiot!	4	1
	f) For fuck's sake!	3	0.75
<b>Q.No.11</b>	<b>Exponents used among friends</b>		
	a) You've fucking stabbed me!	1	0.25
<b>Q.No.12</b>	<b>Exponents used among friends</b>		
	d) Hey, leave him alone; pick on someone your own size.	2	0.5
	e) Oi! That is not on!	1	0.25
	g) You're pathetic kicking a child.	1	0.25
	h) Hey! What the fuck do you think you're doing?	2	0.5
<b>Q.No.15</b>	<b>Exponents used among ordinary people</b>		
	b) Fuck you.	1	0.25
	j) What an idiot!	2	0.5
<b>Q.No.16</b>	<b>Exponents used among ordinary people</b>		
	b) Stop that now! It's dangerous. You stupid boys.	1	0.25
	d) Hey! What the fuck do you think you're doing?	2	0.5
<b>Q.No.17</b>	<b>Exponents used among ordinary people</b>		
	a) Fucking hell!	1	0.25
	E For God's sake! Mixing hell!	1	0.25
<b>Q.No.18</b>	<b>Exponents used among strangers</b>		
	b) Who the hell are you?	2	0.5

	c) Go away you horrible man!	1	0.25
	e) Watch your fucking mouth!	2	0.5
<b>Q.No.19</b>	<b>Exponents used among strangers</b>		
	g) What an idiot!	1	0.25
<b>Total</b>		65	16.25

## APPENDIX -IV

### Formal Forms of Scolding in English Language

<b>Q.No. 1</b>	<b>Exponents used among sons or daughters</b>	<b>F</b>	<b>%</b>
	e) You mustn't touch anything on my dresser!	3	1.5
<b>Q.No.2</b>	<b>Exponents used among students</b>		
	a) So can you explain what's going on?	1	0.5
	e) I'm worried that you've missed so many classes.	4	2
	g) If you don't put the work in, you are not going to pass.	2	1
<b>Q.No. 3</b>	<b>Exponents used among sons or daughters</b>		
	f) What have you done? Oh dear, never mind.	2	1
<b>Q.No.4</b>	<b>Exponents used among friends</b>		
	a) Are you sure you really want to do that?	3	1.5
	b) Mate! I thought you'd given up smoking.	2	1
	h) Are you sure about this?	4	2
	i) Do you really want to do that?	3	1.5
<b>Q.No. 5</b>	<b>Exponents used among friends</b>		
	b) May be you should lay off the alcohol!	1	0.5
	d) Oh dear Sarah, I am worried about you. You know drinking with TB is a bad idea, don't you?	1	0.5
	f) Hey, you know you shouldn't be drinking with your illness.	2	1
	g) Do you really think you should be drinking right now.	4	2
<b>Q. No. 6</b>	<b>Exponents used among sons or daughters</b>		
	e) What you're doing is wrong. If the problem happens again, there will be punishment.	1	0.5

	g) You shouldn't have hit your little sister.	3	1.5
	h) How would you feel if someone did that to you?	2	1
<b>Q.No. 7</b>	<b>Exponents used among employees</b>		
	d) This is not acceptable. You must tidy everything before you take a break.	1	0.5
	f) Go and clear up the bedroom now please.	3	1.5
	g) I'm sorry, this isn't acceptable.	1	0.5
	h) Can you please turn off the T.V. and do your work?	3	1.5
<b>Q.No. 8</b>	<b>Exponents used among employees</b>		
	c) I am not happy with your attitude. What do you think you can do to improve?	2	1
	d) I expect workers in the office to actually do their job!	1	0.5
	g) I wouldn't say anything directly.	2	1
	i) I'm not very happy with you.	3	1.5
<b>Q. No. 9</b>	<b>Exponents used among brothers</b>		
	a) Come on. Go and start your homework, please. I'll play marbles with you when you've finished	1	0.5
	e) Hey, mum will be cross when she releases you haven't done your homework yet!	1	0.5
	f) You should do your homework first.	4	2
<b>Q.No.10</b>	<b>Exponents used among sons or daughters</b>		
	e) Lying is unacceptable. If it happens again, there'll be punishment.	2	1
<b>Total</b>		<b>62</b>	<b>31</b>

## APPENDIX - V

### Temperate Forms of Scolding in English Language

<b>Q.N.1</b>	<b>Exponents used among sons or daughters</b>	F	%
	a) What have you done with my watch!	2	1
	b) Answer me!	1	0.5
	c) Come on. Have you seen my watch?	2	1
	d) How many times do I have to tell you not to touch my things?	4	2
	f) ..... 'Come on' out with it!	1	0.5
	g) Did you put it somewhere?	2	1
	h) Shame on you.	1	0.5
	i) You should be ashamed of yourself.	3	1.5
	j) What a bad little boy you are!	1	0.5
<b>Q.N.2</b>	<b>Exponents used among students</b>		
	b) You're doing yourself a disservice you know. I'm not the one who needs to improve, you are.	1	0.5
	c) What do you want in life?	1	0.5
	d) Why have you missed so many classes?	5	2.5
	f) Why are you missing so many classes? I need you to be here, you need to be here.	1	0.5
	h) Aren't you ashamed of yourself?	3	1.5
	i) You should be ashamed of yourself.	2	1
<b>Q.N.3</b>	<b>Exponents used among sons or daughters</b>		
	b) For God sake – watch where you're playing.	2	1
	c) Play outside until I clean up.	5	2.5
	d) Oh no! My favourite vase! What were you doing to break it!	1	0.5

	e) Oh no! I told you not to play here!	5	2.5
	g) How many times do I have to tell you not to play with that vase?	3	1.5
<b>Q.N.4</b>	<b>Exponents used among friends</b>		
	c) I thought you quit, smoking kills you know.	2	1
	d) Mate! Don't do it! You have been doing so well!	1	0.5
	e) Thought you quit your feral!	1	0.5
	f) Hey! I thought you'd quit!	2	1
	g) You're killing yourself again!	2	1
<b>Q.N.5</b>	<b>Exponents used among friends</b>		
	a) That'll do you good!	2	1
	c) Should you be drinking?	3	1.5
	e) Are you feeling better?	2	1
	h) Why the wine?	1	0.5
	i) Are you sure that's a good idea?	2	1
	j) Do you really want to do that? Suit yourself?	2	1
<b>Q.N.6</b>	<b>Exponents used among sons or daughters</b>		
	a) What did I tell you about hitting your sister?	3	1.5
	b) If you do it again, I'll give you a snack.	1	0.5
	c) You've got to stop. Go to your room and apologize.	1	0.5
	d) Why do you think your sister is crying then?	4	2
	f) Shame on you ..... (name)!	2	1
	i) Aren't you ashamed of yourself? Beating your sister and not accepting your guilt.	2	1
	j) No sure. What I'd say here if I didn't see it.	1	0.5
<b>Q.N.7</b>	<b>Exponents used among employees</b>		

	b) What's going on here? This is the first time and last time that we are having this discussion.	1	0.5
	c) What do you think you're doing? I don't pay to watch TV instead of working.	2	1
	e) Get up. Tidy up.	2	1
	i) If you don't work, you would lose your job.	2	1
	j) Why haven't you cleaned up my room?	2	1
<b>Q.N.8</b>	<b>Exponents used among employees</b>		
	a) You're being paid to work, not to chat with friends.	4	2
	b) I think we should talk about your future here.	2	1
	e) This is your first warning. No online chatting at work.	4	2
	f) Working hard?	1	0.5
	h) Give him a warning and a copy of his job description.	1	0.5
<b>Q.N.9</b>	<b>Exponents used among brothers</b>		
	b) Homework first!	2	1
	c) Inside right away and get your work done.	1	0.5
	d) Do your homework. No dinner until it's done.	1	0.5
	g) Come on, you aren't allowed to play until you've done your homework.	1	0.5
	h) ..... so when you are going to do your homework?	2	1
	i) What a bad little boy you are!	3	1.5
	j) You should be ashamed of yourself.	4	2
<b>Q.N.10</b>	<b>Exponents used among sons or daughters</b>		
	a) What's the matter?	2	1



b) Don't pretend you're crying. I saw you fighting and you won't get any sympathy from me.	1	0.5
c) Stop fighting you naughty boys.	2	1
d) I don't ever want to see you fighting again-apologize.	1	0.5
f) Come inside.	2	1
g) What's going on here?	2	1
h) Yeah, right.	1	0.5
i) Shame on you!	4	2
j) Aren't you ashamed of yourself?	3	1.5
<b>Total</b>	133	66.5

## APPENDIX - VI

### Very Informal Forms of Scolding in English Language

<b>Q.N.3</b>	<b>Exponents used among sons or daughters</b>	<b>F</b>	<b>%</b>
	a) What the fuck!	2	1
<b>Q.N.7</b>	<b>Exponents used among employees</b>		
	a) Hey! Clean up this fucking room!	3	1.5
	<b>Total</b>	5	2.5

## APPENDIX -VII

### Formal Forms of Expressing Anger in Nepali Language

Q.N.	Exponents used among friends	F	%
1	(d) तपाईं किन यसरी यति ढिलो गर्नुभएको ?	5	0.41
	(i) म छिटो भएको छु कि तपाईं ढिलो भएको?	4	0.33
<b>Q.N. Exponents used among friends</b>			
2	(a) साथी यसरी हल्ला नगरिदिनुहोला । म यहाँ पढिरहेको छु	8	0.66
	(j) कस्तो बानी हो तपाईंको ? अरुको ख्याल नगरि ठुलोठुलो स्वरले पढ्ने? कृपया विस्तारै पढिदिनुहोला ।	3	0.25
	(k) 'SILENCE' लेखेको बोर्डतिर देखाएर भन्छु उ त्यहाँ हेर्नुहोस् त !	4	0.33
<b>Q.N. Exponents used among strangers</b>			
3	(c) कृपया चुरोटको धुँवा बाहिर फाल्नुहोला ।	8	0.66
	(d) अरुको स्वास्थ्य नबिगारी तपाईं बाहिर गएर चुरोट पिउनुहोस् ।	2	0.16
	(e) तपाईंलाई चुरोट तानेर अर्काको मुखतिर धुँवा फाल्न अप्ठ्यारो लाग्दैन? त्यसमाथि सार्वजनिक सवारीसाधनमा ।	5	0.41
	(j) कृपया अरुको ख्याल राख्ने बानी बसाल्नुहोस् ल ।	2	0.16
	(l) गाडीभित्र चुरोट नतान्दा नै राम्रो हुन्थ्यो कि ?	3	0.25
	<b>Q.N. Exponents used among strangers</b>		
4	(c) तपाईंको यो घुर्ने बानीलाई अलिक कम गर्नुहोस् । मलाई सुत्न अलिक गाह्रो भइरहेको छ ।	5	0.41
	(m) तपाईं नघुर्नुहोस् । (उसलाई उठाएर)	7	0.58
<b>Q.N. Exponents used among employees</b>			
5	(b) यो त अति भो । जसरी पनि गर्नुहोस्, आज बरु छुट्टि लिनुहोस् ।	3	0.25
	(h) के हो ? तपाईंलाई त्यत्रो सम्झाएको हैन । अभै पनि काम अपुरै ।	1	0.08
	(j) तपाईं कस्तो मान्छे है? त्यति महत्वपूर्ण प्रतिवेदन आज	2	0.16

	बुझाउनुपर्ने किन तयार नपारेको?		
<b>Q.N.</b>	<b>Exponents used among employers</b>		
<b>6</b>	(a) सर् यस्तो त भएन नि, कि तलब पठाइदिनुपर्यो नभए सधैंभरि यसरि सकिन्न सर् ।	7	0.58
	(b) ILO को नियम विपरित काम गर्न सकिन्न सर् ।	6	0.5
<b>Q.N.</b>	<b>Exponents used among friends</b>		
<b>7</b>	(b) कस्तो तिमी त मलाई नसोधि क्यामेरा किन लगेको ?	6	0.5
	(h) साथी तपाईंले यो क्यामेरा लगेकोमा दुःख भने छैन तर पनि एक पटक त सोधेर लानुपर्छ नि !	1	0.08
<b>Q.N.</b>	<b>Exponents used among ordinary people</b>		
<b>8</b>	(a) तपाईंलाई मोबाइल राख्न दिएको त हैन नि! सामान समयमा नपाउँदा मान्छेलाई कति असुविधा हुन्छ भन्ने थाहा छैन ।	2	0.16
	(g) ए साहुजी! तपाईं कस्तो हँ? बोलाएको समय भन्दा एक हप्ता ढिलो आउँदा पनि मोबाइल तयार नपर्ने, छिटो गर्नुपर्यो साहुजी ।	5	0.41
	(l) खोइ साहुजी मेरो मोबाइल दिनुहोस् त । म अर्को ठाँउमा लगेर बनाउँछु ।	8	0.66
<b>Q.N.</b>	<b>Exponents used among employees</b>		
<b>9</b>	(c) मान्छेलाई धोका दिन तपाईं ज्ञाता हुनुहुँदोरहेछ ।	6	0.5
	(f) तपाईं कामको लागि कति भोको हुनुन्थ्यो, भेटेपछि के भो? पर्देन काम गर्न, जानुस् यहाँबाट ।	3	0.25
<b>Q.N.</b>	<b>Exponents used among strangers</b>		
<b>10</b>	(e) कृपया जेब्रा कसिडबाट बाटो काट्नुहोला ।	3	0.25
<b>Q.N.</b>	<b>Exponents used among friends</b>		
<b>11</b>	(b) मेरो खुट्टामा किन किल्चनुभएको? राम्ररी हेरेर नाच्न सक्नुहुन्न!	8	0.66
	(i) नाच्नेबेलामा छेउछाउमा पनि हेरेर नाच्ने गर्नुहोस् ।	4	0.33
<b>Q.N.</b>	<b>Exponents used among friends</b>		

12	(e) साथी तपाईले यति सानो बच्चालाई किन यसरी लात्ताले हान्नुभएको?	7	0.58
<b>Q.N.</b>	<b>Exponents used among friends</b>		
13	(e) कस्तो मान्छे तपाई । किन फोन नगरेको?	6	0.66
	(k) तपाईले फोन गर्नुहुन्छ भनेर मैले अपेक्षा गरेको थिएँ ।	5	0.41
<b>Q.N.</b>	<b>Exponents used among ordinary people</b>		
14	(c) अधि नै कोठा बुक गरेर गएको तपाई के भन्नुहुन्छ? कोठा खाली छैन भनेर ।	10	0.83
	(f) मैले पहिले नै बुक गर्या हैन ! मलाई जसरी भए पनि एउटा कोठा चाहिन्छ ।	5	0.41
	(k) ए दाई, त्यो कोठा मैले पहिलेनै बुक गरसिकेको छु । कसरी कोठा खाली छैन भन्नुहुन्छ ।	5	0.41
<b>Q.N.</b>	<b>Exponents used among ordinary people</b>		
15	(j) म यस सवारीसाधनमा पैसा तिरेर चढेको हुँ । यसरी जबरजस्ती गरेर उतार्न पाइँदैन ।	4	0.33
	(l) म समयमा नै पुगनु छ । सबै मिलेर जाँउन । तपाईले मलाई यस्तो खालको व्यवहार नगर्नुहोस् है ।	3	0.25
<b>Q.N.</b>	<b>Exponents used among ordinary people</b>		
16	(a) ए भाई, किन यस्तो गरेको! पछाडी पुलिस आउँदैछ रे ।	5	0.41
	(e) के त्यो सवारीसाधन तिमीहरुको हो? हाम्रो सवारीसाधनलाई त्यसरी ढुङ्गा हानेर क्षती पुर्याउने हक कसले दियो ।	1	0.08
	(j) ए भाईहरु निर्जिव बस्तुलाई फुटाएर के पाउँछौ?	2	0.16
<b>Q.N.</b>	<b>Exponents used among ordinary people</b>		
17	(e) ए बहिनी किन यति लापरवाही गर्नुभएको? म माथि तपाईले किन त्यो खानाको प्लेट पोख्नुभएको?	7	0.58
<b>Q.N.</b>	<b>Exponents used among strangers</b>		
18	(c) तपाई आफै सोच्नुहोस् तपाइको श्रीमतीलाई यस्तो शब्द प्रयोग	2	0.16

	गर्दा तपाइलाई कस्तो लाग्छ?		
	(l) म उनलाई माफ गरिदिन्छु ।	3	0.25
<b>Q.N.</b>	<b>Exponents used among strangers</b>		
<b>19</b>	(f) ओहो ! तपाई किन यसरी खाँदैएको? यसरी हिड्दा चोटपटक लाग्दछ ।	2	0.16
	(c) ए दिदी ! कसरी हिडेको आँखा हेरेर हिँड्नुहोस् ।	7	0.58
	(i) पहिला हिड्न सिक्नुहोस् अनि दौडन सिक्नुहोस् ।	1	0.08
<b>Q.N.</b>	<b>Exponents used among ordinary people</b>		
<b>20</b>	(a) हे भगवान ! गाडी पनि कति भएका होलान् ।	5	0.41
	(b) कस्तो ट्राफिक जाम भएको होला । मान्छेलाई यहाँ ढिलो भईसक्या ।	9	0.75
	<b>Total</b>	<b>213</b>	<b>17.75</b>

## APPENDIX- VIII

### Temperate Forms of Expressing Anger in Nepali Language

Q.N.1	Exponents used among friends	F	%
	(a) तिमी किन यति ढिलो आएको? तिमीलाई समयको ख्याल छैन?	10	0.83
	(b) तिम्रो चाला के हो? छिटो बोलाएर आफैँ ४० मिनेट ढिलो आउने ।	8	0.66
	(c) म यहाँ पागल जस्तो कुरिरहेको छु तर तिमी चाहीं ढिलो आउने ।	4	0.33
	(f) आउनुहोस् महासय, आउनुहोस् । यहाँलाई समयको राम्रो ख्याल रहेछ । अरुलाई कुराउँदा साह्रै मजा लाग्यो होला हैना	2	0.16
	(b) तिमी क्या छिटो आएको ? गइहाल यहाँबाट।	5	0.41
	(l) उसप्रति छड्के नजरले हेर्छु ।	2	
	(m) केहि समय नबोलि बसिदिन्छु ।	5	0.41
	(h) एकछिन नबोले ।	3	0.25
Q.N.2	Exponents used among friends		
	(b) किन यति ठूलो स्वरले हल्ला गरिराखेको? हल्ला गर्नु छ भने बाहिर जाऊ ।	7	0.58
	(d) तिमीलाई पुस्तकालयको नियम थाहा छैन । पढ्ने भए चुपलागेर पढ नत्र बाहिर गएर हल्ला गर ।	4	0.33
	(e)हलो! यो पुस्तकालय हो कि सिनेमा हल हो ।	5	0.41
	(f) ओई साथी तिमीले नवाज पढेको हो कि पुराण, पुस्तकालय नै थर्किने गरि !	2	0.16
	(g) ओहो महासय ! तपाईं हाटबजारमा हुनुहुन्छ कि पुस्तकालयमा? तपाईंलाई थाहा छैन ।	2	0.16
	(h) पढ्न मन छ भने मनमनै पढ, होइन भने यो पुस्तकालयबाट बाटो तताऊ ।	3	0.25
	(i) कस्तो मान्छे लाइब्रेरिमा हल्ला गर्नुहुन्न भन्ने नै थाहा नभएको ।	6	0.5

	(l) म उसलाइ आँखा तरेर हेछु ।	5	0.41
	(m) हल्ला नगर ।	8	0.66
<b>Q.N.3</b>	<b>Exponents used among strangers</b>		
	(a) ओ सर, के हो तपाईंको चाला? होस गर्नुस् है, दादागिरी गर्न हामीलाई पनि आउँछ ।	2	0.16
	(b) कस्तो मान्छे होला सार्वजनिक ठाँउमा चुरोट पिउनुहुँदैन भन्ने पनि थाहा छैन ।	7	0.58
	(g) यसरी सबैलाई पुग्नेगरि धुवाँ नफाल्ने है ।	2	0.16
	(h) तपाईंलाई सार्वजनीक सवारीसाधनमा धुम्रपान निषेध गरिएको हुन्छ भन्ने थाहा छैन ।	7	0.58
	(m) खुरुक्क चुरोट फाल्नुस् ।	5	0.41
	(h) म उसको मुखबाट चुरोट थुतेर फ्याँकिदिन्छु ।	6	0.5
	(o) म केहि रिस नपोखि अर्को ठाउँमा जान्छु ।	2	0.16
<b>Q.N.4</b>	<b>Exponents used among strangers</b>		
	(b) तपाईं एकलै हुनुहुन्न, यहाँ अरु पनि छन्, एकलै सुतेर हुन्छ र?	2	0.16
	(d) तिमी नघुरेर सुत्न सक्दैनौ?	7	
	(e) ए भाई कस्तो भैसि जस्तो कराको, राम्ररी सुत मलाई सुत्न गाहो भो।	2	0.16
	(f) हे ! कस्तो घुरिरहेको यहाँ आफुलाई कस्तो निद्रा विग्रियो ।	4	0.33
	(g) अर्को कोठामा गएर सुत ।	8	0.66
	(h) छया कस्तो मान्छे नघुरी सुत्न सकिदैन कि के हो?	4	0.33
	(i) कस्तो मेसिन बिग्रको कोठामा परिण्ड । सुत्नै गाहो भो ।	3	0.25
<b>Q.N.5</b>	<b>Exponents used among employees</b>		
	(a) ए भाई जागिर खान मन छैन ?	6	0.5
	(c) प्रतिवेदन तुरुन्त ल्याउ नत्र जागिरबाट निकालिदिन्छु ।	8	0.66
	(d) आइन्दा त्यसो नगर्नु । (चेतावनी दिने)	9	0.75
	(e) यति जाबो काम गर्न नसक्ने तपाईं मेरो काम गर्न लायक हुनुहुन्न । तपाईं यहाँबाट निक्लिहाल्नुस् है ।	5	0.41



	(f) ए भाई समयको महत्व बुझ्दैनौ कि क्याहो?	6	0.5
	(g) खोइ तिम्रो प्रतिवेदन? किन रिक्तै लुखुरलुखुर आएको?	4	0.33
	(k) तिम्री आफ्नो काम प्रति संवेदनसिल होऊ , नत्र पछि पछौं।	3	0.25
<b>Q.N.6</b>	<b>Exponents used among employers</b>		
	(l) हे वा ! म यस्तो शोषित भएर काम गर्न सकिदैन ।	4	0.33
	(d) सर् यो म के सुन्दैछु । बिना थप तलब काम गर्नु रे । गराउने मन छ भने थप तलब दिए मात्रै काम गर्छु ।	6	0.5
	(e) के तपाई मलाइ गध्या ठान्नुहुन्छ? म पनि मनुष्य हुँ र मलाइ पनि आराम गर्न बिदा चाहिन्छ ।	5	0.41
	(f) सर् यो लिनुस्, मेरो राजिनामापत्र, गर्दिन म यहाँ काम ।	8	0.66
	(h) यस्तो जागिर खानुभन्दा आफ्नै व्यवसाय गर्दा राम्रो ।	6	0.5
	(i) यी धनिहरुमा अलिकति पनि मानवता भन्ने कुरा हुँदो रहेनछ । साच्चै नै यिनीहरु दानवै हुन् ।	4	0.33
	(j) बिना थप पारिश्रमिक म काम गर्न सकिदैन ।	7	0.58
	(k) यसरी तपाइको कम्पनि चल्दैन यार । अर्को मान्छे खोजौं ल ।	4	0.33
<b>Q.N.7</b>	<b>Exponents used among friends</b>		
	(c) मामाको घोडा मेरो हि हि ।	3	0.25
	(d) ए भाई , नसोधी किन मेरो क्यामेरा लगेको?	12	1
	(g) अचम्म छ भन्या ! यसरी अरुको सामान पनि नसोधी लाने ।	7	0.58
	(i) अर्काको सामान सोधेर र मागेर लाने बानी बसाल ।	8	0.66
<b>Q.N.8</b>	<b>Exponents used among ordinary people</b>		
	(b) के हो भाई यस्तो तरिका काम गर्छु भनेर भुक्याउने, यत्रो दिन भइसक्यो ।	5	0.41
	(c) तपाईलाई एक सेट फोन बनाउँन कति दिन लाग्छ हँ!	6	0.5
	(e) यो तपाईको के चाला हो? एक हप्ता अगाडी दिएको मोवाइल अहिले सम्म पनि मर्मत भएको छैन ।	4	0.33

	(f) ए भाई तिमी मेकानिक हौ कि मन्त्री? सधैं काम अगाडी गर्दैनौ ।	1	0.08
	(h) के गरेको ? आँफुले दिएको काम समयमा नगर्नेले किन दोकान खोल्नु?	8	0.66
	(i) धन्यवाद ! तपाईंले समयमानै मर्मत गर्नु भएछ ।	3	0.25
	(j) के हो मेकानिक दाई, अब फेरी व्यापार गर्नु पर्दैन ।	6	0.5
	(k) ग्राहकलाई धोखा दिने तिमी, खोई लेउ मेरो मावाइल ।	6	0.66
<b>Q.N.</b>	<b>Exponents among employees</b>		
<b>9</b>	(b) कुकुरलाई घिउ किन पच्यो र !	8	0.66
	(d) आफ्नो सर नपरुन्जेल चाहीं पैताला चाटुंला जस्तो गर्ने , अहिले काममा नआउने रे?	8	0.66
	(e) कस्तो मान्छे रहेछ भन यत्रो करायो भनेर राखिदिँ अहिले आएर यस्तो भन्ने ।	5	0.41
	(g) तिमीलाई मैले भन आफ्नो संस्थामा नियुक्ति गर्ने , तिमीभने नआउने । तिमीले के गर्न खोजेको हँ?	6	0.5
	(h) पालेको चरिले आँखा ठुइछ भने भै मान्छेलाई दया गरे यस्तै हुँदो रहेछ ।	7	0.58
	(i) तिमीले मलाई खेलौना सम्झिएको छ कि क्या हो?		
<b>Q.N.</b>	<b>Exponents used among strangers</b>		
<b>10</b>	(c) आफ्नो ज्यानको अलिकति पनि पर्वाह छैन कि क्याहो ?	5	0.41
	(g) सवारी साधन हेरेर हिड्न सकिन्न कि कसो?	3	0.25
	(i) ए भाई ! आँखा छैन कि क्याहो हँ । कसरी बाटो काटेको?	7	0.58
	(j) क्या हो, ठाउँ यमराजलाई भेट्ने हो कि क्याहो ।	5	0.41
	(k) ओ मिस्टर नयाँ नेपाल हेर्न मन छैन कि क्या हो ?	1	0.08
	(h) कस्तो बाटो नहेरी हिडेको? मरिएला अकालमै ।	2	0.16
<b>Q.N.</b>	<b>Exponents used among friends</b>		

<b>11</b>	(c) ऐया ! आँखा देख्दैनौ? के गरेको यो?	9	0.75
	(d) हरे यहाँ मेरो खुट्टामा चोट लाग्यो नाचन जान्दैनौ?	2	0.16
	(e) उफ!यो त अति भो । के हो औलालाई भ्राडु बनाउने विचार छ कि क्याहो मिस्टर?	1	0.08
	(g) कस्तो ढङ्ग नभएको मान्छे होला । अर्काको खुट्टामा रगतै आउने गरी कुल्चेको ।	1	0.08
	(h) तिमी आँखा देख्दैनौ, हेर तिमीले गर्दा मेरो के हालत भयो?	6	0.5
	(k) तिम्रो आँखा छैन कि क्याहो? नाचन पायो भन्दैमा बटुवाले जस्तो जथाभावि नाचनुहुन्छ ।		
<b>Q.N.</b>	<b>Exponents used among friends</b>		
<b>12</b>	(b) बच्चालाई लात्ताले हानी ठुलो काम गरें भन्थान्या हो कि क्या हो?	5	0.41
	(c) के हो बच्चालाई त पशुले त माया गर्छ । तिमी त मान्छे हो, कि फुस्क्यो दिमागको नट ।	3	0.25
	(d) बच्चालाई किन लात्ताले हानेको ? सक्ने भए हामीलाई हानी विचार गरन यार ।	2	0.16
	(f) के हो आँखा देख्दैनौ , किन बच्चालाई लात्ताले हानेको?	10	0.83
	(g) सानोबच्चालाई यसरी लात्ताले हान्ने हो? बच्चालाई चोट पुर्याएर खेल्ने हो भने यहाँबाट जाऊ ।	1	0.08
	(h) ओ मिष्टर सबै साना चिज फुटबल होइनन् ।	4	0.33
	(i) तिमीलाई थाहा छैन आँफुभन्दा सानालाई माया गर्नुपर्छ भन्ने ।	4	0.33
	(j) थाहा छैन बच्चाहरु इश्वरका वरदान हुन् ।	4	0.33
<b>Q.N.</b>	<b>Exponents used among friends</b>		
<b>13</b>	(c) हिजो साँभ किन फोन नगरेको नि?	9	0.75
	(d) ए बन्धु ! यो के ताल हो? भुठ नबोले सम्म खाएको पच्दैन कि क्या हो ?	1	0.08
	(f) धोके बाज , फोन गर्नु पर्दैन ।	5	0.41
	(h) यसरी बचन दिएर तोड्ने हो । मैले तिम्रो फोनको लागी कति	4	0.33

	पर्खे ।		
	(i) के खालको ढाँट रहेछ ।	6	0.5
	(j) किन फोन नगरेको?	10	0.83
	(l) कोही कोहीले त फोन पनि गरेनन् ।	2	0.16
<b>Q.N.</b>	<b>Exponents used among ordinary people</b>		
<b>14</b>	(b) के हो भाई , तिमीलाई व्यवसाय चलाउन मन छैन कि क्याहो?	9	0.75
	(d) होटलवला भएर पनि ग्राहकलाई दुःख दिने, के तालको रहेछ, बा !	3	0.25
	(e) ए सर् !यो होटलको कस्तो व्यवस्थापन हँ !मैले हिजै बुक गरिसकेको कोठा आज अरुलाई नै दिइसके भन्दा लाज लाग्दैन ।	6	0.5
	(g) कस्तो खाले होटल रहेछ ।	8	0.66
	(l) के हो मिस्टर तपाईंको तरिका? होटल चलाएको हो कि साभा बस?	1	0.08
	(l) कस्तो गैरजिम्मेवार मान्छे रैछ बा ।	6	0.5
<b>Q.N.</b>	<b>Exponents used among ordinary people</b>		
<b>15</b>	(b) मान्छे चढाउनु नै थिएन भने किन रोकेर राखेको?	5	0.41
	(c) कस्तो काम नलाग्ने खलासी रहेछ ।	6	0.66
	(g) के हो सार्वजनिक यातायातमा हामी चढ्न पाँउदैनौ ।	7	0.58
	(h) के हो ! खबरदारी हो कि दादागिरी हो यो ?	1	0.08
<b>Q.N.</b>	<b>Exponents used among ordinary people</b>		
<b>16</b>	(b) ए मुख हो, साधनको सुरक्षा गनुपर्छ भन्ने थाहा छैन?	1	0.08
	(c) ए केटा हो , किन यस्तो फटाहा काम गरेको?	5	0.41
	(F) ए भाई काम छैन? किन अरुको गाडीलाई ढुंगा हानेको ।	5	0.41
	(h) तिमीहरुलाई काम साम छैन, आफु पनि काम गर्दैनौ अरुको पनि काम विगाछौ ।	1	0.08
	(l) कस्ता केटाहरु रैछन् ? अर्काको सवारीसाधन ढुंगाले हान्ने ।	4	0.33

	(m) ए साथी हो ! के गरेको?	8	0.66
<b>Q.N.</b>	<b>Exponents used among ordinary people</b>		
<b>17</b>	(b) काम गर्न जान्दैन कि कसो हैँ?	6	0.5
	(c) रक्सी खाएको मानिस भैँ हिड्ने हो? यस्तो लापरवाही पनि गर्ने हो?	8	0.66
	(d) यस्ता हिड्न नजान्ने लाई किन होटलमा काम दिनु । जाँड खाएर बसेको छ कि क्या हो?	5	0.41
	(f) तिम्रो आँखा छैन कि क्या हो?	11	0.91
	(h) के हो ज्यान एका तिर ध्यान अर्का तिर जस्तो छ नि ?	6	0.5
	(i) कस्तो लापरवाही गरी हिडेको, होस् पुर्याएर हिड्ने गर्नु ।	8	0.66
	(j) के हो मिस्टर, लाइन मार्ने स्टाइल त नयाँ निकाल्यौ त ।	2	0.16
<b>Q.N.</b>	<b>Exponents used among strangers</b>		
<b>18</b>	(g) भाईलाई पाटन पुयाउनुपन हो कि हनुमानढोका ।	2	0.16
	(l) ए भाई , पागल हो कि क्या हो? बोल्ने ढंग छैन। राम्रो आचरण सिक ।	6	0.5
<b>Q.N.</b>	<b>Exponents used among strangers</b>		
<b>19</b>	(a) ए बहिनी तिम्रो आँखा छैन ? के गरीहिडेको?	10	0.83
	(d) आँखा फुटेको छ कि क्या हो?	9	0.75
	(e) लभ गर्न आएका हो क्या हो?	2	
	(g) आँखा हेरेर हिड्न पर्दैन कति हतार भएको?	9	0.75
	(h) के हो लैनो भैँसीले पाडो खेदे जस्तो? आँखा कसैले लगिदियो कि कसो?	1	0.08
	(k) दौडि न दौडिदा हुन्छ तर आँखा चिम्लिएर होइना	2	0.16
<b>Q.N.</b>	<b>Exponents used among ordinary people</b>		
<b>20</b>	(c) बिग्रेको देशको विग्रको हालत ।	2	0.16
	(d) हरे शिव ! यस्तो देशमा बसेर कसरी उँभो लाग्नुहोला?	8	0.66
	(f) कति लामो जाम भएछ, उफ् ।	8	0.66

	(g) अरे यार ! यो के को जाम हो।	6	0.66
	(h) हे भगवान ! कस्तो साइतमा हिँडेको।	6	0.5
	(i) ट्राफिक नियम तोडेर भाग्छु ।	5	0.41
	(j) यो नेपालको ट्राफिक पनि कहिले कांही त सजिलै पाऊँ ।	5	0.41
	<b>Total</b>	<b>663</b>	<b>55.25</b>

## APPENDIX - IX

### Very Informal Forms of Expressing Anger in Nepali Language

Q.N.1	Exponents used among friends	F	%
	(e) ए पिडित् यति हेर्न आउँदैँन, कति ढिलो भइसक्यो थाहा छ?	3	0.25
	(g) तँलाई आफ्नो समयको त मतलब छैन, अरुको समयलाई खेर नफाल मोरा !	3	0.25
	(j) बेइमानी मलाई यत्रो बेला समम कुराउने ।	5	0.41
	(k) के हो , बाउको कोटमा हात हाल्न टाइम लाग्यो कि के हो? कि पशुपतिमा भाँडा लिएर माग्न बसिस, यहि हो भनेको टाइम ।	1	0.08
Q.N.2	Exponents used among friends		
	(c) मैले यहाँ पहिरहेको देखिनस्? जा बाहिर गएर भुक कति भुक्ने हो ।	3	0.25
Q.N.3	Exponents used among strangers		
	(f) उता गएर खा नत्र सिर खाली हुन्छ ।	4	0.33
	(i) चुरोट नखा मलाई यहाँ टाउको दुख्न थालिसक्यो ।	2	0.16
Q.N.4	Exponents used among strangers		
	(k) ए पाखे चुरोट खाने ठाउँ पाइनस् ।	3	0.25
	(a) ओ भाई तिमि सुँगुरको खान्दान हो कि क्या हो? मान्छेलाई सुत्न त दिनुपर्छ ।	1	0.08
	(i) धेरै नघुर घुर्दा घुर्दै मर्लास् ।	3	0.25
	(j) कस्तो मान्छे रहेछ । सुत्दा पनि कुकुर कुईके जस्तै कुईकिने, नाकसाक भाँचि दिन्छु ।	4	0.33
	(k) साला सुत्न पनि जान्दैनस् यार ।	8	0.66
	(n) सिरक थुतेर फालिदिन्छु ।		
Q.N.5	Exponents used among employees		

	(i) अर्कोपाली यसै गरिस भने suspend गरिदिन्छु ।	5	0.41
	(l) तैले के खोजेको कामबाट निकालिदिऊँ ?	8	0.66
<b>Q.N.6</b>	<b>Exponents used among employers</b>		
	(g) ए हाकिम ! म आज देखि तिम्रो कार्यलयमा काम गर्दिन । जा ओ कामदार खोज् ।	3	0.25
<b>Q.N.7</b>	<b>Exponents used among friends</b>		
	(a) ए धने तैले कहिले देखि चोर्न सिकिस् ।	8	0.66
	(b) ओइ धने मेरो क्यामेरा छिटो ले त ।	7	0.58
	(f) तँलाई धने अर्काको क्यामेरा नसोधि लान लाज लाग्दैन ।	8	0.66
<b>Q.N.8</b>	<b>Exponents used among ordinary people</b>		
	(d) कस्तो भुलक्कड मान्छे रहेछ, किन आज सम्म मर्मत नगरेको हँ ?	6	0.5
<b>Q.N.9</b>	<b>Exponents used among employees</b>		
	(a) ए ब्रो मलाई के सोचेको छस् ?	5	0.41
<b>Q.N.10</b>	<b>Exponents used among strangers</b>		
	(a) हेरेर हिँडन सक्दैनस्, अहिले मोटरले किचेको भए के हुँन्थ्यो ।	5	0.41
	(b) सडक तिम्रा बाबुको हो कि क्या हो? मर्न मन छ भने अरु पनि गाडी छन् ।	4	0.33
	(d) ओइ भाई वा बहिनी आँखा गोजिमा राखेर हिँड्छस् कि क्या हो ।	6	0.5
	(f) हिँड्न जान्दैनन् ?	7	0.58
	(b) कस्तो पागल रहेछ, अहिले नै मर्न मन लाग्यो कि क्या हो?	5	0.41
	(l) तेरा आँखा पछाडी छन् कि क्या हो?	3	0.25
	(m) आइ मुख ! स्वर्ग जाने विचार गरिस् कि क्या हो?	4	0.33
<b>Q.N.11</b>	<b>Exponents used among friends</b>		
	(a) ए गधा तँलाई नाचन आउँदैन?	7	0.58



	(b) ओ मिष्टर यो खुट्टाको औषधि गर्न पैसा देउ नत्र दुई वटा मात्र दाँत भारिदिन्छु।	2	0.16
	(j) ऐया ! साला हड्डी ! तँलाई नाचुपर्ने हो कि खुट्टा टेक्नु आएको ।	1	0.08
	(l) ओई आँखा देखिदिन्छु ।	10	0.83
<b>Q.N.12</b>	<b>Exponents used among friends</b>		
	(a) यति सानो बच्चालाई लाताले चलाउने , तँ के गोरु होस् ।	2	0.16
	(k) ए ! सानालाई हेप्छस् ? सक्रस् भने मलाई हान् न ।	3	0.25
	(l) ए पागल बच्चालाई किन हान्छस्, खेल जानिन्स् अनि रिस बच्चालाई पोच्छस् ।	6	0.5
	(m) ओइ वालअधिकार हनन् गर्छस् ।	9	0.75
<b>Q.N.13</b>	<b>Exponents used among friends</b>		
	(a) तैले विश्वासघात गरिस् ।	6	0.5
	(b) के हो तेरो चाला फोन गर्छु भनेर रातभरि पर्खाउने, दाँत टुट्ला है ।	3	0.25
	(g) तेरो दिमाग कता गयो, राँची लैजाने बेला भयो र ।	3	0.25
<b>Q.N.14</b>	<b>Exponents used among ordinary people</b>		
	(a) तँलाई के चाहियो? तेरो दुईवटा जिब्रो छन् कि क्या हो ? दिन्छस् भने दे नत्र तेरो खाट छाड्दे ।	1	0.08
	(h) तँ पागल होस् कि साहुजी खुरुक्क मलाई एउटा कोठा मिलाइ दे ।	2	0.16
	(j) विश्वासघाती , कोठा बुक गरे पछि कोठा दिनुपर्दैन ।	4	0.33
<b>Q.N.15</b>	<b>Exponents used among ordinary people</b>		
	(a) के हो ए पागल तरो गाडीमा सितैमा चढेको भनिस कि क्या हो । तेरो मात्रै गाडी छ ।	6	0.5
	(d) तँ सालेलाई पख्न । खाली हुँदा चाहीं जबरजस्त चढाउने । अहिले तँलाई पैसाले पुग्यो?	3	0.25
	(e) किन ? तँलाई मन परि छ? के खोज्छस्?		

	(f) तैले आफुलाई के सोचेको छ हँ? तेरो मात्रै गाडी छ? गधा चोर ।	6	0.5
	(i) ए खाते तेरो मात्रै गाडी छ?	7	0.58
	(k) नबस्ने यो टेम्पोमा नसमात् मलाई म जान्छु । नत्र यो टेम्पो हुँदैन ।	5	0.41
	(m) तेरो गाडीमा सितैमा चढेको छु ?	6	0.5
<b>Q.N.16</b>	<b>Exponents used among ordinary people</b>		
	(d) के गछु यो फुच्चेहरु , छोड नत्र खेर जालास् ।	1	0.08
	(g) फुच्चे छोड नत्र खेर जालास् ।	2	0.16
	(i) साला चोरहरु काम पाउँदैनौ ।	10	
	(k) साला आफ्नो बाबुको भए थाहा पाउँने होला ।	4	0.33
	(n) कस्ता बाँदर हरु रहेछन् , अर्काको सम्पत्ति माथि तोड फोड गर्न लाज पनि लाग्नुपर्ने ।	9	0.75
<b>Q.N.17</b>	(d) ए मोरा हो के गरेको? काम पाएनौ कि कसो ।	2	0.16
	<b>Exponents used among ordinary people</b>		
	(a) ओइ तँलाई तेरी आमाले हिड्न सिकाइनन् ।	4	0.33
	(g) कस्ती उरन्ठेउली तँ ! आखाँ हेरेर हिड् ।	3	0.25
<b>Q.N.18</b>	<b>Exponents used among strangers</b>		
	(a) तेरो दाँत चिलाए मुख ? मृत्यु मेरै हातबाट लेखेको रहेछ ।	5	0.41
	(b) केहि काम पाइनस्, जडगली ! अरुको श्रीमती लाई त्यि कै जिस्क्याउदै हिंड स् ।	4	0.33
	(d) महिलालाई सम्बोधन गर्ने शब्द यहि हो पशु !	4	0.33
	(e) ए गधा तेरो घरमा दिदी बहिनी छैनन्? अर्काको श्रीमतीलाई जिस्क्याउने ।	4	0.33
	(f) ओइ तेरो बहिनी ठानिस कि क्या हो ।	6	0.5
	(h) पागल अर्काको श्रीमतीलाई जिस्क्याउँछस् ।	7	0.58

	(i) तेरो दिमाग खुस्केको छ । अर्काको श्रीमतीलाई अस्लिल शब्द प्रयोग गर्छस् ।	5	0.41
	(j) भाते ! लड्ने हो?	3	0.25
	(k) ए ! साला कुत्ता ! तेरा दिदी बहिनी छैनन्? मुख समालेर बोल नत्र ..... ।	9	0.75
	(m) ए वनकर मेरी स्वास्नीलाई यसरी गाली गर्ने तँ को होस्?	3	0.25
<b>Q.N.19</b>	<b>Exponents used among strangers</b>		
	(b) ओइ पागल राम्ररी आँखा हेरेर हिँड है ।	7	0.58
	(j) हेरेर दौडिनु पर्देन , के बौलाइ जस्तो गरेकी ।	7	0.58
<b>Q.N.20</b>	<b>Exponents used among ordinary people</b>		
	(e) यी साला थोत्रो गाडीहरुले टेन्सन नै गरे । सबैलाई जलाउनुजस्तो ।	2	0.16
	(k) हैन यी ट्रफिक मोराले के गरेर बस्छन् ।	4	0.33
	<b>Total</b>	<b>324</b>	<b>27</b>

## APPENDIX-X

### Formal Forms of Scolding in Nepali Language

Q.N.1	Exponents used among sons or daughters	F	%
	(c) किन नबोलेको, घडी देख्यौ तिमीले भनेको ?	7	1.16
	(d) ए बाबु, मेरो घडी देख्यो ? सोद्दा किन जवाफ नदिएको?	6	1
	(h) के भयो छोरा , अघ्याँरो मुख किन पारेको? नि तिमीले घडी नदेखेकै हो?	5	0.83
	(k) मैले सोधेको प्रश्नको जवाफ देऊ । मेरो घडी देख्यौ भनेको ?	5	0.83
Q.N.2	Exponents used among students		
	(a) तिमीलाई पढ्न पर्छ भन्ने थाहा छैन । नियमित स्कूल आउने गर्नु ।	8	1.33
	(e) तिमीलाई पढ्न मन छ कि छैन? मन छ भने पढाइमा मन दिनुपर्यो ।	7	1.16
	(k) बाबु पढ्ने गर । पढ्नु तिम्रै लागि हो ।	10	1.66
Q.N. 3	Exponents used among sons or daughters		
	(g) नानी, यहाँ के भएछ? हेर त अब यसलाई टाउन कति गाह्रो छ ?	1	0.16
	(l) यसरी फोहोर गर्नु हुँदैन ।	8	1.33
Q.N. 4	Exponents used among friends		
	e) साथी तिमीले के गरेको भर्खर मात्र चुरोट खान छाडेको थियो ।	3	0.5
Q.N. 5	Exponents used among friends		
	(g) आफ्नो रोगको बारेमा थाहा पाउँदा पाउँदै पनि यसरी रक्सी पिउने हो? तिमीलाई आफ्नो परिवारको माया लाग्दैन ।	4	0.66
Q.N. 6	Exponents used among sons or daughters		
	(c) आँफु भन्दा सानालाई पिट्ने हो मिलेर खेल्नु पर्दैन ।	7	1.16
	(g) ए बाबु बहिनीलाई किन कुटेको? तँ त साह्रै बदमास भइस् है ।	5	0.83

	(e) बाबु बर्हिनलाई पिट्नु हुदैन।	8	1.33
<b>Q.N. 7</b>	<b>Exponents used among employees</b>		
	(g) के तिमि टि. भी. हेरेर बसिरहेको छौ । मेरो सुत्ने कोठा कस्तो छ?	2	0.33
	(k) भाई यो टि. भी. मा देखाए जस्तै सफा रहन हामीले के गर्नुपर्ला?	1	0.16
<b>Q.N. 8</b>	<b>Exponents used among employees</b>		
	(d) कार्यलयमा पनि यस्तो गर्ने , तपाई आफ्नो काम गर्नुहोस् ।	8	1.33
<b>Q.N. 9</b>	<b>Exponents used among brothers</b>		
	(e) भाई तिमि गुच्चा खेलिरहेका छौ? नखेल भनेको सुनेनौ? पहिला पढ्नुपर्छ ।	1	0.16
<b>Q.N.10</b>	<b>Exponents used among sons or daughters</b>		
	(d) किन रोएको? आँफै भगडा गर्ने अनि आँफै रुने।	12	2
	<b>Total</b>	<b>102</b>	<b>17</b>

## APPENDIX-XI

### Temperate Forms of Scolding in Nepali Language

Q.N. 1	Exponents used among sons or daughters	F	%
	(a) ए ! तलाई मैले के सोधेको ? सुन्दैनस् ।	3	0.5
	(e) सुनिनस् , मैले के भने? घडी कहाँ छ?	10	1.66
	(f) यहाँको घडी तैले पो बेचि खाईस् कि क्या हो , किन बोल्दैनस् हँ?	2	0.33
	(l) किन नबोलेको, मेरो घडी खोई भन्या? बोल्ने मुख छैन!	8	1.33
Q.N. 2	Exponents used among students		
	(c) पढ्ने भए राम्ररी पढ्नु नत्र मेरो कक्षामा कहिल्यै नआउनु।	6	1
	(d) हात्ती पढेर कि बढेर ठुलो भएको हो?	1	0.16
	(g) ओई फुच्चे पढ्न बाहेक अरु के काम गर्छस् ।	3	
	(i) ओई फटाहा पढ्नु पर्दैन ? पढ्ने बेलामा गुच्चा खोप्पी खेलेर हुन्छ ।	5	0.83
	(j) तिमीलाई पढ्ने मन छैन भने स्कुल छोड मेरो टाउको नदुखाऊ ।	3	0.5
Q.N. 3	Exponents used among sons or daughters		
	(a) चकचके बच्चा ।	5	0.83
	(b) ए ! यो के गरेको? जा गएर सफा गरेर ल्याऊ।	9	1.5
	(c) अब तँलाइ म तेरा कोठामा दिनभर थुनिदिन्छु । अलि होस् पुर्याएर खेल्नुपर्दैन ।	1	0.16
	(d) ए ! डल्ली यो लुगामा के लगाइयो हँ?	2	0.33
	(e) ए नानी, किन कपडा फोहोर पारेको?	4	0.66
	(f) सानी तैले यो के गरेकी? हेर त , लुगा सबै फोहोर भयो।	1	0.16
	(h) काम साम छैन, चकचक गर्यो, काम बिगारयो।	6	1
	(i) तिमीलाई मैले घर भित्र नखेल भनेको होइन ।	10	1.66
	(j) यो कपडा जस्तो थियो त्यस्तै पार अब बिगार्नेले बनाउन पनि	1	0.16

	जान्नुपर्छ		
	(k) कस्ती केटी रहिछ कोठामा आएर फोहोर खेल्ने।	2	0.33
	(n) तँलाई अरु खेल्ने ठाउँ पाइनस्।	7	1.16
<b>Q.N. 4</b>	<b>Exponents used among friends</b>		
	(a) तँ यसरी वेवास्ता गरिस् भने चाँडै रोगी हुन्छस् ।	2	0.33
	(b) चुरोट प्यारो छ कि तिमीलाई जीवन प्यारो छ ।	3	
	(c) कस्तो नाटकी रहेछौ तिमी त ।	4	0.66
	(d) भन्नु र गर्नुमा धेरै फरक पर्छ । खान मेरो सम्पत्ती खाने होइनस् ।	1	0.16
	(f) के हो चुरोट छोडेको नाटक गर्ने? अनि यहाँ बसेर चुरोट खाने, के ताल हो तिम्रो ?	6	1
	(h) तैले फेरि चुरोट खान लागिस् ।	8	1.33
	(j) थुकेको थुक चाट्न लाज लाग्दैन ।	3	0.5
	(k) चाँडै मर्ने विचार छ कि क्या हो ?	7	1.16
	(m) बाचा तोडेर किन चुरोट पिएको , लाज लाग्दैन ।	8	1.33
<b>Q.N.5</b>	<b>Exponents used among friends</b>		
	(a) अफ्र खाऊ है, स्वथ्य भइन्छ।	2	0.33
	(b) ए तँ के भाको हँ? यस्तो विरामी भए पनि रक्सी पिउने ! मर्ने विचार छ कि क्या हो ?	5	0.83
	(c) ए भाई , बाँच्नु छैन । परिवारको माया छैन ।	8	1.33
	(d) किन ? अफ्र छिट्टै यमलोक जाने विचार गर्यौ?	5	0.83
	(e) धन्य यार, यो आखती । रक्सी खान बनेको अनि मान्छे मर्न जन्मेको ।	1	0.16
	(h) बेसरी पि , चाँडै उँभो गए भन मज्जा हुन्छ।	1	0.16
	(i) के को यमराजको दरबारमा चाँडै भिसा लाउन मन छ कि क्या हो?	5	0.83
	(j) किन चाँडै मर्न मन गरेको?	8	1.33
	(k) रक्सी छोडेको छैनौ? मर्न मन छ ।	6	

	(l) रक्सी पिउन किन नछाडेको?	7	1.16
<b>Q.N. 6</b>	<b>Exponents used among sons or daughters</b>		
	(a) बहिनीलाई पिट्दै के गरेको?	9	1.5
	(b) हेर बच्चा हो तिमीहरूीकन भगडा गर्दछौ? कुकुर विराला जस्तो?	4	0.66
	(d) बाबु ! बैनीलाई फेरी पिट त ।	6	1
	(f) जो चोर उसको ठुलो स्वर । बहिनीलाई पिट्ने र गल्ली पनि नस्वीकार्ने ।	4	0.66
	(i) ए मुख हो मेरो गिदी नखाओ ।	1	0.16
	(j) बहिनीलाई किन पिटिस् हँ । अझ ढाट्छस् पिट्नेको छैन रे ।		
	(k) जति खेर पनि बहिनीलाई कुट्छस् हैन । काम छैन तेरो ।	5	0.83
<b>Q.N. 7</b>	<b>Exponents used among employees</b>		
	(a) आइ तँ यहाँको काम गर्ने नोकर होस् कि यहाँको मालिक ।	8	1.33
	((b) टि. भी. मात्र हेर्न पाए पुग्छ । कोठा सफा गर्नु पर्दैन ।	10	
	(c) तँलाई मैले यहाँ टि. भी. मात्र हेरेर मोज मस्तीगर्न राखेको हो र ।	7	1.16
	(d) यो कोठाको डङ्गुर कस्ले फ्याकिदिन्छ र तँ टि. भी. हेरेर बसि रहेको छस् हँ ।	4	0.66
	(e) कोठा बडार्नुपर्दैन ।	8	1.33
	(f) ए रामे ! तँ कति ठग भएको हँ? कोठा यस्तो फोहोर छ ।	2	0.33
	(h) टि. भी. मात्र हेर्ने कि घरको काम पनि गर्ने ।	8	1.33
	(i) ए रामु शाहब । टि. भी. हेर्दै हुनुन्छ । बडाने फुर्सद भएन ।	1	0.16
	(j) हे क्या हो? सुँगुरको खोर जस्तै राख्ने हो ।	2	0.33
<b>Q.N. 8</b>	<b>Exponents used among employees</b>		
	(a) काम गर्न आएको कि मोज गर्न हँ । काम गर्ने हो भने काम गर नत्र भने रा नामा दिएर गए हुन्छ ।	6	1
	(b) ए महासय तँपाईलाई जागीर खाने मन छ कि छैन ।	9	1.5
	(c) सरलाई अफिस टाढा भए जस्तो छ, मन त पहिल्यै नपरेको ।	1	0.16



	यो मन नपर्ने अफिस छोडपत्र गर्दा राम्रो होला ।		
	(e) च्याट गर्ने भए साइवर जानु , अफिस होइन ।	10	1.66
	(f) के हो तलव रोक्का गर्नु प्रयो कि क्या हो कि पद्च्युत ।	3	0.5
	(g) सर रको काम कहिले जाला घाम ।	6	1
	(h) ओ मिस्टर , तँपाई यहाँ काम गर्न आउनुभएको कि च्याट गर्न ।	7	1.16
	(j) तिमिलाई जागिर खाने मन कि छैन ।	8	1.33
<b>Q.N. 9</b>	<b>Exponents used among brothers</b>		
	(a) तँलाई भारी बोकेर खान पुग्ने भए जे गरे पनि गर , हैन भने पढ्न जा ।	1	0.16
	(b) ए ठग, तँ किन गृहकार्य नगर्दा यहाँ गुच्चा खेलेरहेको?	7	1.16
	(c) ए केटा ! गृहकार्य नगरेर गुच्चा खेल्छस्? जा घर जा ।	4	0.66
	(d) तँलाई बाऊआमाले यति दुःख गरेर यहि दिन पढाएको थियो ।	2	0.33
	(f) भोलि हलो जोतेर बस्ने विचार छ कि क्या हो?	2	0.33
	(h) गृहकार्य नगरेर गुच्चा खेल्न तलाई लाज लाग्दैन ।	8	1.33
	(i) ए भई , पहिले आफ्ने पढ्ने लेख्ने काम पुरा गर अनि खेल । नभए कान तान्छु नि ।	2	0.33
	(j) पढ्नुछैन, गुच्चा खेलेर बस्ने ।	7	1.16
<b>Q.N.10</b>	<b>Exponents used among sons or daughters</b>		
	(a) तेरिमा बद्मास आफैँ गल्ती गर्छस रुन्छस् ।	8	1.33
	(b) मलाई तेरो बानी थाहा छैन । नाटक गरिस् भने पिटाई खान्छस् ।	6	1
	(f) स्वाड् पारेर मेरो अगाढी रुन्छस् । तँलाई अब त सिस्नो पानी नै लगाउनुपर्ला जस् छ ।	1	0.16
	(g) जो चोर उसकै ठुलो स्वर । अझ रुन्छस् तँलाई ।	9	1.5

(h) लाज नभएको मान्छे साथीलाई कुटेर आफै रुन्छस् ।	2	0.33
(i) तँलाई मैले साथीहरूसगं भगडा नगर्नु भनेर कति पल्ट भनि सकें तँ फेरि साथीसगं भगडा गरिस् ।	4	0.66
(j) कुलको ईज्जत नराख्ने भइस् सधैं भगडागरेर ।	7	1.16
<b>Total</b>	<b>384</b>	<b>64</b>

## APPENDIX- XII

### Very Informal Forms of Scolding in Nepali Language

<b>Q.N. 1</b>	<b>Exponents used among sons or daughters</b>	<b>F</b>	<b>%</b>
	(b) ओई बाँदर , भन् त तैले मेरो घडी कता राखिस्?	6	1
	(g) चोर कहिका ।	1	0.16
	(i) साले, भाते गधा, निमक हरामी, खरीगाठे यहाँको घडी खोइ त ।	1	0.16
	(j) ए गधा तैले सुनिनस कि क्या हो? मेरो घडी कहाँ छ?	6	1
<b>Q.N. 2</b>	<b>Exponents used among students</b>		
	(b) मुख तँलाई पढनुपर्छ भन्ने थाहा छैन ।	12	2
	(f) ए ठग पशुपतिको बाँदरले आँफै दिमाग लगाएर घर नबनाउन्जेलसम्म तँ नसुद्रिने भइस होइन त ।	1	0.16
	(h) गधा पशु आफ्नो जीवनको ख्याल छै , अब नियमित कक्षामा आउनु ।	4	0.66
<b>Q.N. 3</b>	<b>Exponents used among sons or daughters</b>		
	(m) तँलाई त ..... तेरो बाबाले धोइदिन्छ अब .....।	3	0.5
<b>Q.N. 4</b>	<b>Exponents used among friends</b>		
	(g) तँ त कुकुरको पुच्छर भैँ भइस्, कहि यै पनि नसुद्रिने ।	2	0.33
	(i) साले गधा मलाई ढाँटेर चुरोट नपिउने भनि ।	7	1.16
	(l) गोबरलाई जति भनेपनि लागेन , फेरि चुरोट पिउने थालेछ ।	1	0.16
	(n) ए पागल तँलाई मने विचार छ कि क्या हो?	5	0.83
<b>Q.N. 5</b>	<b>Exponents used among friends</b>		
	(f) ए गोरु मर्न मन छ, अब आइन्दा खाइस् भने पिट्छु ।	8	1.33
<b>Q.N. 6</b>	<b>Exponents used among sons or daughters</b>		
	(e) ए गधा ! त्यो बैनीलाई किन पिटिरन् स् हँ ?	4	0.66
	(h) कुकुर ! बैनीसगं चलनु हुन्न भन्ने थाहा छैन ।	7	1.16
<b>Q.N. 7</b>	<b>Exponents used among employees</b>		
	(l) ए कामचोर काम साम नगरी मालिक भएर छि. भी. हेरेर बस्छस् ।	2	0.33

	(m) ए पशु, कोठा सफा गर्नुपर्छ भन्ने थाहा छैन ।	5	0.83
<b>Q.No.8</b>	<b>Exponents used among employees</b>		
	(i) तँ अहिल्यै बाहिर निस्कहाल् त ।	2	0.33
<b>Q.N. 9</b>	<b>Exponents used among brothers</b>		
	(g) ए चोर , खेलेर बस्छस् ।	9	
	(k) ए गधा , के यो गुच्चा खेल्ने बेला हो । घर गई गृहकार्य गरा	7	1.16
	(l) ओ गधा तँलाई पढ्नु पर्दैन ।	10	1.66
<b>Q.N.10</b>	<b>Exponents used among sons or daughters</b>		
	(c) भगडा गर्छस् कुकुर अनि उल्टै रुन्छस् ।	5	0.83
	(e) तेरिमा गधा आँफ्नो साथीसगं भगडा गर्छस् ।	6	1
	<b>Total</b>	<b>114</b>	<b>19</b>

## APPENDIX-XIII

Date:

Dear Informants,

I am glad to inform you the purpose of this letter and the questionnaire included in it. The included questionnaire has been prepared to draw information for the research work entitled “Analysis of Scolding and Expressing Anger in English and Nepali” which is being carried out for the

partial fulfilment of M. Ed. degree in English education under the guidance of Prof. Dr. Jai Raj Awasthi, Department of English Education, Faculty of Education, T.U., Kirtipur.

In this set of questionnaire, my aim is to collect information for comparing various exponents of scolding and expressing anger in the English and Nepali languages. I eagerly wait for your kind cooperation and I want to assure you that your responses will not be used other than proposed research work.

Thank You. I am extremely grateful to you for your kind cooperation.

Sincerely Yours,

*Subhash Koirala*

### **English Situations**

Name (optional):

Male/Female:

Address:

Age:

Nationality:

Occupation:

Academic Qualification:

Please give your responses in a few words or sentences that first come to your mind.

Thank You.

**A. How would you express the anger in each of the following situations?**

1. You are waiting for a friend at a restaurant, and he/she is 40 minutes late, as usual.

He/she finally comes in.

.....  
2. You are reading in a library. Your friend who is sitting next to you is shouting and disturbing you.

.....  
.....  
3. You are in the bus. A gentleman sitting in the same seat is blowing smoke frequently in your face.

.....  
4. You are sleeping in a lodge. A stranger in another bed is snoring in such away that you could not sleep at all.

.....  
5. You were expecting one of your employees to submit an important report today, but he has arrived without it although the report was emergency.

.....  
6. Your employer tells you that, owing to difficulties in the firm, you will have to work longer hours, with no increase in salary or holidays.

.....  
7. You are staying with friends, Mike and Steve. Steve has borrowed your expensive camera without asking you. Mike tells you this.

.....  
8. You have gone to get your mobile which you gave one week ago for repairs.

But the mechanic has informed you that it has not been repaired yet.

.....

9. You offer a job in your firm to an excellent candidate due to his kind request for a long time. However, he telephones you next morning and says: I'm afraid I shan't be able to accept the post after all.

.....

10. You are riding the bicycle along the road. You see a man walking on the wrong side very incautiously. You have to brake hard to avoid hitting him.

.....

11. While dancing, your partner treads on your toe. You feel pain and it starts bleeding.

.....

12. You along with some other friends are playing football on the lawn with the children. One of your friends who is also playing with you kicks a small boy of seven knowingly.

.....  
.....

13. A friend promises to ring you up one evening, but he/she does not. You see him next day.

.....

14. You have booked a room at the hotel and find when you arrive that the hotel clerk says there is no room for you.

.....

15. A bus conductor tells you rudely to get off the bus because it is full.

.....

16. You see a group of young boys throwing stones at cars as they pass by.

.....  
.....

17. In a café, a waitress, carrying a tray full of food, is not looking where she is going and gets empty the tray over you.

.....

18. You are in the garden having tea with your wife. All of a sudden, a man comes and swears with slang and vulgar words to your wife.

.....

19. A lady is running to catch a bus. She does not see you and steps between you and the bus.

.....

20. You are late for an interview. While you are in the bus, you were stuck in traffic jam on the way.

.....

**B. How would you scold the people in each of the following situations?**

1. You are looking for your watch. You thought you put it on the dresser in your bedroom. Your son comes in with a guilty look on his face. You ask him if he saw the watch, but he does not answer.

.....

2. You are a teacher. One of your students has missed a lot of classes and a lot of tests and you know that he is very careless. You are talking with him/her in your office.

.....



3. Your daughter is playing in the living room. While she is playing, she  
knocks over your favorite vase. You hear the noise and come in.  
.....
4. You are at a party, and your room mate, who has recently quit smoking, is  
lighting up a cigarette.  
.....
5. You see your friend, who has got tuberculosis, having wine at the pub.  
.....
6. Your little daughter comes crying you about her brother because he beats  
him very hard. But your son does not accept his guilt.  
.....
7. You come late from the office and you are very tired. You see the bedroom  
in a mess. But your servant is watching T.V.  
.....
8. You are the boss at the office. Your secretary does not work at the office  
seriously. Today he came very late and began to chat with friends in the  
computer instead of doing his job.  
.....
9. When you come from the office, you see your younger brother playing  
marbles in the road. You find that he has not done his homework yet.  
.....
10. Your troublesome son is fighting with his friend. As soon as you see him,  
he suddenly stops and begins to cry.  
.....

## **APPENDIX – XIV**