

SCOLDING AND EXPRESSING ANGER IN ENGLISH AND BAJHANGI

A Thesis Submitted to the Department of English Education

In partial fulfillment for the Master of Education in English

Submitted by

Shankar Bahadur Jagri

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2015

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Kathmandu Nepal
2015**

**T.U. Regd. No: 9-1-29-610-2003
Second Year Examination
Roll No. : 283931/068**

**Date of Approval of the
Thesis Proposal: 2069/12/23
Date of Submission: 2015/02/16**

RECOMMENDATION FOR ACCEPTANCE

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DECLARATION

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

Date:

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DEDICATION

*Dedicated to my parents
Who spent their whole life to make me what I am today.*

ACKNOWLEDGEMENTS

First of all, I avail this opportunity to express my sincere and profound gratitude to my Guruma **Pro. Dr. Anju Giri** who helped me from the beginning to the end by providing her valuable time, different kinds of ideas, techniques and information necessary for carrying out this research work on time. Her encouragement, inspiration, co-operation, constructive suggestions are ever memorable.

Similarly, I am equally grateful to my Guruma **Dr. Anjana Bhattarai** who guided me very much in this research work. I always remember her invaluable suggestions and encouragement.

I am highly indebted to my honorable guru **Prof. Dr. Jai Raj Awasthi** for his academic support to carry out this research work. Similarly, I gratefully acknowledge my guru **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Chandreshwar Mishra and Prof. Dr. Trith Raj Khaniya** for their regular inspiration and enthusiastic encouragement in my academic life.

I would like to express my gratitude to **Prof. Dr. Tara Datta Bhatta, Prof. Dr. Vishnu S. Rai , Prof. Dr. Laxmi Bahadur Maharjan, Dr. Bal Mukunda Bhandari, Dr. Tapasi Bhattacharya, Dr. Ram Ekwel Singh, Mr. Prem Bahadur Phyak, Mr. Bhesh Raj Pokhrel, Mrs. Hima Rawal, Mrs. Madhu Neupane, Mr. Ashok Sapkota, Mr. Khem Raj Joshi and Mr. Laxmi Ojha** for their direct and indirect encouragement and valuable academic support.

Similarly, I am highly indebted to my dada **Mr. Ram Bahadur jagri** for his academic and financial support to carry out this research work. If he didn't help me, it would be impossible. Likewise, I would like to thank my dearest vanja **kalak Dhami** who helped to type this research work. I cannot forget my friends **Jhalak Dhami , Jhalak jagri and Lokendra Thagunna** who helped me directly or indirectly in course of this research work.

ABSTRACT

The present research study entitled “**Scolding and Expressing Anger in English and Bajhangi**” aimed to identify and compare the exponents of Scolding and Expressing Anger used by the native English and Bajhangi speakers. This research was based on secondary and primary data. The data were collected from the 50 native speakers of Bajhangi dialect. The informants were selected using judgmental non-random sampling and snow ball sampling procedure from Byansi and Kadel VDCs in Bajhang district. The researcher had taken 25 literate and 25 illiterate speakers and the participants of males and females were the equal from each VDC. The data were collected with the help of interviews and questionnaires. The sources of data for English were based on Matreyek (1983), Blundell, Higgen and Middlemiss (1997), Tillitt and Bruder (2000), Lyons (1970), Jones (1981), different books, theses, dictionaries and articles. The responses were listed, tabulated and compared for analysis and interpretation. On the basis of analysis and interpretation the researcher came to the conclusion that the native English speakers were more polite while scolding others than Bajhagi speakers on the other hand, Bajhangi speakers tend to use more impolite expressions and swear words in comparison to the native English speakers while scolding. Likewise, native English speakers tend to express their anger in indirect way using the formal forms to a greater extent in comparison to Bajhangi speakers.

This thesis is organized into five chapters. The first chapter deals with the background of the topic, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. The third chapter covers all the areas of methodology. Likewise, the

fourth chapter presents the analysis and interpretation of results, summary/discussion of the findings, similarities and differences and the fifth chapter includes conclusions and recommendations at three different areas (policy related, practice related and further related). Finally, the references and appendices are included.

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LIST OF THE SYMBOLS AND ABBREVIATIONS

%	-	Percentage
/	-	or
Etc	-	Etcetera
F	-	Frequency
FFEA	-	Formal Forms of Expressing Anger
TFEA	-	Temperate Forms of Expressing Anger
VIFEA	-	Very Informal Forms of Expressing Anger
VDCs	-	Village Development Committees
FFS	-	Formal Forms of Scolding
TFS	-	Temperate Forms of Scolding
VIFS	-	Very Informal Forms of Scolding
Viz.	-	Namely
T.U.	-	Tribhuvan University
No.	-	Number
S.N	-	Serial Number
i.e.	-	That is
M.A	-	Master of Arts
M.Ed	-	Master Degree in Education
NLSs	-	Native Language Speakers
CUP	-	Cambridge University Press
OUP	-	Oxford University Press
UK	-	United Kingdom
Prof.	-	Professor
Dr.	-	Doctor

CHAPTER ONE

INTRODUCTION

Nepal is a small country having 1,47,181 sq. km in the south Asian region, having 885 km in east-west direction and average width north –south 193 km. It lies between two great neighbouring countries, the People's Republic of China in the north and India in the south, east and west. It is characterized by rich ethnic, cultural and linguistic diversity. There are more than hundred officially recognized castes and ethnic groups with different social and cultural backgrounds and 92 plus officially recognized languages belonging to four language families, Viz. Indo-Aryan, Tibeto-Burman, Austro-Asiatic and Dravidian. Such diversity has been acknowledged as an asset since time immemorial in Nepal.

1.1 General Background

Language is the most frequently used and most highly developed means of communication that human beings possess. This sort of communication involves transmission of information from a sender to a receiver. Language has its own phonological, morphological, syntactic and semantic system that is used for conveying the message. Generally, language can be defined as a voluntary vocal system of human communication. It is the property of human beings which is gifted by God. Moreover, communication is possible through other modes such as visual, tactical, olfactory and gustatory. Anyway, the main purpose of it is communication i.e. it serves the communicative purpose. Language is the most powerful convenient and permanent means and form of communication. Through language human express their thoughts, desires, emotions and feelings. Thus, it is a versatile tool that people use to fulfill their basic needs. It is also storehouse of knowledge, instrument of thinking as well as a source of delight.

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 people communicate 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 group of human beings within the particular society of which they are the members". Wardhaugh (1998) and Lyons (1970) tend to regard the language primarily as a social phenomenon. They explain language in the 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. 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." According to him, it is the linguistic system underlying in individuals use of language in a given time and place. Similarly, Widdowson (1983) defines language from cultural perspective by saying. "Language is a system of arbitrary vocal system which permits all people in a given culture or other people who have learned the system of that culture, to communicate or to interest."

To conclude, language is an important form of communication among human beings in the absence of which society may not exist.

1.2 Statement of the Problem

The formation of a research problem is the most important step in the research process. According to Kumar (2006, p.40), "A research problem is like the identification of a destination before undertaking a journey. As in the absence of a destination, it is impossible to identify the shortest route like in the absence of a clear research problem, a clear and economical plan is impossible. A research problem is like the foundation of a building. If the foundation is well designed and strong we expect the building to be good. The research problem serves as the foundation of a

research study: if it is well formulated we can expect a good study to follow. Thus, a research problem is a clear description of the issues. It includes the question which the researcher hopes to answer. It is concised description of issues that need to be addressed by the researcher. So the problem is to be addressed in this study is as follows:

-What language exponents do Bajhanggi dialect speakers use while scolding and expressing anger?

1.3 Rationale of the study

The Bajhanggi dialect is a variety of Kendriya Nepali. It has some unique linguistic features, styles and characteristics. Inspite of the similarity between Nepali and this dialect, it cannot be well understood by Nepali speakers because of the lack of one to one co-relation between the Bajhanggi dialect and Nepali in all linguistic levels.

This dialect has neither well documented history nor written materials. It has not been widely studied yet. It exists only in spoken forms like many of the others unrecorded languages in Nepal. While conversing with Nepali speakers, Bajhanggi dialect speakers switchover to the Nepali language, code switching takes place among educated speakers. This shows that the number of people speaking this dialect is decreasing day by day. Therefore the Bajhanggi dialect is gradually disappearing and there is a danger of it becoming an extinct language or dead language in the near future. It is expected that this study will help.

1. To develop the written materials in this dialect.
2. To open the door for the further dialect study of Bajhanggi dialect.
3. Those who are interested in English and Bajhanggi dialect.
4. For researchers and students who are teaching and learning Englis as foreign language at school where Bajhanggi native speakers appear as students.
5. Syllabus designers, linguists, language planners, policy makers and those people who are involved in this field directly and indirectly.

1.4 Objectives of the study

The objectives of the study were as follows:

1. To list the different forms of "Expressing Anger" and "Scolding" in Bajhangi.
2. To compare and contrast those forms used in both the languages.
3. To list some pedagogical implications.

1.5 Research Questions

A research question is a clear focused concise, question around the research study. It helps writers focused their research by providing a path through the research and writing process. The research question of this study is as follows.

- What language exponents do Bajhangi dialect speakers use while scolding and expressing anger?
- What are the similarities and differences in using the exponents of Scolding and Expressing anger of both languages?

1.6 Significance of the Study

This study found out the different forms of scolding and expressing anger in English and Bajhangi. Therefore, it is beneficial to all those who are interested in English and Bajhangi language. It is expected to be equally important for researchers and students who are teaching and learning English as foreign language at school where Bajhangi native speakers appear as students. Moreover, it is also expected to be helpful for syllabus designers, linguists, language planners and policy makers and those people who are involved in this field directly and indirectly.

1.7 Delimitations of the Study

The delimitations of the study were as follows:

1. The research study included 50 native speakers of Bajhangî dialect.
2. This study was limited to the interview schedule and questionnaire.
3. This study was limited to the comparison between English and the Bajhangî dialect of scolding and expressing anger.
4. This study was limited to the analysis of the response obtained from the respondents only.

1.8 Operational definition of the key terms

The operational key terms of this study are as follows:

Scolding: speaking angrily with others when someone has done something wrong.

Anger: bitter feeling against someone or something.

Dialect: a way of speaking found only in a certain area or among a certain group or class of people.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

AND CONCEPTUAL FRAMEWORK

This chapter deals about the review of theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework as mentioned below.

2.1 Review of Theoretical Literature

Language is an important form of communication among human beings in the absence of which society may not exist.

2.1.1 The Linguistic Scenario of Nepal

Despite its small size Nepal accommodates cultural diversity including linguistic plurality. It is multiethnic, multilingual and multicultural kingdom. Nepal is proved to be a stock place for languages because of linguistic plurality. The population census report (2012) has identified 123 distinct languages used by different ethnic groups as their mother tongue.

Nepali is an official language of Nepal. Though, it functions as a lingua franca in Nepal. Only a few languages spoken in Nepal have their own written scripts. Most of the languages aren't codified in Nepal. They are used only for daily communication. The languages which are spoken in Nepal are grouped into four language families viz. Indo-Aryan, Tibeto-Burman, Austro-Asiatic and Dravidian with one controversial language i.e. kusunda (Rai 2005, p.132).

2.1.1.1 Indo-Aryan Family

The language having many speakers come under this family. Nepali languages with 44.6 percent speakers also come under this family. The following languages come under this family.

Table 1: Languages under Indo-Aryan family

Angika	Marwari	Musasa	Tharu-Dangawra
Awadhi	Hindi	Kurmukar	Tharu-Kathoriya
Bagheli	Jumli	Nepali	Tharu-Kochila
Bengali	Kayot	Palpa	Tharu-Rana
Bhojpuri	Kumnali	Rajbansi	
Bote Majhi	Kurmukav	Sohna	
Darai	Maithali	Tharu chitwan	
Dhanwar	Majhi		

Source: Ethnologue Report for Nepal (2009)

2.1.1.2 Tibeto-Burman Family

The languages of this family are spoken by relatively less number of people than Indo-Aryan family. The following languages are classified under this family.

Table 2: Languages under Tibeto-Burman family

Newari	Tamang	Tibeton	Dhimal	Kyerung	Nulori
Athparia	Byansni	Dolpo	Kagate	Limbu	Kaike
Bajhi	Canlin	Dumr	Khaling	Lepcha	Puma
Bantawa	Chepang	Dangali	Kham	Lhomi	Raji
Baraamu	Chhulug	Ghala	Ghale	Limbu	Sherpa
Bodo	Chukwa	Gurung	Koiree	Lorung	Sunwar
Bujnal	Darmiya	Jirel	Kulung	Magar	

Source: Ethnologue Report for Nepal (2009)

2.1.1.3 Austro-Asiatic Family

There are two languages Satar and Mundari which come under this family. Satar / Santhali are spoken in Morang and Jhapa districts. Mundar is also spoken in the same district (Ethnologue Report 2009)

2.1.1.4 Dravidian Family

According to the ethnologue report for Nepal (2009) only one language named, Jhangad comes under this family. It is named as "Kurux Nepali" Jhanger and orau. It is spoken at Dhanusha district in Janakpur Zone.

According to the population census report (2012) the major languages spoken in Nepal with their percentage are mentioned below.

Table 3: Major languages spoken in Nepal

Languages	Percentage %	Languages	Percentage %
Nepali	44.6	Bantawa	1.4
Maithili	11.7	Gurung	1.4
Bhojपुरी	6.0	Limbu	1.05
Tharu	5.8	Urdu	1.77
Tamang	5.1	Rajbansi	0.57
Newari	3.2	Sherpa	3.57
Magar	2.4	Others	-
Awadhi	1.63		

Source: Population Census Report (2012)

2.1.2 An Introduction to Dialect

Generally dialect is variety of language according to the users. It is the variety of standard language that varies in terms of social and regional variables such as classes, power, status, locality etc of the speakers. Hudson (2003) defines dialect varieties as the subordinate varieties of a language. According to him, a language is larger than a dialect in terms of population, coverage, literature and so on. Thus, a language may have many dialects, e.g. Nepali language has Purbali dialect, Doteli dialect and Bajhangi dialect. Dialect can be classified into two types.

2.1.2.1 Regional Dialect

It is the variety of language that differs according to the different geographical locations. It is a specific form of language spoken in the certain geographical territory. It is the physical

boundary of certain locality. However, the dialect differs in terms of pronunciation, grammar, vocabulary in this sense, Yule (1996, p.228) says the existence of different regional dialects is widely recognized and often the source of some humor for those living in different regions. Moreover, Yule says some regional dialects clearly have stereotyped pronunciation associated with them. Similarly, Wardhaugh (1998, p.43) says that the regional dialect is the distinctive variety of the language. It is the local variety of language. It has its own pronunciation, grammar and vocabulary.

2.1.2.2 Social Dialect

It is that variety of language which is based on social stratification. It is a variety used by the members of certain social class. Yule (1947 p.240) defines social dialect as, "social dialect is variety of language used by groups defined according to class, education, age, sex and a number of other social parameters." So it is a variety of language used by the members of certain social groups.

2.1.3 An Introduction to the Bajhangi Dialect

Bajhangi dialect is a regional dialect of Nepali language spoken in Bajhang district. Joshi (1989) describes Bajhangi dialect as "The dialect spoken by the permanent inhabitants of lower hills and valley of Bajhang district in the far western development region of the Nepal except the chir Bungali dialect is called the Bajhangi dialect". It is a dialect of Nepali language because it is intelligible to the speakers of Nepali language. This dialect is spoken by two thirds of the total population of Bajhang district of Seti Zone. It has some unique linguistic features, styles and characteristics. According to Pokharel (2040, p.62) this dialect falls within the class of Orapachhima, in order to him this dialect is slightly differently in different places of Bajhang district. Thus, Bajhangi dialect is divided into four different dialects, viz.

Chir Bungali, Lekali, Dhuleli and Bajhangi. Among them Bajhangi dialect is prominent one. It is spoken in 31 VDCs out of 47 VDCs of this district. The similar dialect is spoken in Bajura, Achham, Jumla and Kalikot districts. The Bajhangi dialect has neither well documented history nor written materials. It has not been widely studied yet. It exists only in spoken forms like many of others unrecorded languages in Nepal. Regarding its history first of all Jyoti Prakash Joshi had written "Jhagadiya Ganesh Kumar ko Milap" in this dialect (Bohara 2005, p.12) later on Janak Bahadur Bista had translated "Guruprasad Mainali's Naso' (a story) in this dialect.

The Bajhangi dialect is less studied dialect. Due to the influence of modernization people who speak this dialect switchover into the Nepali language because they think that those who can speak Nepali are superior to the dialect speakers, mostly educated people do so. Therefore, there is a danger of it becoming a dead language in the near future. That is why the study of this dialect seems to be necessary in this time.

2.1.4 Language Functions

The term function can be used in two different senses: grammatical function and communicative function. So, here my concern is on communicative function of language, i.e. the role of an utterance to fulfill some purposes in communication such as expressing anger and scolding.

Language is not used in a vacuum. It is used in social context. According to Richards et al. (1999) communicative function is "The purpose for which an utterance or unit of language is used". Similarly, Ur. (2001), "A function is some kind of communicative interaction between at least two people."

From these definitions, it is clear that language function is the purpose for which language is used. The purpose of using language is to communicate something. Therefore, communication is the global function 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 behaviors of the hearer. There are different communicative functions of language among them I have chosen the following communicative language functions:

1. Expressing Anger and
2. Scolding

2.1.4.1 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 expression, body language and sometimes in overt acts of aggression. So, it is one's aggression when he/she feels something wrong. Moreover, it is the expression of reaction to the unpleasant or bad situations. There are many things that make people angry. Some of these are fairly predictable given the situation. Such as, "you are reading in a library. Your friend who is sitting next to you is shouting and disturbing you". In this situation you may express your anger as like:

1. Could you please be quiet; this is a library, remember!
2. Are you trying to make me angry?
3. Remember, we're in the library!
4. Eh! Shut up.

It is not always easy for us to keep our tempers when things go wrong. There are different degrees of anger and different ways of saying it. Matreyek (1983, p.115) has listed the following different exponents used to express anger depending on the situation.

1. Aren't you the pot calling the kettle black?
2. What do you mean I did a terrible job?
3. Damn!

4. Oh, hell!
5. You turkey!

Similarly, Blundell, Higgins and Middlemiss (1997, p.50) have listed the following exponents used to express anger depending on the situations.

1. What a nuisance!
2. Very bother!
3. Oh, hell!
4. Oh, bloody hell!
5. What an idiot!

When we are in bad mood, we sometimes get sarcastic and say things like this:

1. That's wonderful!
2. Oh, that's great!
3. That's absolutely great!

When we are furious, we express our anger using the following exponents to lose our temper.

1. What a stupid bloody idiot!
2. It makes me sick the way they...

When we are more angry, we sometimes use swear words like the

1. Damn!
2. Hell!
3. Bloody hell!

Thus, language is not only a means of giving and receiving information but also the means of expressing the people's attitudes and emotions which influence the hearer.

2.1.4.2 Scolding

According to Longman dictionary of contemporary English (1987, p.934) the word scolds means to speak angrily and complaining to someone who has done something wrong. Similarly, Oxford Advanced learners Dictionary (2000, p.1143) defines the term 'scold' as "to speak angrily to somebody, specially a child because they have done something wrong." Both definitions agree that we scold to the other people, especially juniors if they have done something wrong. Thus, scolding is one of the communicative language functions which can be expressed using different language forms. Matreyek (1983, p. 115) 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;

1. Shame on you!
2. You should be ashamed of yourself.
3. Aren't you ashamed of yourself?
4. What a bad little boy you are!
5. How rude of you!

How would you feel if someone did that to you?

2.2 Review of Emperical literature

Many researches have been carried out on the comparative study of different language functions like apologizing, requesting, greeting and taking leave etc. in English, Nepali, Limbu, Newari, Maithali, Tharu, Doteli and so on, in the Department of English Education. Some of them are as follows:

Giri (1982) has carried 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 has conducted interview and questionnaire for collecting the data. She concluded that the kinship relation in English is addressed by name whereas it is addressed by kinship terms are less in number in

comparison to Nepali kinship terms. She also found that English kinship terms are less in number in comparison to Nepali kinship terms.

Joshi (1989) carried out a research entitled, "**A linguistic study of Bajhangi dialect**". The main objective of his study was to describe and determine the grammatical patterns of the Bajhangi dialect. He had conducted the interview and questionnaire as a tool for collecting data. He concluded that the grammatical structures in this dialect are quite distinct and peculiar.

Similarly, **Bohara** (2009) carried out research on "**Deixis system in English and the Bajhangi dialect of Nepali**". The main objective of his study was to find out Bajhangi person, time and place deictic. He used interview as a research tool for collecting data. He found that different deictic terms are used to refer to single and plural number in second person but English has the single term and richer than Bajhangi in time deixis because Bajhangi has same term to refer to different English terms and English is richer than Bajhangi in place deictic terms.

Likewise, **Pandey** (1997) carried out a research on "**A comparative study of Apologies between English and Nepali language**". The purpose of this study was to list different forms of apology and to compare them between native English and Nepali speakers. He had been collected the data by interview and supplying the the questionnaire to the selected population. 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 language: A comparative study**". Her research shows that English people are more polite than Nepali speakers. She had also used interview and questionnaire as a research tool for collecting data. She also found that 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 had used questionnaire as a tool for data collection.

He 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. Moreover, English people are habituated in saying first names to greet family members either they are seniors or juniors whereas Nepali people use formal exponents to greet their seniors.

Koirala (2010) carried out a research on "**Scolding and Expressing Anger in English and Nepali**". The main purpose of his study was to compare the language exponents of Scolding and Expressing anger used by native English speakers and Nepali speakers. Therefore he selected 20 native English speakers and 60 native Nepali speakers. He provided two different set of questionnaire in their own native language. He found that English native speakers are more polite and use the formal expressions while scolding and expressing anger in comparison to the Nepali speakers.

The present research is basically different from the above mentioned researches because nobody has done the research work on scolding and expressing Anger in English and Bajhangi. As I am from Bajhangi community I have felt my responsibility to choose this topic.

2.3 Implication of the review for the study

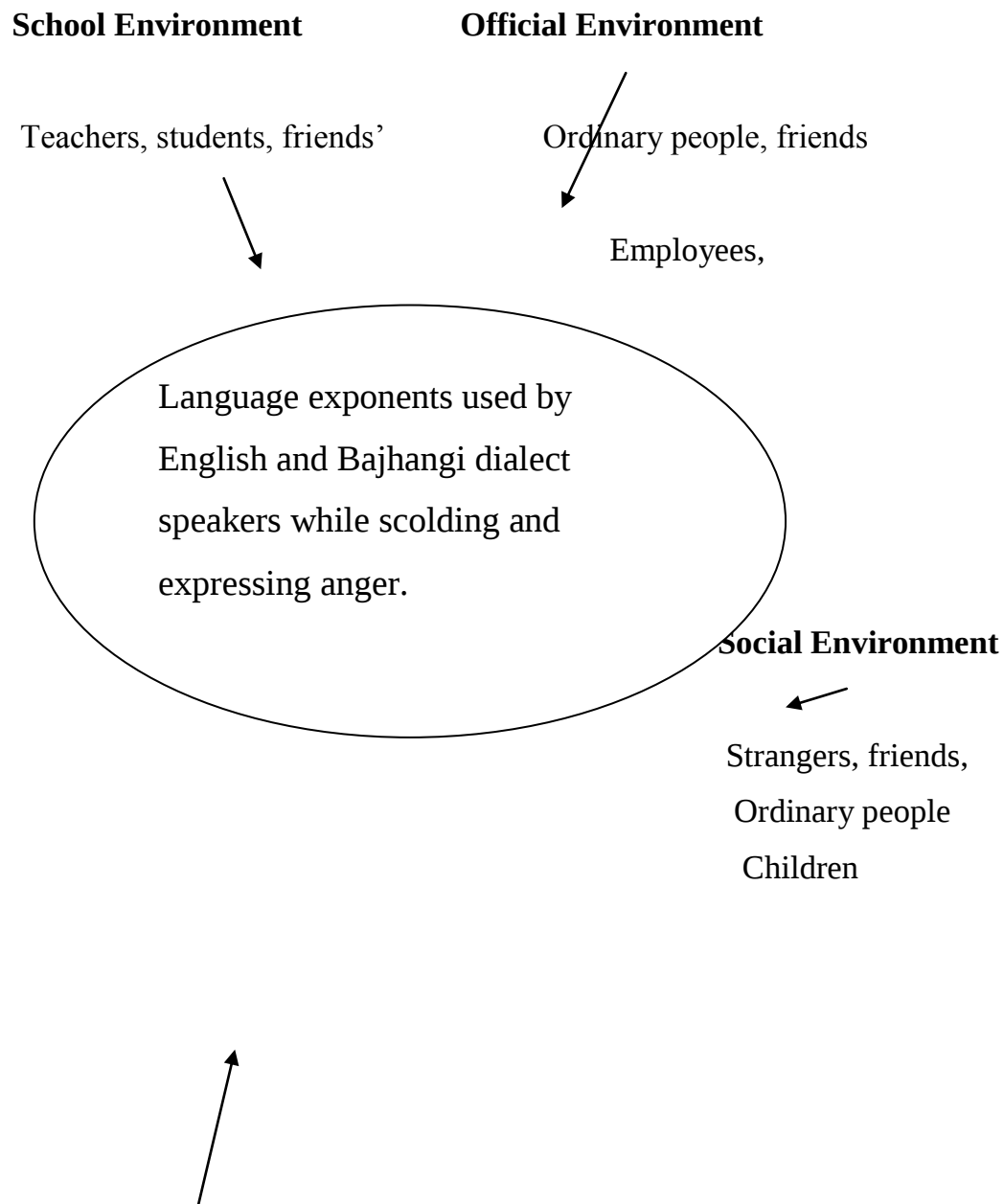
Every researchers needs to observe the fundamental needs to observe the fundamental background of the related subject and past studies. Literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step. According to Kumar (2006, p. 38), "Reviewing the literature is a continuous process. It begins before a research problem is finalized and continues until the report is finished". Therefore, it helps to formulate research problem. Moreover, it improves methodology and broadens the knowledge.

The present study helped to understand the subject area better to conceptualize research problem clearly and precisely and select the best methodology to obtain the answers of the research question. Similarly, it helped the research how were the findings different from those of others. 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 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. Though, speakers of both English and Bajhangi dialect 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 communicative functions of language. The pedagogical implications of the present study are summarized as below:

1. It analyses the different exponents of scolding and expressing anger with various relationship which help language and 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 these exponents systematically and appropriately in both languages.

2.4 Conceptual Framework

The logical and sequential framework of this study is presented as follows



Family Environment

Children, sons, brothers,
Daughters)

Source: Field Survey 2014

CHAPTER THREE

METHODS AND PROCEDURES

OF THE STUDY

This chapter deals about the methods and procedures of the study. The researcher deals with the design of the study, population and sample, sampling procedure, data collection tools, data collection procedures and data analysis and interpretation procedure under this heading.

3.1 Design of the Study

According to Kerlinger (1986, p.279), “A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of the data”, as cited in Kumar (2006, p.84). A research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically. There are many research designs among them survey research is one.

Survey research is special branch of social science research. It is the method of collecting information by asking a set of pre-formulated questions in a pre-determined sequence in a structured questionnaire to a sample of individuals. In other words, survey research is a type of research which tries to study the large and small population by selecting and studying samples in order to accomplish the research purpose. It is carried out to find out people's attitudes, opinions and the specified behavior on a certain issues, phenomena and situations. The data in a survey is collected only at a single time. Different researchers have suggested the survey research procedure differently in their own style. Nunan (1992) suggests the following eight step procedure of the survey research

Step1: Define objectives

Step2: Identify target population

Step3: Literature review

Step4: Determine sample

Step5: Identify survey instruments

Step6: Design survey procedure

Step7: Identify analytical procedure

Step8: Determine reporting procedure

This study is based on survey research. The researcher was conducted the following methodological strategies to fulfill the above mentioned objectives.

3.2 Population and sample

The study made use of both primary and secondary sources of data. However, the primary source was the basic for the research. The researcher took 50 native speakers of the Bajhangi dialect from two VDCs of Bajhang viz. Byansi and Kadel for primary data and for secondary data from Matreyek (1983), Blundell, Higgen and Middlemiss (1997), Tillitt and Bruder (2000), Lyons (1970), Jones (1981), theses and articles.

3.3 Sampling Procedure

The sample of the study had included 50 native speakers of the Bajhangi dialect from two VDCs of Bajhang viz. Byansi and Kadel. The VDCs were chosen by judgmental non-random sampling. The researcher had taken 25 literate and 25 illiterate speakers were equal from each VDC

3.4 Data collection tools

The main tools for data collection were questionnaire and interview. A set of questions were designed and developed for native Bajhangi educated speakers and for uneducated speakers the interview was taken.

3.5 Data Collection procedures

At first the researcher had studied different books, journals, articles, research works that were related to the present research study. Then, he had collected necessary data. After that the native speakers of Bajhang dialect at Bajhang district were visited. He had selected 50 native speakers of Bajhang dialect from two VDCs viz. Byansi and Kadel and established good rapport with them. After he requested them to fill the questionnaire to the educated sample population and he had also taken interview to the uneducated sample population and he noted down the responses of the interviewee.

Finally, he found out different forms of scolding and expressing anger in Bajhang dialect and compared them with those of English language.

3.6 Data Analysis and Interpretation Procedures

All the responses given by the English and Bajhang dialect native speakers were coded and tabulated on the basis of formal forms, temperate forms and very informal forms of scolding and expressing anger, and then the analysis and interpretation of the data were carried out.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter deals about the analysis of the data and interpretation of the results and summary/ discussions of the findings.

4.1 Analysis of the data and interpretation of the results

The division is made on the basis of the relationship of the respondents under the following headings.

4.1.1 Forms of scolding given by native English and Bajhangi

Speakers

4.1.1.1 Forms of scolding found among friends

4.1.1. 2 Forms of scolding found among employees

4.1.1 .3 Forms of scolding found among sons or daughters

4.1.1.4 Forms of scolding found among students

4.1.1.5 Forms of scolding found among brothers

4.1.2 Forms of expressing anger given by native English and

Bajhang speakers

4.1.2.1 Forms of expressing anger found among friends

4.1.2.2 Forms of expressing anger found among strangers

4.1.2.3 Forms of expressing anger found among employees

4.1.2.4 Forms of expressing anger found among ordinary people

4.1.2.5 Forms of expressing anger found among children

4.1.1 Forms of scolding given by Native English and Bajhangli

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 Bajhangli dialect. In this regard, the researcher had used the exponents of scolding for native English from Matreyek (1983), Blundell, Higgen and Middlemiss (1997), Tillitt and Bruder (2000), Lyons (1970), Jones (1981), theses, articles and so on. (See appendix-II, III, IV, V, VI, VII, VIII, IX and X). Similarly, he had used primary data for Bajhangli. After that, those exponents were listed and classified into three different levels of formality; i.e. formal, temperate and informal forms. Some examples of both languages are given below:

Formal

1. You must not touch anything on my dresser! (appendix-II, 4, a)
2. Tauna mera saman jana samai vane chhyaina! (appendix-V,4, a)

Temperate

1. You should do your homework first! (appendix-III, 7, e)
2. Paila homework addaian !(appendix-VI, 7,d)

Informal

1. Hey! Clean up this fucking room!(appendix-IV, 1, a)

2. Oi! gauja! kotha jhaddu Pddya ho vanne janya achchhi!(appendix-VII, 2, a)

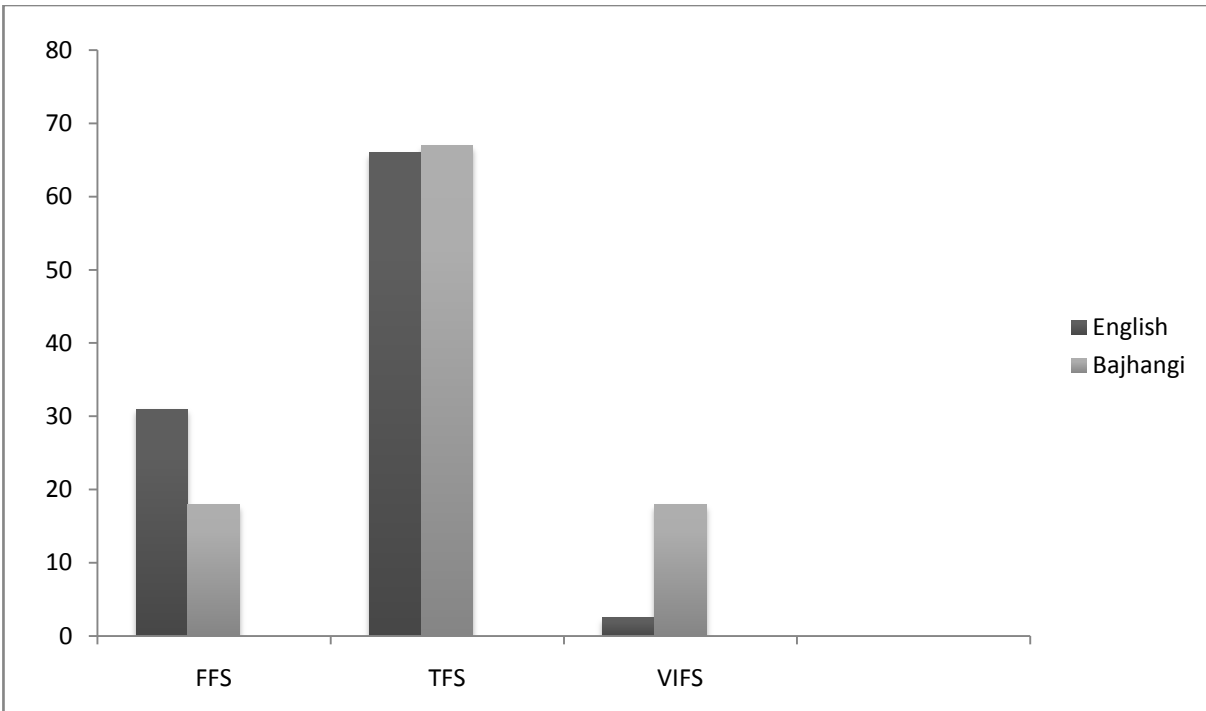
Exponents of scolding used in Bajhangi

- a. Afna roga baremi tha pauna paunai ajai rakshi sudkyaunu chhaddainai ta!
- b. Mulai yo rog lagya chha vani janna jannai raksi tukhi amrit vayo dheki!
- c. Khaa raja khaa achel raksi ausadhi hunu po chha TB ko .
- d. Oi sha, swini mulamuliko maya pana mannaina?
- e. T.B matta hernu hoi? yeudo kotha kaso vayako chha jhadnu nai?
- f. Tyo T.B banna ari kotha jhadpana sunnai na!
- g. Kotha jhadi nasaknya vaigai ta achel? Chhati marnu ati ta?
- h. Aja jhikka kha helthawalo hollai taba .
- i. Yeso birami vaikanapan raksi khanu chhai ta.
- j. Manaki dho hunasamma kha yar tab chhati na mathi jhallai.
- k. Raksi chhadya achchhi tuile? Maddhya man chhai ta?
- l. Yemraj delami chhatina chhirne bichar ari ta tuile?
- m. Jyoi radi chelacheli mulya chhati na banaune vaye dheki?
- n. T.B matta hernu hoi? Yaundo kotha kaso aryako chha jhandnu nai?
- o. Tulai kam addaki rakhya hoi ais addai?
- p. Herta yo kotha, sugur basne khodjaso banayeko chha. Safa addai na!
- q. Kotha jhaddu paddai na!
- r. T.B matta herdya haiki ghara kam pan addya hai?

(See the appendix-V, VI and VII.)

This variation in the exponents of scolding in English and Bajhangi can be presented in the following bar diagram.

Figure No.1 Responses used by Native English and Bajhangi speakers



The above figure shows that the native English speakers have used formal forms of scolding to greater extent in comparison to Bajhanghi speakers. Statistically speaking, out of 200 responses 31% in English and out of 700 responses 18.2% in Bajhanghi were found to be expressed as formal forms. (See the appendix-II and appendix-V). Some examples from both languages are given below:

1. If you don't do hard work, you will be failed.(II, 5, b)
2. Nikari manlai napadhya phel hollai vanyako jana man.(V,5, c)

In the same way, the researcher found 66.5% and 66.71% responses under temperate forms of scolding in English and Bajhanghi dialect respectively. While expressing these types of exponents, the respondents neither showed formality and politeness nor did they become more impolite or use swears words to scold others. (See the appendix-III and appendix-VI). Some examples from both English and Bajhanghi dialect are presented as below:

1. You should do homework first!(III, 5, e)
2. Paila homak addaina! (VI, 7, d)

Similarly, there were some other exponents, which were categorized under very informal forms of scolding where the exponents showed very informality and impoliteness to scold the other. The table shows that 2.5% responses out of 200 in English and 15% responses, out of 700 responses in Bajhang dialect were found to be expressed as very informal forms while scolding. (See the appendix-IV and appendix-VII). Some examples from both languages are presented below:

1. What the fuck!(IV, 2, a)
2. Hey! Clean up the fucking room!(IV, 1, a)
3. Oi! Madhar, marnu anti ta!(VII, 1, a)
4. Tu kathaudo banna, jan duda takhi!(VII, 9, a)
5. Kukra! vanya mannaina buinilai kei pittochai?(VII, 3,a)

The above presented figures clearly shows that native English speakers used more formal exponents and temperate exponents while scolding the others; i.e. sons, daughters, students, employees, friends, brothers in comparison to Bajhang dialect speakers, whereas, Bajhang speakers used more temperate forms and very informal forms while scolding to the others.

4.1.1.1 Forms of Scolding Found Among Friends

Table 4: Forms of scolding found among friends

NLSs	S.N	FFS		TFS		VIFS	
		F	%	F	%	F	%
English	1, 6	20	50	20	50	0	0
Bajhang	1,6	20	13.33	100	66.67	30	20

The table given above shows that native English speakers used for greater number of formal forms while scolding the friends in comparison to Bajhang dialect speakers. Out of 40 responses in English, 50% were found to be expressed as temperate forms. But in Bajhang,

out of 150 responses, only 13.33% were found to be expressed as formal forms. (See the appendix- II and appendix-V).Some examples from both languages are given below:

1. Do you really think you should be drinking right now?(II, 1, a)
2. Mate! I thought you had given up smoking.(II, 6, a)
3. Afna roga baremi tha pauna paunai ajai raksi sudkyauna chhaddainai ta!(V, 1, a)
4. Tu vanyan mannai nai ta! Yo churota khuntu pyaro ki jyan pyaro?(V, 6,a)

Similarly, the table shows that 66.67% Bajhangi dialect and 50% responses in English were found to be expressed as a temperate form of scolding. Here the Bajhangi dialect speakers used greater number of temperate forms in comparison to English speakers while scolding the friends. (See the appendix-IIIand appendix-VI). Some examples are given below:

1. You are killing yourself again.(III, 6, d)
2. Are you feeling better? (III, 1,a)
3. Chhati marnu anti ta?(VI, 1, a)
4. Churot ta tulai amrit ho dheki?(VI, 6, c)

The table also shows that native English speakers did not use any very informal forms while scolding the friends. However 20% in Bajhangi dialect were found to be expressed as very informal forms. They used impolite or swear words to the friends while scolding.(see the appendix-VII)

1. Oi, madhar, marnu anti ta!(VII, 1, a)
2. Eh pagla! Din sakta lagi ta!(VII, 2, b)
3. Hera yo mapai, chelacheli mula, jyoi radi banauna lagyo.(VII, 1, c)

4.1.1.2 Forms of scolding Found among Employees

Table 5 Forms of scolding found among Employees

NLs	S.N	FFS	TFS	VIFS
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		F	%	F	%	F	%
English	2,8	16	40	21	52.50	3	7.5
Bajhanggi	2,8	5	10	117	78	18	12

The table given above shows that native English speaker used far greater number of formal forms while scolding the employees in comparison to Bajhanggi dialect speakers. But Bajhanggi dialect 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 150 responses only 10% in Bajhanggi dialect were found to be expressed as formal forms. (See the appendix-II and appendix-V). Some examples are given below:

1. This not acceptable! You must tidy everything before you take a break.(II, 2, a)
2. I am not happy with you. What do you think you can do to improve?(II, 8, a)
3. T.V. matta hernu hoi? Yaundo kotha kaso aryako chha jhandu nai?(V, 2, a)
4. Afisauda pana yeso arannaki tamu afno kam ardaina! (V, 8, a)

Similarly, out of 150 responses 78% in Bajhanggi dialect and out of 40 responses 52.50% in English were found to be expressed as temperate forms while scolding the employees. (See the appendix-III and VI). Some examples are given below:

1. What do you think you are doing? I don't pay to watch T.V. instead of working?(III, 2, a)
2. This is your first warning. No online chatting at work.(III, 8, c)
3. Tyo T.V. tera mukhami polanna re kotha herpana yaudno kaso aryako chha!(VI, 2,h)
4. Gaye hunchha hajur, yan man padaina vanya.(VI, 8, a)

The table shows that both native English and Bajhanghi dialect speakers used the very informal forms while scolding the employees 7.5% out of 40 responses in English and 12% out of 150 responses were found to be expressed as very informal forms while scolding the employees. (See the appendix-IV and appendix-VII). Some examples are given below:

1. Hey! Clean up this fucking room!(IV, 1, a)
2. Eh gadha! Kotha jhaddaina?(VII, 2, b)

4.1.1.3 Forms of scolding among brothers

Table 6: Forms of scolding among brothers

NLSs	S.N	FFS		TFS		VIFS	
		F	%	F	%	F	%
English	7,9	6	30	14	70	0	0
Bajhanghi	7,9	8	8	80	80	12	12

The table given above shows that native English speaker used for greater number of formal forms in comparison to Bajhanghi dialect speakers while scolding the brothers. Statistically speaking, out of 20 responses 30% responses in English were found to be expressed as formal forms. Likewise, 8% responses were found to be expressed out of 100% responses while scolding the brothers in Bajhanghi dialect as formal forms. (See the appendix-II and appendix-V). Some examples are given below:

1. Come on start your homework. I will play marbles with you when you have finished your homework.(II, 7, a)
2. Don't pretend, you are crying. I saw you are fighting and you won't get any sympathy from me.(II, 9, b)
3. Oi bhau, homark ar tu paila pachhi ma pachi khelula tusanga sunna chhai?(V, 7, a)

4. Kei runu chhai? Jha par yankhi mu padda lagya chhu!(V, 9, a)

Similarly, the table also shows that 70% responses out of 20 responses in English and 80% responses out of 100 responses in Bajhanghi dialect were found to be expressed as temperate forms cohile scolding the brothers. (See the appendix-III and appendix-VI). Some examples are given below:

1. Homework first!(III, 7, a)
2. Aren't you ashamed yourself? (III, 9, a)
3. Tu kadhado banana re, jan duda takhi!(VI, 9, a)
4. Homework ardaina? Tu kathaudo banannare, guclahhai matta kheli hune hoi?(VI, 7, a)

From the above table, it was found that Bajhanghi dialect speakers were more informal to scold the brothers in comparison to English speakers. Statistically speaking out of 100 responses 12% in Bajhanghi 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 brothers. (See the appendix-VII) Some examples are given below:

1. Bichchhi jana ar par mar jha! (VII, 9, b)

4.1.1.4 Forms of Scolding Found Among Sons or Daughters

Table 7: Forms of Scolding Found Among Sons or Daughters

NLSs	S.N	FFS	%	TFS	%	VIFS	%
English	2,3,4,10	13	16.25	65	81.25	2	2.5
Bajhanghi	3,4,10	60	24	150	60	40	6

The table given above shows that Bajhanghi speaker used greater number of formal form in comparison to the native English speakers while scolding to the sons or daughters.

Statistically speaking, out of 250 responses 24% responses in Bajhang dialect and out of 80 responses 16.25% in English were found to be expressed as formal forms. (See the appendix-II and appendix-V). Some examples from both languages are given below:

1. What you're doing is wrong. If the problem happens again' there will be punishment.(II, 3, a)
2. You must not touch anything on my dresser! (II, 4, a)
3. This is not acceptable. You must with your teachers and friends.(II, 10, a)
4. Tunsanga basnyalai vanina chhi,wapachhi sirkhi vanna hoina!(V, 10, a)
5. Tulai baini pittunai vane tha achchhi?(V, 3, a)
6. Yeuna mera saman kei jan samai vanechhyaina!(V, 4, a)

The table given above also shows that the native English speakers used temperate forms in greater quantity in comparison to Bajhang dialect speakers while scolding sons or daughters. Out of 80 responses, 81.25% in English and out of 250 responses 60% in Bajhang were found to be expressed as temperate forms.(appendix-III and appendix-VI) Some examples from both languages are given below:

1. What a bad little boy you are!(III, 4, a)
2. Shame on you!(III, 3,d)
3. Kurka vanya mannai na baini pitto chhai?(VI, 3, b)
4. Mero ghadi kan hali? Chhati laya.(VI, 4, c)

According to the above table very few responses were found to be expressed as very informal forms while scolding sons or daughters. However the numbers of responses are greater in Bajhang dialect in comparison to English. Statistically speaking, out of 80 responses 2.5% in English and out of 250 responses 16% in Bajhang dialect. (See the appendix-IV and appendix-VII). Some examples from both languages are given below:

1. What the fuck!(IV, 2, a)
2. Tun marallaire, baini pitto aja piteina vanna chhai! (VII, 3, a).

4.1.1.5 Forms of scolding found among students

Table 8: Forms of scolding found among students

NLSs	S.N	FFS	%	TFS	%	VIFS	%
English	5	7	35	13	65	0	0
Bajhanghi	4,5	25	50	20	40	5	10

The table given above shows that Bajhanghi speaker used greater number of formal forms in comparison to English speakers while scolding to their students out of 50 responses in Bajhanghi dialect 50 % were found to be expressed as formal forms. Similarly, out of 20 responses in English, 35% were found under this category. (See the appendix-II and appendix-V). Some examples from both languages are given below:

1. Can you explain what is going on?(II, 5, a)
2. I' m worried that you've missed so many classes.(II, 5, c)
3. Her mula, paddaki man la! paddu lekhtu terai lagi ho.(V, 5, a)
4. Dhain afai tu! vanta kati din school aina?(V, 5, b)

However, native English speakers used temperate forms in greater number in comparison to Bajhanghi dialect speakers while scolding the students, out of 20 responses 65% in English and out of 50 responses 20% in Bajhanghi dialect were found to be expressed as temperate forms. (See the appendix-III and appendix-VI). Some examples from both languages are given below:

1. What do you want in life?(III, 5, a)
2. Why have you missed so many classes?(III, 5, c)
3. Laj mannai na! aru herpana kasari padda chhan ?(VI, 5, a)
4. Tu masta din vaigya, achel kina school aunaina?(VI, 5, b)

From the above table it is found that native English speakers did not use any very informal form while scolding to the students. But out of 50 responses 10% in Bajhanghi dialect were

found to be expressed as very informal forms. (See the appendix-VII). Some examples from the Bajhangi dialect are given below:

1. Sale, tu kei iskul na aune vayako chhai?(VII, 5, b)
2. Tu gadha! Achel kanh maddo chhai? Iskula kina aunai na?(VII, 5, a)

4.1.2 Forms of Expressing Anger Given by English and Bajhangi Speakers

While analyzing the collected data, it was found that there were different types of exponents of expressing anger used by English and Bajhangi dialect speakers in different situations. In this regard, the researcher used the exponents of Expressing Anger from Matreyek (1983), Blundell, Higgen and Middlemiss (1997), Tillitt and Bruder (2000), Lyons (1970), Jones (1981), theses, articles and so on for native English (see appendix-VIII, IX and X) and he had used the primary data for native Bajhangi. After that, the researcher listed these exponents on the basis of levels of the formality (Formal, temperate and very informal forms). Simply, on the basis of the different degrees of anger, we determined the level of formality. Some examples are given below:

Formal

When we are in bad mood, we get sarcastic and say the things like:

1. Can you keep the noise down, please?(appendix-VIII, 1, a)
2. Bichchhi janaara saibau! Yo kitab padne thaun ho dhekyo!(appendix-XI, 1, a)

Temperate

When we are angry, we express our anger in such a way:

1. Hey! Stop blowing smoke in my face.(appendix-IX, 2, a)
2. Hare, tartara padpana.(appendix-XII, 1, c)

Very informal

When we are absolutely furious, we are likely to lose our temper completely and we use swear words like:

1. Oh hell! (appendix-X, 1, b)
2. Oi, madhar! tu matta chhai padnya! (appendix-XIII, 1, a)

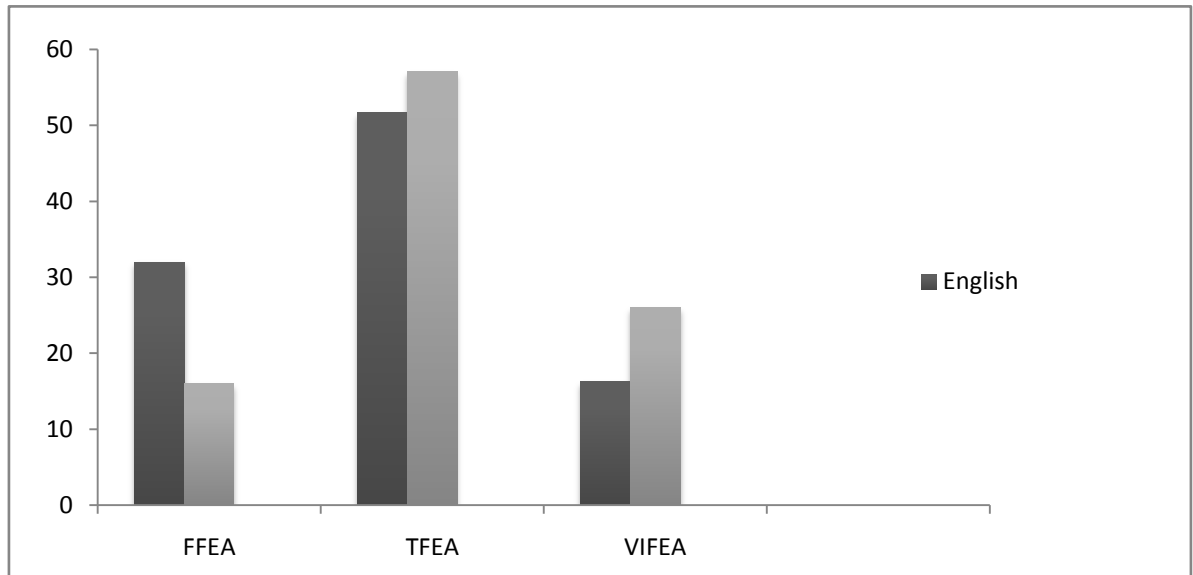
Exponents of expressing anger used in Bajhangi

- a) Bichchhi jana ara saibau! Yo kitab padhne thun ho dhekya!
- b) ‘Silence’ lekhyako dhekina para herta !
- c) Mui matta chhu padne manna chhau! Kaso bani ho tamro?
- d) Churota dhukar baira udau ho!
- e) Tamulai churot khaikana arkha mukhaudo dhukar udaunai laj lagdina!
- f) Gadi vitta churot nakhanu hola vanne lekhyako dhektaina!
- g) Tame kasa hau? Yeso jauri chha aja bujhaunu padya ho! Aba kya aru mu?
- h) Tame maisalai dhuka dina paikela raichhau!
- i) Uti khandna ari samjhaye aja bisse vanna laj mannai na!
- j) Bichchhi na ari padhi saktaina!
- k) Arulai distab kei addachnau?
- l) Hare, tartar padhapan. Yo churot susaune thaun hoi po?
- m) Kasa maisa sarbajanik thaunma churot khanu hunaina vanne tha achchhi!
- n) Churot baira jhai khapan vitta kei khanai?
- o) Oi, madhar! tu matta chhai padnya?

(See the appendix-XI, XII and XIII)

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

Figure no. 2 Total responses used by English and Bajhangi speakers



The above figure shows that English speakers used more formal forms than Bajhang speakers. Statistically speaking out of 400 responses 32% in English and out of 800 responses 16% in Bajhang were found to be expressed anger as formal forms. (see the appendix-VIII and appendix-XI). Likewise, the researcher found 51.75% in English and 57.13% in Bajhang under the temperate forms of expressing anger. (See the appendix-IX and appendix-XII). This shows that Bajhang speakers express their anger in greater number in comparison to the English speakers as temperate forms while expressing anger. Similarly, the researcher found 16.25% responses out of 400 responses in English and 26.24% responses out of 800 responses in Bajhang under the very informal forms of expressing anger.

4.1.2.1 Forms of Expressing Anger found among friends

Table 9: Forms of Expressing Anger found among friends

NLSs	S.N	FFEA		TFEA		VIFEA	
		F	%	F	%	F	%
English	1,3,6,10,11,12,13	32	26.67	64	53.33	24	20
Bajhanghi	1,3,6,11,13	34	17	116	58	50	25

The above table clearly shows that English respondents used formal forms while expressing anger to the friends in greater quantity in comparison to Bajhanghi dialect speakers. Out of 120 responses, 26.67% of native English speakers used formal forms of expressing anger. However out of 200 responses Only 17% of Bajhanghi dialect speakers used formal forms while expressing anger to the friends. (See the appendix-VIII and appendix-XI). Some examples are given below:

1. Can you keep the noise down, please?(VIII, 1, a)
2. Could you please ask before you borrow my property?(VIII, 6, a)
3. Bichchhi jana ara saibau! Yo kitab padhne thaun ho dhekyo!(XI, 3, a)
4. Mu chhati ayei tami matha aya? (XI, 3, a)

Similarly, the table shows that out of 120 responses only 53.33% native English speakers used temperate forms of expressing anger and out of 200 responses 58% Bajhanghi dialect speakers used temperate forms of expressing anger to the friends.(See the appendix-IX and appendix-XII). Some examples from both languages are given below:

1. Watch it! (IX, 11, b)
2. Oh, shit why today?(IX, 11, c)
3. Ek phera ta soddu ho, tasai manpadi arnachau yar!(XII, 6, a)
4. Akha ugadi hittai na?(XII, 11, a)

Likewise, there were some other exponents where the respondents used swear words or impolite expressions while expressing anger to the friends in both languages out of 120 responses, 20% in English and out of 20 responses 25% in Bajhanghi dialect found to be expressed as very informal forms of expressing anger. Bajhanghi dialect speakers used greater

number of very informal forms while expressing anger to the friends in comparison to native English speakers. (See the appendix-X and appendix-XIII). Some examples are given below:

1. Oh, bloody hell!(X, 6, b)
2. Where the hell have you been?(X, 3, a)
3. Oi madhar! Camera chhati lyaidei?(XIII, 6, a)
4. Oi mach! Bahir uda dhukar!(XIII, 2, c)

4.1.2.2 Forms of Expressing Anger found among strangers

Table 10: Forms of Expressing Anger found among strangers

NLSs	S.N	FFEA		TFEA		VIFE	
		F	%	F	%	F	%
English	2,4,7,8,9,10	36	36	41	41	23	23
Bajhangi	2,4,7,8,9,10	26	17.33	63	42	61	40.67

The table given above shows that native English speakers used greater number of formal forms in comparison to Bajhangi dialect speakers while expressing anger to strangers. Out of 100 responses 36% in English and out of 150 responses 17.33% Bajhangi were found to be expressed as formal forms. (See the appendix-VIII and appendix-XI). Some examples are given below:

1. Sorry, do you think you could blow smoke the other way?(VIII, 2, a)
2. Could you please stop snoring?(VIII, 4, a)
3. Mu ruppya tirikan chadya chhu kya firi chadya chhu mani!(XI,7, a)
4. Tai nirgibale kya aryo tamro kei futauna?(XI, 8, b)

Similarly, the table shows that both native English speakers and Bajhangi dialect speakers used almost equal number of temperate forms while expressing anger to strangers. Out of 100 responses 41% English and out of 150 responses 42% in Bajhangi dialect speakers were

found to be expressed temprete forms. (See the appendix- IX and appendix-XII). Some examples are given below:

1. Get lost!(IX, 9, c)
2. It really makes me angry.(IX, 8, a)
3. Hey! Watch it!(IX, 10, a)
4. Kya vani? Tera buba hoi kya yo bus!(XII, 7, a)
5. Ankha chimlikan hitti chhai!(XII, 10, a)

Likewise, the above table shows that the number of very informal forms in Bajhanghi dialect is greater than English while expressing anger to strangers. Out of 100 responses 23% responses in English and out of 150 responses 40.67% in Bajhanghi were found to be expressed as very informal forms. (See the appendix-X and appendix-XIII). Some examples are given below:

1. What an idiot!(X, 7, a)
2. Go away you horrible man!(X, 9, b)
3. Oh, hell!(X, 1, b)
4. Eh sala! tero matta gadi chha?(XIII, 7, a)
5. Nak futaidiuki kya ho,sala!(XIII, 4, c)

This clearly shows that English speakers were more formal while expressing anger to the stranger in comparison to the Bajhanghi dialect speakers.

4.1.2.3 Forms of Expressing Anger Found Among Employees

Table 11: Forms of Expressing Anger Found Among Employees

NLSs	S.N	FFEA		TFEA		VIFE	
		F	%	F	%	F	%
English	5, 20	18	45	15	37.5	7	17.5
Bajhanghi	5,20	15	15	70	70	15	15

The table given above shows that native English speakers used greater number of formal forms in comparison to the Bajhangi dialect while expressing anger to the employees out of 40 responses, 45% in English and out of 100 responses 15% in Bajhangi dialect were found to be expressed as formal forms. (See the appendix-VIII and appendix-XI). Some examples from both languages are given below:

1. I can't believe you have not brought the report.(VIII, 5, a)
2. Have you left the report at home or did you forget to do it now?(VIII, 5, b)
3. Tame kasa hau? Yeso jaruri chha, aja bujanu paddya ho! Aba kya aru mu?(XI, 5, a)
4. Tame maisalai dhoka dina paikela rachhau!(XI, 5, b)

However, the Bajhangi dialect speakers used far greater number of formal forms in comparison to the native English speakers out of 100 responses, 70% in Bajhangi were found to be expressed as temperate forms of expressing anger and out of 40 responses, 37. 5% in English were found to be expressed as temperate forms of expressing anger to the employees. (See the appendix-IX and appendix-XII). Some examples from both languages are given below:

1. Why isn't the report finished? This is your first warning.(IX, 5, a)
2. Where is the report? I need it now!(IX, 5, b)
3. Tamro kam addhya chala thik achchhi.(XII, 5, a)
4. Sachchai repot lasyai na!(XII, 5, b)

Likewise, the above table shows that the native English speakers used greater number of very informal forms compared to Bajhangi dialect speakers while expressing anger to the employees. English speakers used 17.5% whereas Bajhangi dialects speakers used only 15% of very informal forms. (See the appendix-X and appendix-XIII). Some examples are given below:

1. Oh hell! Why didn't you bring the report?(X, 5, a)
2. Sala! Kam taima addaina!(XIII, 5, c)

3. Tu sadhain yesoi addya haiki?(XIII, 5, b)

The above table clearly indicates that native English speakers were found to be more polite and formal in comparison to Bajhanghi dialect speakers while expressing anger to the employees.

4.1.2.4 Forms of Expressing Anger found among ordinary

People

Table 12: Forms of Expressing Anger found among ordinary

People

NLSs	S.N	FFEA		TFEA		IFEA	
		F	%	F	%	F	%
English	11,12,14, 17	27	22.50	82	68.33	11	2.17
Bajhanghi	12,14 ,17	54	18	174	58	72	24

The above table clearly shows that the numbers of formal forms in English is greater than the Bajhanghi dialect while expressing the anger to the ordinary people, out of 120 responses, 22.50% in English and out of 300 responses 18% in Bajhanghi dialect were found to be expressed as formal forms. (See the appendix- VIII and appendix-XI). Some examples of both languages are given below:

1. I am extremely unhappy with the NTC.(VIII, 14, a)
2. How long will it take? Give me a date that the phone would be available.(VIII, 17, a)
3. Kahtir hitto ho vanikan janya achchhi?(XI, 12, a)
4. Diyako taim vanna pachhi ayapana banayeko achchhi vannai laj mannai na!(XI, 17, b)

Similarly, native English speakers used more temperate forms while expressing anger to the ordinary people in comparison to Bajhangî dialect speakers. Statistically speaking, out of 120 responses 68.33% in English and out of 300 responses, 58% in Bajhangî dialect were found to be expressed as temperate forms. (See the appendix-VIII and appendix-XII). Some examples from both languages are given below:

1. Hey! Watch out!(IX, 12, a)
2. When will it be ready? I am not satisfied with your service.(IX, 17, c)
3. Tera ankha acnchhi? Kah teki hittu ho vani jannai na!(XI, 12, a)

Likewise, the above table shows that Bajhangî speakers used more very informal forms than native English speakers while expressing anger to the ordinary people out of 120 responses, 9.17% in English whereas out of 300 responses, 24% Bajhangî were found to be expressed as very informal forms.(See the appendix-XI and appendix- XIII). Some examples are given below:

1. Oh, hell!(XI, 14, a)
2. Who the hell are you?(XI, 9, a)
3. Oi madhar! ajpana banayako achchhi!(XIII, 16, a)
4. kantira hitta lagyako chhai, ankha futyaka chhanki?(XIII, 12, e)

4.1.2.5 Forms of Expressing Anger Found Among children

Table 13: Forms of Expressing Anger Found among children

NLSs	S.N	FFEA		TFEA		VIFEA	
		F	%	F	%	F	%
English	12,13,15,16,18,19	2	2.5	65	81.25	13	16.25
Bajhangî	15,16,17,18,19,20	4	8	37	74	9	18

The above table shows that Bajhangî dialect speakers used greater number of formal forms than the native English speakers. Out of 30 responses, 2.5% in English and out of 50 responses, 8% Bajhangî were found to be expressed while expressing anger to the children. (See the appendix-VIII and appendix- XI). Some examples are given as below:

1. What have done with my mobile?(VIII, 15, a)
2. You should be ashamed of yourself! (VIII, 15, b)
3. Muile phone addai rupya halyare tuile saki ta!(XI, 15, a)
4. Kukur billa jasari jhakada matta adda chhau dhekyā?(XI, 19, a)

Similarly, the table given above shows that English speakers used temperate forms in greater than Bajhangî while expressing anger to the children. Out of 80 responses 81.25% in English and out of 50 responses 74% Bajhangî were found to be expressed as temperate forms.(See the appendix-IX and appendix- XII). Some examples are given below:

1. Shame on you!(IX, 15, a)
2. Are you trying to make me angry?(IX, 15, b)
3. Padhlekh jana gyaṁ matta khel.(XII, 18, a)
4. Ruppya halyabela tukhi suina huna chhanki?(XII, 15, b)

Likewise, the above table shows that Bajhangî dialect speakers used greater number of very informal forms than the English speakers while expressing anger to the children out of 80 responses, 16.25% in English and out of 50 responses,18% in Bajhangî were found as very informal forms.(See the appendix-X and appendix-XIII).Some examples are given as below:

1. What an idiot!(X, 15, a)
2. Watch your fucking mouth.(X, 19, a)
3. Kukra! vanya mannai na ?(XIII, 18, b)

Tami kathauda banana re, jankada kei addachhau?(XIII, 19, a)

The research study was carried out to identify the different forms of scolding and expressing anger in English and Bajhangî. For listing them te researcher used questionnaire and

interview as well as secondary data as tools in this study. On the basis of the above analysis and interpretation the result was found as mentioned on the following tables:

Table 14: Total result of scoding in both languages

	FFS		TFS		VIFS	
	English %	Bajhanghi %	English%	Bajhanghi %	English %	Bajhanghi %
Exponents used among sons and daughters	16.25	24	81.25	60	2.5	16
Exponents used among students	35	50	65	40	—	10
Exponents used among friends	50	13.33	50	66.67	—	20
Exponents used among employees	40	10	52.50	78	7.5	12
Exponents used among brothers	30	8	70	80	—	12

	FFEA	TFEA	VIFEA
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	English %	Bajhang %	English %	Bajhang %	English %	Bajhang %
Exponents used among friends	26.67	17	53.33	58	20	25
Exponents used among strangers	36	17.33	41	42	23	40.67
Exponents used among employee	45	15	37.5	70	17.5	15
Exponents used among people	22.50	18	68.33	58	9.17	24
Exponents used among children	2.5	8	81.25	74	16.25	18

Table 15: Total result of expressing anger in both languages

The above table (14) clearly shows that the native Bajhang speakers have used formal forms of scolding and very informal forms of scolding greater than the native English speakers greater while scolding the sons and daughters, where as native English speakers have used greater temperate forms of scolding greater than Bajhang. Likewise, Bajhang speakers have used formal forms of scolding greater than English speakers while scolding students in formal situations. English speakers did not use any very informal forms while scolding the students but 10% Bajhang used very informal forms while scolding the students, similarly the native English speakers used greater number of formal forms of scolding than Bajhang while scolding friends, employees and brothers, whereas Bajhang speakers used greater number of temperate forms of scolding while scolding friends, employees and brothers. Only 7.5% English speakers used very informal forms of scolding where 12% Bajhang speakers used very informal forms of scolding while scolding employees and brothers. Likewise 20% Bajhang speakers used very informal forms of scolding while scolding friends but English speakers did not use these forms.

Similarly, the above table (15) shows that the native English speakers used greater number of formal forms of expressing anger than the Bajhangis while expressing anger to friends, strangers and ordinary people. But in the case of children Bajhangis used greater number of formal forms of expressing anger than English speakers. Likewise, Bajhangis used greater number of temperate forms of expressing anger than the English native speakers while expressing anger to friends, strangers, employees and children. But English speakers used greater number of temperate forms of expressing anger than Bajhangis while expressing anger to ordinary people.

Likewise, Bajhangis used greater number of very informal forms of expressing anger than English speakers while expressing anger to friends, strangers, ordinary people and children. But native English speakers used greater number of very informal forms of expressing anger than Bajhangis while expressing anger to employees.

4.2 Summary/Discussion of the findings

Language is the most powerful convenient and permanent means and forms of communication. 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 crucial role. Therefore a language user should know how to scold and express anger to the other in the given situations using the appropriate language forms. The present study is carried out focusing scolding and expressing anger aspect of communication in English and Bajhangis language.

The statement of the problem was taken as “familiarize about various exponents of English and Bajhangis language while scolding and expressing anger.” In this regard, the researcher set the following objectives:

1. To list the different forms of "Expressing Anger" and "Scolding" in English and Bajhangis.

2. To compare and contrast between those forms.
3. To compare the finding of this study and Koirala's (2010) study.
4. To list some pedagogical implications.

The researcher had conducted this research study for collecting the data two VDCs (Byansi and Kadel) of Bajhang district and studied different books, journals, research works that are related to the present research study.

At the same time of collecting data researcher used questionnaire and interview as tools. After that the researcher analyzed the collected data descriptively with the help of tables.

On the basis of analysis and interpretation of the collected data, the researcher had carried out the following findings:

4.2.1 Finding of Scolding

1. In totality, 31% of English and 18.28% of Bajhang speakers were found to have used formal forms while scolding others in the given situations.
2. Similarly, the majority of native English (66.5%) and the Bajhang (66.71%) speakers were found to have used temperate forms while scolding. But the majority of Bajhang (15%) and English (2.5%) speakers were found to have used as very informal forms while scolding.
3. Both the English (66.5%) and Bajhang (66.71%) language were found to have used temperate forms in greater quantity while scolding.
4. None of the English speakers used very informal forms while scolding except sons and daughters and employees whereas Bajhang speakers used very informal forms in the given situations all in all.
5. According the analysis of data, 16.25% formal forms, 81.25% temperate forms and 2.5% very informal forms were found in English whereas 24% formal forms,

- 60% temperate forms and 16% very informal forms were found in Bajhangis while scolding sons and daughters.
6. Likewise, 35% formal forms, 65% temperate forms in English and 50% formal forms, 40% temperate and 10% very informal forms were found in Bajhangis while scolding students.
 7. Similarly, 50% formal forms, 50% temperate forms in English and 13.33% formal forms, 66.67% temperate forms and 20% very informal forms in Bajhangis were found to have used while scolding friends. In the same way, 40% formal forms, 52.50% temperate forms and 7.5% very informal forms in English and 10% formal forms, 78% temperate forms and 12% very informal forms in Bajhangis were found to have used while scolding employees.
 8. 30% formal forms, 70% temperate forms in English and 8% formal forms, 80% temperate forms and 12% very informal forms in Bajhangis were found to have used while scolding brothers.

4.2.2 Finding of Expressing Anger

1. In totality, 32% of English and 16.63% of Bajhangis were found to have used formal forms of expressing anger. Similarly, 51.75% of English and 57.13% of Bajhangis were found to have used temperate forms of expressing anger. Likewise, 16.25% of English and 26.24% of Bajhangis were found to have used very informal forms of expressing anger.
2. According to the analysis of data, 26.67% of English and 17% of Bajhangis were found to have used as formal forms, 53.37% of English and 58% of Bajhangis were found to have used as temperate forms and 20% of English and 25% of Bajhangis were found to have used as very informal forms while expressing anger with friends.
3. Regarding the relationship among strangers, 36% of English and 17.33% of Bajhangis were found to have used as formal forms, 41% of English and

42% of Bajhangis were found to have used as temperate forms and 23% of English and 40.67% of Bajhangis were found to have used as very informal forms while expressing anger.

4. In relationship with employees 45% of English and 15% of Bajhangis speakers were found to have used as formal forms, 37.5% of English and 70% of Bajhangis were found to have used as temperate forms and 17.5% of English and 15% of Bajhangis were found to have used as very informal forms of expressing anger.
5. Similarly, 22.5% of English and 18% of Bajhangis speakers were found to have used as formal forms, 68.33% of English and 58% of Bajhangis were found to have used as temperate forms and 9.17% of English and 24% of Bajhangis were found to have used as very informal forms while expressing anger with ordinary people.
6. Similarly, regarding the relationship among children, 2.5% of English and 8% of Bajhangis speakers were found to have used as formal forms, 81.25% of English and 74% Bajhangis were found to have used as temperate forms and 16.25% of English and 18% of Bajhangis were found to have used as very informal forms of expressing anger.

4.3 Similarities

1. Both English and Bajhangis language speakers used formal forms in formal situations while scolding and expressing anger.
2. In both languages temperate forms are used with students, friends, children, strangers, and ordinary people neither formal nor very informal situations.

3.4 Dissimilarities

1. The native Bajhangis speakers have used greater number of formal forms of scolding than the native English speakers while scolding with sons, daughters and

students where as native English speakers have used greater temperate forms of scolding with them.

2. English native speakers have used greater number of formal forms of scolding with friends, employees and brothers but Bajhanghi speakers have used greater number of temperate forms of scolding with them.
3. Likewise, English native speakers have used greater number of very informal forms of scolding with sons, daughters and employees than Bajhanghi.
4. English native speakers do not use very informal forms of scolding with students, friends and brothers where as Bajhanghi speakers use.
5. English native speakers have used greater number of formal forms expressing of anger with friends, strangers, employees and ordinary people than the Bajhanghi, Bajhanghi speakers have used greater number of formal forms of expressing anger with children than English native speakers.
6. Bajhanghi native speakers have used greater number of temperate forms of expressing anger with strangers, friends, and employees than English speakers, but English speakers have used greater number of temperate forms of expressing anger with ordinary people and children.
7. Similarly, Bajhanghi native speakers have used greater number of very informal forms of expressing anger with friends, strangers, ordinary people and children than English, but English native speakers have used greater number with employees than Bajhanghi.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter deals about conclusions and recommendations of the present research study.

5.1 Conclusions

Language is the most powerful forms of communication. Communication is the global function of language. Only the human beings use a sophisticated form of language to communicate their feelings, intentions, desires, and emotions. They use the language to establish the relationship with the others in the society. To make the communication more effective and natural , one needs to know how to express anger and scold the others in the right situations .Moreover, a language user should know which form of language is appropriate while communicating with others at the time of scolding and expressing anger in English and Bajhangi .Therefore, the present study classifies the various exponents of expressing anger and scolding into formal, temperate and very informal forms in the both languages which help the language users to select the appropriate forms of language in appropriate situations. This study clearly shows that native English speakers were more polite while scolding others than Bajhangi speakers. On the other hand Bajhangi speakers tend to use more impolite expressions and swear words in comparison to the native English speakers while scolding. Likewise, native English speakers tend to express their anger in indirect way using the formal forms to a greater extent in comparison to Bajhangi speakers.

5.2 Recommendation

Every research study should have its recommendation in one or another ways. So, this research work has also some recommendation. The recommendation of this research study has been presented separately as below

5.2.1 Policy Related

1. The curriculum designers, syllabus designers and coursebook writers give more priority on requesting, advising, farewell, greeting and ordering, but they do not give the priority on scolding and expressing anger. So, they should design the curriculum focusing communicative functions scolding and expressing anger of language.
2. Policy makers should also address these communicative functions while making plan and policy for the sake of language development.
3. Without the knowledge of scolding and expressing anger, the communication is incomplete. That is why, for making communication complete and effective; the curriculum designers, syllabus designers and coursebook writers should prepare the necessary materials for developing the knowledge of communicative functions of language.

5.2.2 Practice Related

1. Teacher should make a list of exponents of scolding and expressing anger on the basis of their formality, i.e formal, temperate and very informal. Then the teacher should should teach the students to use formal forms in formal situations, temperate forms in neither formal nor in very informal situations and very informal in informal situations.
2. Teacher should create different situations while teaching these two language communicative functions in which the students do the practice in appropriate situation.

3. Teacher should let the students practice using formal forms to scold and express their anger rather than using the swear words.
4. Teacher can create the dialogue that requires the expressions of scolding and expressing anger and tell them to use the appropriate forms depending on the situations.
5. The present study identifies the various exponents of scolding and expressing anger into different level of formality, i.e formal, temperate and very informal in both languages which help the language teachers to teach these language communicative functions scolding and expressing anger systematically and appropriately in both languages.

5.2.3 Further Related

1. This research will provide a valuable secondary source for the researchers.
2. This research will facilitate for carrying out the research on other communicative functions like: warning, compelling, prohibiting.
3. Researcher can compare the other languages by carrying similar research work.

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APPENDIX-I

Given Situations

Name:

Male /Female:

District:

Academic Qualification:

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

Thank you.

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

- 1) You see your friend who has got tuberculosis, having wine at the party.

.....
.....

- 2) You come late from the office and you are very tired, you see bedroom in a mess. But your servant is watching T.V.

.....
.....

- 3) Your daughter comes crying you about her brother because he beats her very hard .But your son does not accept his guilt.

.....
.....

- 4) You're 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 put he does not answer.

.....
.....

- 5) You are a teacher one of your student has missed a lot classes and a lot of tests and you know that he is very careless. You are talking with him or her in your office.
.....
- 6) You are at a party and your roommate who has recently quite smoking is lighting up cigarette.
.....
.....
- 7) When you come from the office you see your younger brother playing marbles in the road .You find he has not done homework yet.
.....
.....
- 8) You are the boss at the office. Your staffs do not work at the office seriously. Today, they also come so late and began to chat each other instead of doing their job.
.....
.....
- 9) You are reading a book at that time your little brother comes near to you and begins to cry.
.....
.....
- 10) The exam is coming very soon, at that time your son has lost the book at school.
.....
.....

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

1. You are reading in the library. Your friend who is sitting next to you is shouting and disturbing to you.
.....
.....
2. You are in the bus .A gentle man sitting in the same seat is blowing smoke frequently in your face.
.....
.....
3. You are waiting for your friend to go school with him/her and he/she is forty minutes late, as usual he/she finally comes in
.....
.....

4. You are sleeping in the lodge .A stranger in another bed is snoring in such a way 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. You are sitting with your friends; one of them has borrowed your expensive camera without asking you.
.....
.....
7. A bus conductor tells you rudely to get off the bus because it is full.
.....
.....
8. You see a group of young boys throwing stones at cars as they pass by.
.....
.....
9. 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.
.....
.....
10. A lady is running to catch a bus. She does not see you and steps on your leg.
.....
.....
11. While dancing, your friend treads on your toe. You feel pain and it starts bleeding.
.....
.....
12. You are riding a bicycle along the road. You see a man walking on the wrong sides.
.....
.....
13. Your friend promises to you to bring your note book, but he/she does not bring it.
.....
.....
14. You have to do emergency call but the NTC network does not work at the same time.

-
-
15. You had recharged the balance in your mobile and leaved it for charging the battery. Your brother/sister had finished it when you were out.
-
-
16. You tell your brother to write with beautiful writing many times but he does not follow your suggestion.
-
-
17. You have gone to get your mobile which you gave one week ago for repair. But the mechanic has informed you that it has not been repaired yet.
-
-
18. Your son always kills the time just playing the game on your mobile instead of doing the homework.
-
19. Your children are quarreling with each other even a simple matter.
-
20. You are late for special meeting because of your son.
-

APPENDIX-II

The researcher had collected the following data from Matreyek (1983), Blundell, Higgen and Middlemiss (1997), Tillitt and Bruder (2000), Lyons (1970), Jones (1981), theses and articles.

Formal Forms of Scolding in English Language

Q.N. 1 Exponents used among friends	F	%
a) Do you really think you should be drinking right now?	4	2
b) Hey, you know you should not be drinking with your illness.	2	1
c) May be you should lay off the alcohol!	1	0.5
d) I am worried about you. You know drinking with TB is a bad idea, don't you?	1	0.5
Q.N. 2 Exponents used among employees		
a) This is not acceptable! You must tidy every thing before you take a break.	1	0.5
b) Can you please turn off the T.V. and do your work?	3	1.5
c) Go and clean up the bed room now please.	3	1.5
d) I am sorry, this is not acceptable.	1	0.5
Q.N. 3 Exponents used among sons or daughters		
a) What you are doing is wrong. If the problem happens again, there will be punishment.	1	0.5
b) How would you feel if someone did that to you?	2	1
c) You should not have hit your little sister.	3	1.5
Q.N. 4 Exponents used among sons or daughters		
a) You must not touch anything on my dresser!	3	1.5
Q.N. 5 Exponents used among students		

a) Can you explain what is going on?	1	0.5
b) If you don't do hard work, you will be failed.	2	1
c) I am worried that you have missed so many classes.	4	2
Q.N. 6 Exponents used among friends		
a) Mate! I thought you had given up smoking.	2	1
b) Are you sure about this?	4	2
c) Do you really want to do that?	3	1.5
d) Are you sure? You really want to do that!	3	1.5
Q.N. 7 Exponents used among brothers		
a) Come on. Go and start your homework, Please. I will play marbles with you when you have finished.	1	0.52
b) You should do your homework first.	4	
Q.N.8 Exponents used among employees		
a) I am not happy with you. What do you think you can do to improve?	2	1
	2	1
b) I am not happy with you.	3	1.5
c) I expect workers in the office actually do their job!	2	1
d) I would say anything directly.		
Q.N. 9 Exponents used among brothers		
a) Lying is unacceptable. If it happens again, there will be punishment.	2	1
b) Don't pretend, you are crying I saw you are fighting and you won't get any sympathy from me.	1	0.5
Q.N. 10 Exponents used among sons or daughters		
a) This is not acceptable. You must ask with your friends and teachers.	2	1
Total	62	31

APPENDIX-III

Temperate forms of scolding in English language

Q.N.1 Exponents used among friends	F	%
a) Are you feeling better?	2	1
b) Are you sure that's a good idea?	2	1
c) Should you be drinking?	3	1.5
d) Why the wine?	1	0.5
e) Do you really want to do that?	2	1
f) That will do you good!	2	1
Q.N.2 Exponents used among employees		
a) What do you think you are doing? I don't pay to watch TV instead of working.	2	1
b) What is going on here? This is the first time and last time that you are having this discussion.	1	0.5
c) Get up! Tidy up.	2	1
d) If you don't work, you would lose your job.	2	1
Q.N. 3 Exponents used among sons or daughters		
a) What did tell you about hitting your sister?	4	2
b) If you do it again, I will give you a snack.	3	1.5
c) Why do you think your sister is crying then?	4	2
d) Shame on you?	3	1.5
e) Aren't you ashamed of yourself?	4	2
Q.N. 4 Exponents used among sons and daughters		
a) What a bad little boy you are?	6	3
b) What have done with my watch!	3	1.5
c) Come on. Have you seen my watch!	5	2.5

d) Didn't I tell you not to touch any things?	3	1.5
e) Did you put it somewhere?	4	2
f) Answer me!	4	2
Q.N. 5 Exponents used among students		
a) What do you want in life?	3	1.5
b) You are doing yourself a disservice you know.	2	1
c) Why have you missed so many classes?	5	2.5
d) Aren't you ashamed of yourself?	2	1
e) You should be ashamed of yourself?	1	0.5
Q.N. 6 Exponents used among friends		
a) Mate! I thought you had given up smoking.	2	1
b) I thought you quit, smoking kills you know.	2	1
c) Hey! I thought you'd quit!	2	1
d) You are killing yourself again!	2	1
Q.N. 7 Exponents used among brothers		
a) Homework first!	2	1
b) Inside right away and get your work done.	2	1
c) Do your homework. No dinner until it is done.	2	1
d) What a bad little boy you are?	3	1.5
e) You should do your homework first!	4	2
Q.N.8 Exponents used among employees		
a) You are being paid to work not to chat with friends.	4	2
b) I think we should talk about your future here.	2	1
c) This is your first warning. No online chatting at work.	4	2
d) Working hard?	1	0.5
Q.N.9 Exponents used among brothers		
a) Aren't you ashamed of yourself?	3	1.5
b) What is the matter?	2	1

c) Stop crying you naughty boy.	2	1
d) What is going on here?	2	1
e) Shame on you!	4	2
f) Go far away to me!	1	0.5
Q.N. 10 Exponents used among sons or daughters		
a) Aren't you ashamed of yourself?	3	1.5
b) You should be ashamed of yourself.	4	2
c) Shame on you.	3	1.5
d) What is a little boy you are!	1	0.5
e) Don't you ask your friends?	1	0.5
Total	133	66.5

APPENDIX-IV

Very Informal Forms of Scolding in English language

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

APPENDEX-V

Formals Forms of scolding in Bajhangi Language

Q.N.1 Exponents used among friends	F	%
a) Afna roga baremi tha pauna paunai ajai rakshi sudkyaunu chhaddainai ta!	5	0.71
b) Mulai yo rog lagya chha vani janna jannai raksi tukhi amrit vayo dheki!	4	0.57

c) Khaa raja khaa achel raksi ausadhi hunupo chha TB ko.	3	0.43
d) Oi sha, swini mula muli ko maya pana mannaina?	4	0.57
Q.N.2 Exponents used among employees		
a) T.B matta hernu hoi? Yeudo kotha kaso vayako chha jhadnu nai?	4	0.57
b) Tyo T.B banna ari kotha jhadpana sunnai na!	5	0.71
c) Kotha jhadi nasaknya vaigai ta achel?	4	0.57
Q.N.3 Exponents used among sons or daughters		
a) Tulai baini pitto nai vanne tha achchhi!	9	1.29
b) Baini hannai namai patainpana mannai naikothaudo banna!	5	0.71
c) Au vanna nanka mulamuli hannu nai vannu neko achchhi ullu!	7	1
Q.N. 4 Exponents used among sons or daughters		
a) Yeuna mera saman kei jana samai vanyachhyai na!	8	1.14
b) Mero ghadyal dheki chhi lati? Hare kina bolli na?	6	0.86
c) Oh, raja! kina bollaina ghadi dheki chhi vanye?	4	0.57
d) Muile vanya suni suni na! mero ghadi dheki chhi?	6	0.86
Q.N.5 Exponents used among students		
a) Her, mula padma lekhtaki man la! Terai lagi ho.	8	1.14
b) Achel iskula kina aunaina masta din vaigya tulai.	7	1
c) Nikari manlai napadya fel hollai vanyakojana man.	4	0.57
d) Laj mannai na , aru herpana kasari padma chhan, dherai din vaigya tu! iskula ayako achchhi	6	0.86
Q.N. 6 Exponents used among friends		
a) Tu vanyako mannai nai ta, yo churota khantu pyaro ki jya pyaro?	4	0.57
Q.N.7 Exponents used among brothers		
a) Oi, vau! Homak ar tu paila, pachhi mu pana khelula tu sanga sunnu chhai?	5	0.71

Q.N. 8 Exponents used among employees		
a) Afisaudopan yeso arannaki taudo afno kam ardain!	2	0.29
Q.N. 9 Exponents used among brothers		
a) Kei runu chhai? Jha para yankhi mu padda lagyako chhu!	3	0.43
Q.N.10 Exponents used among sons and daughters		
a) Tu sanga basnelai vanina chhi, wapachhi sirkhi vannu hoina!	7	1
b) Afna sarsaman hosyar ardu hoin, jholauna rakhnu kya vaye chhyo!	6	0.86
c) Tasai ariya ta khub paddya hai dheki?	2	0.29
Total	128	18.28

APPENDIX-VI

Temperate Forms of Scolding in Bajhangi Language

Q.N.1 Exponents used among friends	F	%
a) Chhati marnu ati ta?	9	1.29
b) Aja jhikka kha helthawalo hollai taba .	8	1.14
c) Yeso birami vaikanapan raksi khanu chhai ta.	7	1
d) Manaki dho hunasamma kha yar tab chhati na mathi jhallai.	8	1.14
e) Raksi chhadya achchhi tuile? Maddhya man chhai ta ?	6	0.86
f) Yemraj delami chhatina chhirne bichar ari ta tuile?	8	1.14
g) Jyoi radi chelacheli mulya chhati na banaune vaye dheki?	7	1

Q.N. 2 Exponents used among employees		
a) T.B matta hernu hoi? Yaundo kotha kaso aryako chha jhandnu nai?	8	1.14
b) Tulai kam addaki rakhya hoi ais addai?	7	1
c) Herta yo kotha, sugur basne khodjaso banayeko chha. Safa addai na!	9	1.29
d) Kotha jhaddu paddai na!	6	0.86
e) T.B matta herdya haiki ghara kam pan addya hai?	8	1.14
f) Ye gadha, T.B matta heddai hai ki?	6	0.86
g) T.B hedda payepachhi tulai kotha jhadde fursadpan hunai na dheki?	7	1
h) Tyo T.B tero mukhami polanna re!kotha jhaddai na!	8	1.14
i) Uth kotha jhad!	7	1
Q.N. 3 Exponents used among sons and daughters		
a) Kukra bainilai pitto aja piteina vanno!	8	1.14
b) Kukra vanya mannai na baini pitto chhai!	11	1.57
c) Kukur billa jasari jhakada kei adda chhau tame khathaуда banna re!	7	1
d) Tu baini feri pit ta dhai!	12	1.71
e) Pitte bela pitto baini aja piteina vanno!	10	1.43
f) Oi, banra, mero munto jan chadkapan!	13	1.86
g) Janjyaipan baini hanyako hanyai rakhdo chhai aru kam paunai na!	9	1.29
h) Kasaile tu hanye koso mannu chhai!	13	1.86
Q.N. 4 Exponents used among sons and daughters		
a) Tukhi muile ke vane sunnai na!	9	1.29
b) Sunnai na, mero ghadi kan chha?	11	1.57
c) Mero ghadi kan hali chhati laya!	12	1.71
d) Kasaita diena! kan hali yankhi rakhyako ghadi ?	10	1.43
e) Kin bollai na! mukha, achchhai?	13	1.86

Q.N. 5 Exponents used among employees		
a) Laj mannai na, aru herpan kasari padda chhan!	8	1.14
b) Tulai paddei man navaye iskolai chhad, mero munto jana chadka.	2	0.29
c) Afna giban khyal addaina, ababati sadhi iskol ayei!	3	0.43
Q.N. 6 Exponents used among friends		
a) Sigrat ta tulai amrit ho dheki?	10	1.43
b) Tu aja sigrat chori khanu chha ta!	14	2
c) Churot ta tulai amrit ho dheki?	13	1.86
d) Tu vanya mannai nai ta? Yo churot khantu pyroki tero jyan pyaro?	3	0.43
e) Kaso ho churot chhadya ho vani pwandi launu chhai?	7	1
Q.N. 7 Exponents used among brothers		
a) Homak ardaina? Tu kathaudo bananna re! guchchai matta kheli hune hoi?	12	1.71
b) Eh bhau, halo joti khane bichar ta achchi tero?	5	0.71
c) Tu kathaudo bananna re! homok addai na?	8	1.14
d) Paila homok addaina!	10	1.431.8
e) Paddu lekhnu chhadi yan po maryako chhai.	13	6
Q.N. 8 Exponents used among employees		
a) Gaye hunchha hajur yan man padeina vanya.	10	1.43
b) Yan kam addu paddaina jha saibarai kholi bas.	15	2.14
c) Jagir khane man achchhi?	19	2.71
d) Tu kam addai aya haiki chat addai?	7	1
Q.N. 9 Exponents used among brothers		
a) Tu kathaudo banna re, jan duda takni!	11	1.57
b) Kei kullanu chhai tankhi jha para mu padda lagyako chhu.	8	1.14
c) Bichchhi jan ar, mu padda lagya dheki na!	9	1.29
d) Yetto bado vaikan runai, saram mannai na!	4	0.57

Q.N. 10 Exponents used among sons and daughters		
a) Padisakya pachhi afna saman jholauna rakhtu hoina!	6	0.8
b) Tu kujat, arukhi sodhi na chhai?	6	0.86
Total	467	66.72

APPENDIX-VII

Very informal forms of scolding in Bajhangi language

Q.N. 1 Exponents used among friends	F	%
a) Oi, madhar! marnu anti ta!	6	0.86
b) Eh pagal! din sakta lagi ta!	7	1
c) Hera yo mapai, chela cheli mulya jyoi radi banauna lagyo.	5	0.71
d) Yei mapai kathaudo banana re , raksi tasoi chhain khaya jan arna lagyo.	4	0.57
Q.N.2 Exponents used among Employees		
a) Oi, gauja !kotha jhaddu paddya ho vanne janya achchhi?	6	0.86
b) Eh gadha! kotha jhaddaina!	7	1
Q.N.3 Exponents used sons and daughters		
a) Kurka vanya mannai na baini pitto chhai?	8	1.14
b) Tu marallai re buini pitto aja pitei na vando chhai?	6	0.6
c) Kasaile tun pana tasaiani hanne kaso manallai gadha!	7	1
Q.N.4 Exponents used among students		
a) Oi pashu! ghadi kan hali?	8	1.14
b) Mero ghadi paina chhati laya, tu kathaudo banana re.	5	0.71
Q.N.5 Exponents used among students		
a) Sale! tu kei iskul na aune vayeko chhai?	2	0.29

Q.N.6 Exponents used among Friends		
a) Oi, madhar! tero marnu aya chhai?	5	0.71
b) Sale, churot khanu chhadya ho vani pwadi launu chhai.	3	0.43
Q.N.7 Exponents used among brothers		
a) Homak addai na? Tu kathaudo bananna re guchchai matta kheldo chhai?	6	0.86
Q.N.8 Exponents used among Employees		
a) Oi , mister tu kam addai aya hai ki chat addai?	2	0.86
b) Jagir khane man chhai achchhi han?	3	0.29
Q.N.9 Exponents used among brothers		
a) Bichchhi jan ar, par mar jha.	4	0.29
Q.N.10 Exponents used among sons and daughters		
a) Tu kachchaka, tasai aya khub paddya hai!	3	0.43
b) Kukra, kitab matta harai tu harai na!	3	0.43
Total	105	9.14

APPENDIX-VIII

Formal Forms of Expressing Anger in English Language

Q.N. 1 Exponents used among friends	F	%
a) Can you keep the noise down, please?	3	0.65
b) Could you please be quite, this is a library, remember.	4	0.87
Q.N. 2 Exponents used among strangers		
a) Sorry, do you think you could blow smoke the other way?	3	0.65
b) Excuse me, could you blow smoke in the other direction?	2	0.43
c) Sorry please, would you stop smoking it's making me feel ill.	4	0.87
Q.N. 3 Exponents used among friends		
a) I have been waiting here for 40 minutes where have you been?	4	0.87
b) Wow, you are really late: I hope there wasn't problem on the way.	3	0.67
Q.N.4 Exponents used among strangers		
a) Could you please stop snoring?	1	0.22
b) Please, stop snoring I am sleeping here.	2	0.43
c) I probably wouldn't say anything.	4	0.87
Q.N.5 Exponents used among employees		
a) I can't believe you have not you brought the report?	9	1.96

b) Have you left the report at home or did you forget to do it now?	6	1.30
c) I am extremely unhappy with your work.	3	0.65
Q.N. 6 Exponents used among friends		
a) Could you please ask before you borrow my property?	6	1.30
b) Please, ask permission to use my camera?	3	0.65
Q.N. 7 Exponents used among strangers		
a) There is no need to be so rude.	4	0.87
b) If I were you, I would be a little more polite.	3	0.65
Q.N. 8 Exponents used among strangers		
a) Hey! Watch what you are doing?	4	0.87
Q.N. 9 Exponents used among strangers		
a) What is your problem? I never want to hear you speaking like that to my wife or any one again!	5	1.09
Q.N. 10 Exponents used among strangers		
a) Excuse me! I was in front of in the queue!	3	0.65
b) Excuse me! I was waiting here before you.	4	0.87
Q.N. 11 Exponents used among friends		
a) I wouldn't say anything.	3	0.65
Q.N.12 Exponents used among friends		
a) Please, watch where you are going in future.	7	1.52
b) That is not good manner.	5	1.09
c) It is not good what you have done.	6	1.30
Q.N. 13 Exponents used among Friends		
a) You are getting me angry.	3	0.65
b) What happened? I was waiting.	2	0.43
c) Why didn't you bring.	2	0.43
Q.N. 14 Exponents used among ordinary people		
a) I am extremely unhappy with the NTC.	4	0.87

b) I might scold to the operator.	3	0.65
Q.N. 15 Exponents used among children		
a) What have you done with my Mobile?	4	0.87
b) You should be ashamed of yourself.	7	1.52
Q.N. 17 Exponents used among ordinary people		
a) How long will it take? Give me a date.	2	0.43
Total	128	32

APPENDIX-IX

Temperate Form of Expressing Anger in English language

Q.N 1. Exponents used among friends	F	%
a) Listen, you're reading out of order. Turn it down.	6	1.30
b) Sssh! Remembers we're in the library!	4	0.87
c) Shit!	2	0.43
Q.N.2. Exponents used among strangers		
a) Hey! Stop blowing smoke in my face.	4	0.87
b) You burn me up.	5	1.09
Q.N.3 Exponents used among friends		
a) Oh, did we say this time?	6	1.30
b) I am really frustrated by this my time is valuable you know.	4	0.87
c) Why are you late?	6	1.30
d) Where have you been?	4	0.87
Q.N. 4. Exponents used among stranger		
a) For God's sake' I am trying to sleep!	5	1.09
b) You're getting me angry.	4	0.87
Q.N. 5 Exponents used among employees		
a) Why isn't the report finished? This is your first warning.	4	0.87

b) Where is the report? I need it now!	2	0.43
c) This is extremely irritating.	2	0.43
Q.N. 6. Exponents used among friends		
a) Why didn't you ask to use my camera? Next time ask.	4	0.87
b) Hey! Bring my camera back.	4	0.87
c) No, are you sure.	2	0.43
Q.N. 7. Exponents used among stranger		
a) You are rude, you can get off.	2	0.43
b) Who are you to say such a thing to me?	3	0.65
c) (Sarcastically) have nice day.	1	0.22
Q.N. 8. Exponents used among stranger		
a) It really makes me angry.	2	0.43
b) Hey! Stop that.	2	0.43
c) Hey! Hey! Stop!	3	0.65
d) What a fool!	1	0.22
e) Don't you dare!	1	0.22
Q.N. 9. Exponents used among strangers		
a) Watch your mouth!	2	0.43
b) Leave here or I will get the police.	1	0.22
c) Get lost!	1	0.22
d) It really makes me angry.	1	0.22
Q.N. 10. Exponents used among strangers		
a) Hey! Watch it!	2	0.43
b) Hey! Watch out!	1	0.22

Q.N. 11. Exponents used among friends		
a) Ouch careful!	4	0.87
b) Ouch! Watch it!	6	1.30
c) Ow! What are you doing?	2	0.43
d) Ouch! Careful! Where you step.	2	0.43
e) Ouch!	2	0.43
Q.N. 12. Exponents used among ordinary people		
a) Hey! Watch out!	6	1.30
b) Hey! Be careful! You should be walking on the other side.	4	0.87
c) Watch it!	9	1.96
d) Hey! Don't you know where to walk?	7	1.52
Q.N. 13. Exponents used among friends		
a) Why didn't you bring? I am waiting for you.	4	0.87
b) Hey! Where is my notebook?	2	0.43
Q.N. 14. Exponents used among ordinary people		
a) Oh shit! Why today?	8	1.74
b) Shit!	9	1.96
c) Oh no!	12	2.61
Q.N. 15. Exponents used among children		
a) Shame on you?	6	1.30
b) Are you trying to make me angry?	4	0.87
c) You naughty! Did I recharge the balance for you?	5	1.09
Q.N. 16. Exponents used among children		
a) Hey! Don't you follow my suggestions?	5	1.09
b) Hey! What's wrong on your hand?	3	0.65
c) Shame on you!	4	0.87
d) Are you getting me angry?	3	0.65

Q.N. 17. Exponents used among ordinary people		
a) Give me a date that the plane would be available.	10	2.17
b) Why not? When will it be ready?	11	2.39
c) When will it be ready? I am not satisfied with your service.	3	0.65
d) How long will it take? I need my mobile. If you can't repair. I will take it anther shop.	4	0.87
Q.N. 18. Exponents used among children		
a) Homework first!	8	1.74
b) Oh no! I told you not to play my mobile.	7	1.52
c) Hey! Did you do homework?	5	1.09
d) This is extremely irritating.	4	0.87
Q.N. 19 exponents among children		
a) What did I tell you about hitting you r sister?	3	0.65
b) If you do it again I will give you snack.	4	0.87
c) Shame on you!	2	0.43
d) Aren't you ashamed of yourself?	2	0.43
Q.N. 20. Exponents used among Employees		
a) Oh shit!	4	0.87
b) Shit!	3	0.65
Total	207	51.7

APPENDIX-X

Very informal Forms of Expressing Anger in English language

Q.N.1 Exponents used among friends	F	%
a) Eh! Shut up!	2	0.43
b) Oh, hell!	2	0.43
Q.N.2 Exponents used among strangers		
a) Oh, hell!	2	0.43
b) Oh, bloody hell!	1	0.22
Q.N.3 Exponents used among friends		
a) Where the hell have you been?	3	0.65
b) Where the fuck, have you been?	2	0.43
Q.N. 4 Exponents used among strangers		
a) Shut the fuck of your noisy bastard!	3	0.65
b) Fuck!	2	0.43
Q.N. 5 Exponents used among employees		
a) Oh, hell! Why didn't you bring the report?	2	0.43
Q.N. 6. Exponents used among friends		
a) What an idiot!	2	0.43
b) Oh, bloody hell!	1	0.22
c) The bastard.	3	0.65
Q.N. 7 Exponents used among strangers		
a) What an idiot!	3	0.65
b) Fuck!	2	0.43
Q.N. 8 Exponents used among strangers		
a) Stop that now! It is dangerous, you stupid boys.	1	0.22
b) Hey! What the fuck do you think you are doing?	3	0.65

Q.N.9 Exponents used among strangers		
a) Who the hell are you?	2	0.43
b) Go away, you horrible man!	1	0.22
c) Watch your fucking mouth!	2	0.43
Q.N. 10 Exponents used among friends		
a) What an idiot!	3	0.65
b) Ouch, fuck!	1	0.22
Q.N. 11 Exponents used among ordinary people		
a) Who the hell are you?	4	0.87
b) Idiot! Watch where you are going?	3	0.65
c) For fuck sake.	3	0.65
Q.N.12 Exponents used among children		
a) What an idiot!	2	0.43
b) Aren't you ashamed yourself?	1	0.22
Q.N. 13 Exponents used among children		
a) You idiot! Can't you write properly?	1	0.22
Q.N.14 Exponents used among ordinary people		
b) Oh, hell!	2	0.43
c) What an idiots!	4	0.87
Q.N.15 Exponents used among children		
a) Watch your fucking mouth!	2	0.43
total	65	16.25

APPENDIX-XI

Formal Forms of Expressing Anger in Bajhangi Language

Q.N. 1 Exponents used among friends	F	%
a) Bichchhi jana ara saibau! Yo kitab padhne thun ho dhehya!	2	0.43
b) 'Silence' lekhyako dhekaikan na para herta !	2	0.43
c) Mui matta chhu padne manna chhau! Kaso bani ho tamro?	4	0.50
Q.N.2 Exponents used among strangers		
a) Churota dhukar baira udau ho!	3	0.38
b) Tamulai churot khaikana arkha mukhaudo dhukar udaunai laj lagdina!	2	0.25
c) Gadi vitta churot nakhanu hola vanne lekhyako dhektaina!	1	0.13
Q.N. 3 Exponents used among friends		
a) Mu chhati ayei tami matha aya?	5	0.63
b) Bar ari halyai na!	4	0.50
Q.N.4 Exponents used among strangers		
a) Kam ghurne banaunaki khurshani sungaunu padyo.	3	0.38
b) Chhya kaso maisa hola na ghuri sutta nai sakto ki kasaba.	2	0.25
Q.N. 5 Exponents used among employees		
a) Tame kasa hau? Yeso jauri chha aja bujhaunu padya ho! Aba kya aru mu?	6	0.75
b) Tame maisalai dhuka dina paikela raichhau!	5	0.63
c) Utikhandna ari samjhaye aja bissevanna laj mannaina	4	0.50
Q.N. 6 Exponents used among friends		
a) Arkha saman chalaunu vanna paila soddu paddaina!	3	0.38
b) Ek phera ta soddu paddya ho kamse kam, manpadi adda chhan.	2	0.25

Q.N.7 Exponents used among strangers		
a) Mu rupya tirikana chadhya chhu kya firi chdhya chhu mani?	2	0.25
b) Muile taimai mi pugnu paddya ho sha musanga kich kich jana arpana!	1	0.13
Q.N. 8 Exponents used among strangers		
a) Oi vainau kya addachhau taso paruda pulis auna lagya chhan.	3	0.38
b) Tai nirgibale kya aryo tamro kyai futauna!	2	0.25
Q.N. 9 Exponents used among strangers		
a) Tamu socha tamri swini khi yesoi ari vanya kaso manya hau?	2	0.25
b) Tamra ba amale tasoi sikaya ko hoi?	3	0.38
Q.N. 10 Exponents used among strangers		
a) Paila hitta siki pachhi daudda sikya kaso hunya ho?	2	0.25
Q.N.11 Exponents used among friends		
a) Mera khuttami kei tekda chhau ankha herikana nattai na!	4	0.50
Q.N. 12 Exponents used among ordinary people		
a) Kantira hitto ho vanikana janya achchhi?	9	1.13
b) Oh, saiba! Zebra crasing bata bato katta janya achchi?	8	0.88
Q.N. 13 Exponents used among friends		
a) Samjhya bela jholauno rakhya vaya pana hunya chhyoi na!	4	0.50
Q.N. 14 Exponents used among friends		
a) Yei phone dheki yesi ris utthi chha, chaya bela lagdaina na.	9	1.13
b) Bigdya desha phone po kei lagdo ho?	8	1
c) Tawarai dhekaunai na k phone lagdoho.	7	0.88
Q.N. 15 Exponents used among children		
a) Muile phone addai rupya hale tuile saki ta!	1	0.13
Q.N. 16 Exponents used among children		
a) Tyo lakhnya hat tatiunu jhudyauunu paddya hoi mannu dheki	1	0.13

Q.N. 17 Exponents used among ordinary people		
a) Ghar rakhnya thaun navaikana yan rakhtai diya ko hoi kya!	9	1.13
b) Diyako taim vanna pachhi ayapana banayako naibo vannai laj mannai na!	4	0.50
Q.N.18 Exponents used among children		
1. Gharbata addhya kam ari haliki arina?	1	0.13
Q.N. 19 Exponents used among children		
a) Kukur billa jasari jhakada matta adda chhau dhehya?	1	0.13
Total	133	16.63

APPENDIX-XII

Temperate Forms of Expressing Anger in Bajhangi Language

Q.N. 1 Exponents used among friends	F	%
a) Bichchhi na ari padhi saktaina!	9	1.13
b) Arulai distab kei addachnau?	7	0.88
c) Hare, tartar padhapan.	8	1
Q.N.2 Exponents used among strangers		
a) Yo churot susaune thaun hoi po?	4	0.50
b) Kasa maisa sarbajanik thaunma churot khanu hunaina vanne tha achchhi!	2	0.25
c) Churot baira jhai khapan vitta kei khanai?	3	0.38
Q.N. 3 Exponents used among friends		
a) Bar vai vani jannu chhaina!	9	1.13
b) Chhati ta kailai aunaina dheki?	7	0.88
c) Tukhi yesai taimami ayei vanya hoi kya?	9	1.13
Q.N. 4 Exponents used among strangers		
a) Na ghuri suti saktai na!	6	0.75
b) Bag ghurejan jana arho Saudi, nin nalagdevai?	4	0.50
c) Muntaunu pani khanyae kam ghurde chhei kyapo?	1	0.13
Q.N. 5 Exponents used among employees		
a) Tamro kam adde chala thik achchhi?	18	2.25
b) Sachhchi repot lasyai na!	14	1.75
c) Tame jailai pana yesoi addachhau!	15	1.88

Q.N. 6 Exponents used among friends		
a) Ek phera ta soddu ho tasai manpadi addachhau yar!	9	1.13
b) Kasa maisa hau, arkha saman nasodhi linai laj laginachhi?	8	1
c) Ke kini diya chhyai kya, nasodhi linai?	7	0.88
Q.N. 7 Exponents used among strangers		
a) Kya, vani? Tero hoi kya yo bus?	3	0.38
b) Kaso kam nalagde khalasi hai?	2	0.25
c) Maisa nachadhaunevya kyai rokto chhai ta?	3	0.38
Q.N. 8 Exponents used among strangers		
a) Kai binna baka hau yesari dhungale keihanna?	4	0.50
b) Tai kei futauna, tamulai chaine hoina kathauda banna.	3	0.38
c) Tai nirjibale kya aryo tamro, kei futauna?	2	0.25
Q.N. 9 Exponents used among strangers		
a) Bichar ari bollaina galame chadkayaunla.	5	0.63
b) Teri jyoikhi tasoi vane kaso manallai?	3	0.38
c) Oi, mukha samali bollaina?	4	0.50
Q.N. 10 Exponents used among strangers		
a) Ankha chimlikan hitti chhai?	6	0.75
b) Vangyaudo heri hittai na!	5	0.63
c) Kanbata baulli ayei?	4	0.50
Q.N. 11 Exponents used among friends		
a) Ankha ugadi hittai na?	8	1
b) Mu matta chhu manni chhai! Aru ta dhekdin dhekhi?	7	0.88
c) Natte bela vayando heddi na!	6	0.75
Q.N. 12 Exponents used among ordinary people		
a) Tera ankha achchhi! Kah teki hitto ho vani jannai na!	18	2.25
b) Marllai biffebata kei hitto chai?	16	2
c) Analo gorujana jaitai tekto chhai?	17	2.13

Q.N. 13 Exponents used among friends		
a) Ajpan ani na!	9	1.13
b) Dhattepana sima hunuchha dheki?	7	0.88
c) Aba kaila anne hai ta?	6	0.75
Q.N.14 Exponents used among ordinary people		
a) Kya ag launu vayo, phonai na lagne vayo.	21	2.63
b) Kattu hola re! chaya bela lagdai lagdaina.	18	2.25
c) Chaya bela lagdain, yei bamna ghara puryaunu holare!	19	2.34
Q.N.15 Exponents used among children		
a) Mukhi phone addai halya hun yeuna rupya mani chhiki?	4	0.50
b) Rupya halya bela tukhi suina huna chhanki?	2	0.25
c) Rupya nichchhala chhan manni chhai?	3	0.38
Q.N.16 Exponents used among children		
a) Nikari lekh vanya mannai nai! Galasalami chadkaunla!	5	0.63
b) Tera hat bhachchya chhan, ramrodi lekhapana!	1	0.13
c) Muile vanya teddai na! kasari lekh vanya chhu?	3	0.38
Q.N.17 Exponents used among ordinary people		
a) Tuile rakhdya thaun na vaikan diyaho mannu chhai?	22	2.75
b) Aan mero mobile tero matta achchhi, arkha thaun dinu chhu.	19	2.34
c) Tu matta mobile sapadda jannu chhai?	20	2.50
Q.N.18 Exponents used among children		
a) Padlekh jana gya matta khel.	3	0.38
b) Tyo mobile tera mukhami polanna re, homak ardaina!	2	0.25
c) Her! Mero mobile jana samai vanya chhyai na!	3	0.38

Q.N19 Exponents used among children		
a) Laj mannai na! kukur billa jasari jhagada adda chhan.	5	0.63
b) Ye maranna re! kulaiko banam aryo .	2	0.25
c) Galasala chadkaunlo badnami kanhka !	4	0.50
Q.N.20 Exponents used among children.		
a) Hare! Lata bar hunya ho he!	16	2
b) Bar vaya bela jana ropana lata!	7	0.88
Total	457	57.13

APPENDIX-XIII

Very informal forms of expressing anger in Bajhangi Language

Q.N.1 Exponents used among Friends	F	%
a) Oi, madhar ! tu matta chhai padnya?	7	0.88
b) Ma sala! Bichchhi addu chhai?	6	0.75
c) Bistara padi saktai na!	3	0.38
Q.N.2 Exponents used among strangers		
a) Eh, jangali! Churot khanya thaun painai?	6	0.75
b) Tyo churot fal, natta tu pana fallya hun!	5	0.63
c) Oi, mach! Bahira uda dhukar!	4	0.50
Q.N.3 Exponents used among friends		
a) Danta jana dheka! ailasamma kya addu chhai?	6	0.75
b) Kaso ho? Chelacheli chhaddainai ta!	2	0.25
c) Hera, yo madhar! saddhain dhilo adduchha kilai chhati aunain na.	4	0.50
Q. N. 4 Exponents used among strangers		
a) Oi, sale! Naghuri suti saktainai ta!	7	0.88
b) Tati jana ghur marallai.	5	0.63
c) Nak futai deunki ki kya ho, sala!	6	0.75
Q.N. 5 Exponents used among employees		
a) Tuile kya sochya chhai? Yanbata nikalula taba khallai.	7	0.88
b) Tu sadhain yesoi addhya haiki ki?	2	0.25
c) Sala! Kam kailaipan taimi addai na!	3	0.38
Q.N. 6 Exponents used among Friends		
a) Oi, madhar! camera chhati lyaidei .	6	0.75
b) Kya tuila mu nasodhi linai kini diichhi?	4	0.50

Q.N.7 Exponents used among strangers		
a) Eh, sala! Tero matta gadi chha?	6	0.75
b) Oi madhar! yo gadhi tero ho sarbajanik ho vanne tha achchhi?	4	0.50
c) Tu kya sochho chhai? firi chdhy chhu!	1	0.13
Q.N. 8 Exponents used among stranger		
a) Oh, chora chelau kam payaina aru?	2	0.25
b) Kasa banar hau? Arkha sampati tasari dhungale futauna!	1	0.13
Q.N. 9 Exponents used among strangers		
a) Oi, sala! Mukh samali bol.	1	0.13
b) Tero dimag fuskyo: k vani aja vanta!	2	0.25
Q.N. 10. Exponents used among strangers		
a) Vangando heri hitti na?	1	0.13
Q.N.11 Exponents used among friends		
a) Tera ankha pachhadi chhan manna.	7	0.88
b) Kukur, mu matta chu natte mannu chhai?	5	0.63
Q.N. 12 Exponents used among ordinary people		
a) Kaso pagal hai? Janpayo tehi teki hittai?	7	0.88
b) Vuyauda heri hittai na!	4	0.50
c) Akha ugaddi hittai na!	6	0.75
d) Tero maddu ayo sala?	6	0.75
e) Kah tira heri hitti lagyako chhai akha futya chhanki?	5	0.63
Q.N. 13 Exponents used among ordinary people		
a) Yo katto phonai lagdain.	6	0.75
b) Kai salale banaye ho?	4	0.50
c) Yo mobile sobail hapali dinu mannu chhu.	5	0.63
d) Yei. Sala dera, chaya bela kei hunai na yar,	4	0.50
Q.N. 14 Exponents used among children		

a) Tera hat vachchya chanki kukra ramrodi lektai na?	2	0.25
b) Niko ari achher milai lekhtaina?	1	0.13
Q.N. 16 Exponents used among ordinary people		
a) Oi, madhar! ajapana banaya achchhi?	5	0.63
b) Vola vola vannai! Kati din vaya diyako?	4	0.50
c) Volapana nabanaya vaya ago launya hun.	3	0.38
d) Aan, laya! Mero mobile.	4	0.50
e) Bollai jana bol tu.	2	0.25
f) Maina din vaigyo ajai banaya achchhai, saram mannai nai madhara!	2	0.25
Q.N. 17 Exponents used among children		
a) Tyo mobile tera mukha mi polanna re homak addaina!	2	0.25
b) kukra! Vanya mannai na!	1	0.13
c) Tun kathaudo bananna re, aan tyo mobile.	1	0.13
Q.N. 18 Exponents used among children		
a) Tami kathaudo bananna jhakada kei adda chhau?	1	0.13
b) Mero munto yesari kya po chadkauna chhan, yee kathaudo banna.	1	0.13
Total	210	26.24