REQUEST FORMS IN MAGAR AND ENGLISH

REQUEST FORMS IN MAGAR AND ENGLISH 131 Durga Prasad Poudel 2017

A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master of Education in English

Submitted by
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Examination Roll No.: 2140165
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Tribhuvan University
Faculty of Education
Sukuna Multiple Campus
Koshi haraincha, Morang
2017

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr Durga Prasad Poudel** has prepared this thesis entitled **Request Forms in Magar and English** under my guidance and supervision.

I recommend the thesis for acceptance.

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DECLARATION

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

……

Date: 2073/08/25 **Durga Prasad Poudel**

DEDICATION

Dedicated to

My parents who devoted their whole life to enlighten me and the teachers without whose support and inspiration it would not be possible.

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Durga Prasad Poudel

ABSTRACT

The research titled "Request Forms in Magar and English" aims to find out the different forms of requests used by the Magar and compare them with those of English. The main objective of the study was to find out the similarities and differences between English and Magar request form. The research study was done by the researcher using both the primary and secondary sources of data to fulfill the specified objectives. The researcher collected the data from 20 Magars from Madhumalla V D C. Among them 10 respondents were male and other 10 were female. Some of them were literate and some of them were illiterate. By using the questionnaire, the primary data was collected. For the secondary sources, some journals, books and English teachers were taken. It is found that Magar has more direct request. The major findings show that the Magar women are more polite in speaking, most of them use the similar tone and structure. They use nasal sounds in the production of sound. The request form of English use SVO structure but Magars use SOV form. The Magars stressed in the last of the sentence for request form like *yanina,ni, hai ta, etc*. The request form of English is in the structured based but the request of Magar does not have proper structure.

The whole study encompasses four chapters. The first chapter of the study deals with the introduction part which mainly encompasses the general background, linguistic scenario of Nepal, the Magar language, request forms, review of related literature, objectives, significance and definition of specific terms. The second chapter deals with the methodology used in the study. The sources of data, sampling procedure, tools for data collection, process of data collection and limitation of the study are included in the chapter. Chapter three is the main part of the study which includes analysis and interpretation of the data. The final chapter encompasses with the findings and recommendations made after the analysis of the data.

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LIST OF ABBREVIATIONS

1ST	= First
2nd	= Second
3rd	= Third
CA	= Contrastive Analysis
CBS	= Central Bureau of Statistics
Dr.	= Doctor
DR	= Direct Request
e.g.	= example I gratia (for example)
ELSs	= English Language Speakers
etc.	= et-cetera
F	= Frequency
Fig.	= Figure
IDR	= Indirect Request
L1	= First Language
L2	= Second Language
M.Ed.	= Master in Education
MLSs	= Magar Language Speakers
Mr.	= Mister
Mrs.	= Mistress
No.	= Number
Non-R	= Non Request
NLs	= Name of Languages

p. = Page Number

Reg. = Registration

S = Speaker

S.N. = Situation Number

viz. = They are

Vs. = Versus

www. = World Wide Web

CHAPTER ONE
INTRODUCTION

1.1 General Background

Language is an abstract entity that uniquely equips human beings with their communication demarcating them for other living creatures. So, it has become the most valuable aspect in human life. What people want to express is expressed in one or other language. Language is a medium of expressing thoughts, ideas, feelings and emotions. It makes no denial in the fact that language has become a basic need like food and shelter particularly for human life. We cannot ignore the fact that the present world would get paralyzed if there was no language coined. Language can be regarded as an incomparable possession of mankind helping humans for communication in their daily life.

Hornby (2005, p.862) defines language as "The system of communication in speech and writing that is used by people of a particular country or area." Language is the most highly developed and frequently used means of communication that human beings possess. It is the unique property of human beings. Lyons (2005, p.14) says, "Language is a symbol system based on pure or arbitrary convention ….. Infinitely extendable and modifiable according to the changing needs of the speakers." Language can be described as a vocal, systematic, conventional, symbolic, unique, complex and modifiable means of communications. It is the voluntary vocal system of human communication. Besides, language can be defined as a marker of speakers' identity since a person, most often, is identified in terms of caste, nationality and geography by the language or a dialect of the language he/she uses.

Language displays not only identity but also culture, civilizations and intellectual power of speakers. In this way, every language deserves importance from the view point of a medium of expression a means of communication, markers of identify, a reflector of culture, civilization.

1.1.1 Importance of the English Language

English is the dominant language in the world today. It is spoken all over the world as a lingua-franca. It is one of the widely used West-Germanic sub-branches of the Germanic branch of the Indo-European family.

It has a great importance as a lingua-franca due to the reason of being one of the languages of the UNO which plays a vital role for the developing countries like Nepal. Countries that adopt the English language as the national language are far more ahead in trade, business and modern scientific technologies. Most of the books in the world are written in English. Therefore, the English language has become an indispensable source of knowledge for all.

The English language has made the people know other's cultures, religions, languages, arts, civilizations, conventions, inventions and discoveries, in a short period of time. English is the first language of the United Kingdom. At present, it is taught as a foreign language in over 100 countries and it is emerging in most of the countries as a chief foreign language to be taught in schools.

English has an immense influence on the education system of Nepal. English is taught and learnt as a compulsory subject from class one to graduate level and as an optional subject from secondary level to master level. This proves its need, significance and popularity.

1.1.2 Linguistic Scenario of Nepal

Geographically, Nepalis small butitac commod at esanamazing cultural,ethnicre ligious and lin guistic diversity. It hasmany languages,cultures,religions,andgeographicalbeauty.Nepalisknownasmultilingualcountrywheremanylanguagesarespoken.Thepopulationcensusof2011A.D.hasidentified123distinctlanguagesspokenasamothertongueinNepal.Besidesthis,anumberoflanguageshavebeenreportedasunknownlanguages(CBS,2011).Linguistsandresearchersaretryingtoidentifynewlanguagesofthiscountrywheremanymorelanguagesarestillwaitingtobeidentified.SomemajorlanguagesspokeninNepalareasfollows:

Table No. 1

Major Languages of Nepal

Language	Native Speaker %	Language	Native speaker (%)
Nepali	(44.64%)	Bantawa	(0.50%)
Maithali	(11.67%),	Gurung	(1.23%)
Bhojpuri	(5.98%)	Limbu	(1.30%)
Tharu	(5.77%)	Bajika	(2.99%)
Tamang	(5.11%)	Urdu	(2.61%)
Newari	(3.20%)	Rajbanshi	(0.46%)
Magar	(2.98%)	Sherpa	(0.04%)
Awadhi	(1.98%)	Others	(9.62%).

(Source: Population Census, 2011)

1.1.3 Language Families

There are four language families. The languages spoken in Nepal are genetically related to those four language families. They are:

i) Indo Aryan group

ii) Tibeto- Burman group

iii) Dravidian group

iv) Austro-Asiatic group

1.1.3.1 Indo-Aryan Group

Indo-AryanlanguageisderivedfromIndo-Iranianlanguagefamilywhichisthe term derived from Indo-European family of language. The languages having many speakers come under this family. The following diagrams hows this language familyin detail.

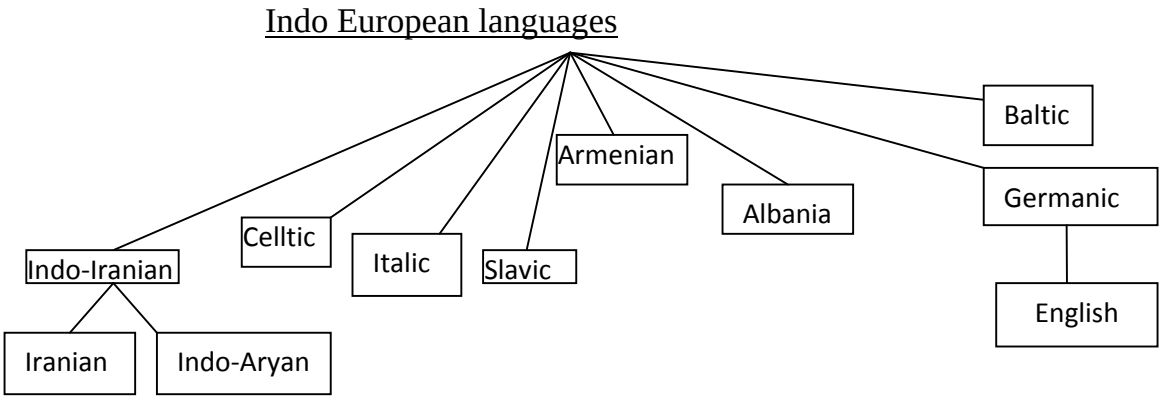


Figure 1: **Indo European Languages**

(Yadava, 2003, p.145)

Indo- Aryan group includes languages like Nepali, Maithali, Bhojpur, Tharu, Awadhi, Rajbanshi, Bantawa, Urdu, Chureti,Magadhi,Marwadi, Kumal, Darai, Majhi, Bhote, Hindi, and Bangali.

1.1.3.2Tibeto- Burman Group

Tibeto- Burmanlanguage is genetically derived from Sino- Tibetan language.Itconsists of thelargest number of languages. likeLimbu, Raji, Thakali, Raute, Ghale, Kocha, Hayu, Shrepa, Chamling, Rai, Chapling, Magar, Newar, Tibetan, Tamang, Chhantyal, Bahing, Lepcha, Sangpang, and Yadava.

1.1.3.3 Dravidian Group

Only Jhangar language belongs to Dravidian family spoken in around the Koshiriver in the eastern region of Nepal. Dravidian language is further classified into Central, Northen, South Central and Southern branch. It can be shown with the following figure:

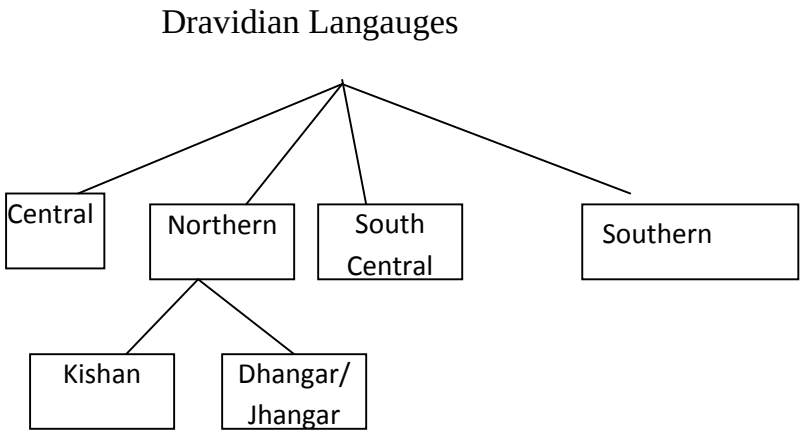


Figure 3: **Dravidian Languages**

(ibid: p.147)

1.1.3.4 Austro-Asiatic Group

Satar (Santhali) and Mundari are only language of Austro-Asiatic family spoken in eastern part of Nepal i. e. Morang and Jhapa district. This family has other branches which are shown in the figure given below:

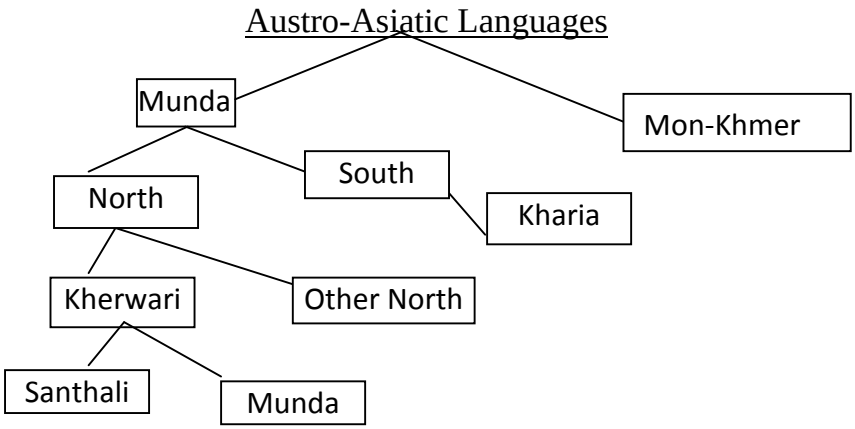


Figure 4: Austro-Asiatic Languages

(ibid; p. 72)

1.1.4 Introduction of the Magar Language

Nepal is the country accommodating cultural diversity and linguistic plurality. According to the census 2011, 92 languages have been grouped under 'Unknown languages (CBS, 2011). Most of the mother tongue languages are used as a means of daily communication within the same speech communities.

Magars have their own language called the Magarati language which is one of the members of Tibeto-Burman language family. The Magar language is mainly divided into two groups; Athara and Magarati. The languages like Kaike, Kham and Chhantyal dialects come under the Athara and Magarati languages. The language spoken by Magars living in the western part of Rukum, Rolpa, Pyuthan and Baglung districts is called 'Kham', the language used by RokayaMagars of Tarakot, Dolpa is called 'Kaike', and the language spoken in Baglung and Myagdi districts is called Chhantyal. Beside the dialects mentioned above, all other dialects of Magarati language (Baral, 2050; p.37). The origin of the Magar language is considered in Palpa, Syanja and Dailekh in the west and Kavre, Ramechhap, Udaypur, Mahottari, Bhojpur, Panchtar, Terhathum, Illam, Morang, Dhanukuta in the east.

By observing the overall status of Nepal, It can be said that the language spoken by all the Magars living all over Nepal is the Magar language. The Magar language also got changed from the previous form and transferred into different dialects along with the time and their migration. It is clear that all languages are affected by neighboring languages and their cultures which can be seen in the Magar language as well. The Magar language of the east is simpler and short in the total population of Nepal, (CBS, 2011). The study of the trend in mother language retention rate has increased from 32.1% (1991) to 47.7% in 2001 (ibid, 2011). According to the number of people speaking a language the Magar language is ranked as the 7th most widely spoken language in Nepal.

The Magar language has its own scripts named Akkha scripts. M.S. Thapa Magar was the first Magar to discover this script. However it is clamied that this script was freely being used by Lichhavis in Nepal. Only a few scholars and experts have claimed over it and sayAkkha script has been taken as magar script (Shrish, R. 2008).

To this date, there had been published only one book in this script entitled 'Magar Bhasako Karmaknanda' written by C.B. Rana Magarin 2051. Recently from 2063, the Magar of Palpa have started publishing monthly wall magazine in their ownscript. Except these all other literary articles of the Magar language have been published in Devangari script and Roman script. No more book articles, periodicals and magazines

are published in Akkha script. Three films in the Magar language have already been released. They are Langham '(2052), 'Lisard' (2052), 'Lisard' (2059) and 'Ashe' (2061) .SomRana Magar has complied a Magar dictionary in 2054. He has tried to include the dialect of Magar Transmission Centre, Pokhara is broadcasting news on The Magar language (Shrish, 2008).

Magar constitutes as one of the largest ethinic groups in Nepal. The cencus of 2011 has registered the population of Magar around 16, 22,421. Among their total population only 3.39% or 2, 70,116 Magars speak the Magar language. It is said that Rana Magar tribe is the largest among various tribes of Magar. It constitutes nearly one third of the country's total Magar population (CBS, 2011). The following table shows the distribution of Magars population on the basis of development region.

Table No: 2

Magar Population in Term of Development Regions

S.	Developmental Region	Population	Percent
1	Eastern Development Region	1,80,363	11.12%
2	Central Development Region	2,56,957	15.84%
3	Western Development Region	7,50,960	46.28%
4	Mid-Western Development Region	3,91,650	26.14%
5	Far Western Development Region	42,491	2.62%
6	Total	16,22,421	100%

(CBS, 2011)

1.1.5. Language Functions

A function of language refers to the purpose for which an utterance is used. The functions are described as the different aspects of behaviour like offering, complaining and requesting. Only the grammatical structure cannot give complete meaning in itself. It should consider to what ground is used.

Language functions are mainly classified into two categories:

a) Grammatical function

b) Communicative function

a) Grammatical Function

It refers to the relationship of grammatical items like subject, verb, and object, in a sentence. In other words, it deals with the relationship that a constituent in a sentence has with other constituents.

Example: Hari eats an apple.

'Hari'in this sentence has the function of being subject of the verb *'eats'*and*'an apple'* has the function of being the object of the verb.

b) Communicative Function

It refers to the ways in which a language is used in community. Some languages such as Sanskrit, Pali, Latin and Greek are used for specific purposes only while others are used at all communicative needs in a community, e. g. requesting, introducing.

1.1.7.1 Request Forms

Request forms come under "**Getting things done**" which is another language function. It is used to get something done. The form of request indicates the politeness in the behaviour. Sometimes the forms of request are used as the formal and informal conditions and ways. The form of request are categorized as the direct and indirect request. They are described below:

a) Direct Request

Direct request are employed using a verb in the imperative, per formative verbs to express the illocutionary force of the request or by means of utterances stating the speakers desire that the hearer performs the act. It is noted that direct requests are often internally modified by the lexical mitigator to soften the harshness of a direct request and it is used as an indicator of positive politeness.

Example : Please, help me.

Give me your pen, please.

b. Indirect request

Conventionally, indirect requests are expressed using the conditional form employing the modal verb to express differential politeness, when addressing a person of distance relationship or the future tense to express willingness when addressing some one.

Example : I wanted to see if you accept the paper even if it's two days late.

Some examples of the request forms are as follows:

Making Requests

The exponents used in making requests are……

-Can you help me with this?

-Could you please turn down the radio?

-May I open the window?

-Would you please pass the salt?

-Can you lend me your pen?

-Would you please sit down?

Asking for Request

The exponents used in asking for requests are:

-Is there anything I can get you?

-Do you want something?

-Do you have any requests?

Responding Requests

The exponents used in responding requests are:

-Yes, certainly.

-No, I am afraid not because…..

-OK Here it is.

Request forms make daily behaviour easy and calm because every language has its own request forms for beings respective and respected. Every language is found to be more polite while responding with their friends, teachers, relatives, shopkeepers and neighbors. They have their own culture, religions, rituals and their own festivals. They respect their elders with their respective terms. The students of the Magar language respect their teachers with their own ways. To beg some things else, they use respective request terms / forms. Politeness affects the speakers differently because polite utterance encodes the relationship between the speakers and hearers, for example, if he is a teacher who is sitting next to you and whom you donot know him all that well to say “Could you help me to show the nearest school from here?”

The form of request can be different such as:

“Could you……..?”

“Would you…….?”

“……. Could You?”

“…….Would you?”

Request is one of the functions of language. When we ask someone to do something, we make a request. The importance of request form in languages and culture of society plays vital role in formal communication. It is marker of personal relationship and particular situation. Being polite may also involve the dimension of formality in a formal social setting. The individual expression concerns the degree of freedom one feels in personal expressions and interaction. In more formal situation, pragmatics has relatively been a new discipline however, its importance was felt when Chomsky (1965) incorporated semantic aspect in his theory of transformational Generative Grammar.

1.2 Statement of the Problem

The thesis topic 'The Request Forms in English and Magar' is mainly taken to study find out the major similarities and differences of English and Magar. It is chosen because most of the Magars speak similar language structures. The Magars don't use different structures of request forms but their tone is different.

- The context request forms can not be used properly and they can be misunderstood and misinterpreted, and communication breaks down in the intercultural settings.
- The use of request forms also depends on context without understanding. The request form of magar can be used wrongly because it has no particular rules to make request form.
- English speakers can speak magar language similarly as English structure but it has more difference in English and magar in the form of request so, it is necessary to study.
- Magar language is not promoted although a large number of people speak magar language as mother tongue. So, it needs to promote (Shirish, 2008).

In English, request forms are different in every situations. There are direct and indirect request forms in English,Magar language has the same form of request as direct and indirect but situationally it is different.

In pragmatic aspect the use of request forms also depends on the context without understanding so it needs to be promoted. The context request form can not be use properly and they can be misunderstood and misinterpreted, and communication breaks down in the intercultural setting.

1.3 Objectives of the Study

This study has the following objectives.

a) To list different request forms used by native Magar speakers.
b) To compare and contrast the request forms of English with those of Magar.
c) To suggest some pedagogical implications.

1.4 Research Questions

The study was carried out to answer the following research questions:

a. How do the Magars make request form?
b. What request forms do non-native English speakers make in different situation?
c. What are the similarities and difference between English and Magar request form?
d. What can be the pedagogical implication of this research?

1.5 Significance of the Study

There is no research carried out in the Magar language in the Faculty of Education, entitled “Request Forms in Magarand English.” For this reason, this study will be significant to the students, teachers, language planner, researches and those who want to know more about the Magar language and its request forms.

1.6 Delimitation of the Study

The study had the following limitations:

a) This study waslimited to Magarnative speakers of only Madhumalla VDC, Morang.
b) The total study population was 20 native speakers of Magar and 20 non – native speakers of English.
c) The study was limited to find out the similarities and difference between English and Magar request form.
d) The request form was limited only between male and female of Magar.
e) Only structured interview and questionnaire were used for data collection.

1.7 Definition of the Key Terms

Some specific terms which are used in this study are defined as follows:

Definite: An entity that is specific and which the speaker assumes can be identified by the hearer.

Dialect: It is user base variety of a language Dialect is generally determined by geographical boundaries and social boundaries.

Demography: Study of statistics of births deaths, diseases, etc in order to show the state of a community

Grammatical Relation: The morpho- syantically signaled function a constituent play in the grammar of clause. It includes purely syntactic relation like 'subject' and semantic relation like 'locative'.

Indefinite: An entity which is not specific and which the speaker assumes cannot be identified by the hearer.

Multilingual: A term used in social linguistics to refer to a speech community with makes use of two or move languages.

Nominal: A term used for a category that contains nouns, pronoun, and noun phrase.

Participant/Argument: participant/ argument in this study refers to the NP that participates in the action or process in a sentence. Each participant is said to have a certain type of case relationship with the verbal element of the sentence.

Patient: A semantic role that indicates the entity being directly affected by the action of the verb.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK OF THE STUDY

There were many linguistic comparative researches carried out by different researchers in the Department of English Education in T.U. Different languages like Nepali, Limbu, Tharu, Newari, Bantawa Rai, Bhojpuri and Chhintang Rai have been compared with the English language and some pedagogical implications had been stated. The researcher has reviewed both theoretical and empirical literature related to the study below:

2.1 Review of Theoretical Literature

This study is theoretically related to contrastive analysis, error analysis and Noam Chomsky's transform

2.1.1 Contrastive Analysis (CA)

CA is a branch of applied linguistics which compares two languages typologically in order to find out the similarities and differences between them and then to predict the areas of ease and difficult in learning by the speakers of the other languages. Some statements supporting CA are below:

Fries (1945, as quoted by Lado, 1957, p.1) states the most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner. Fries' idea is that CA findings are very useful in material production.

Wilkins (1978) states that wherever the structure of the foreign language differs from that of the mother tongue, we can expect both difficulty in learning and error in performance.

Crystal (1998, p. 80) mention the teacher who has made a comparison of the foreign and the native language of the students will know better what the real learning

problems are for teaching them. From this we can infer that languages are comparable and CA is the comparison of two linguistic systems, which can be any of the morphology, phonology and syntax or grammar. CA is a purposeful theory.

2.1.2.1 Transfer Theory

Transfer theory is the cornerstone of CA. This theory maintains that if the past learning helps present learning that is called positive transfer or facilitation. On the other hand, if the past learning hinders present learning that is called negative transfer or inference. In addition, if there is no help and hinder that is called zero transfer. The ease or difficulty in learning L_2 depends on whether it is similar to L_1. If L_1 and L_2 are similar the learning will be easier and the learners commit less error, But if $L_1$and L_2 are different L_2 learning will be difficult and the leaners commit more errors.

2.1.2.2 CA Hypothesis/ Assumptions

According to Gass and Selinker (2009, pp. 96-97) CA hypotheses/ assumptions are as follows:

1. Contrastive analysis is based on a theory of language that claims that language habit and that language learning involves the establishment of new set of habits.

2. The major sources of errors in the production and/or reception of a second language is the native language.

3. One can account for errors by considering differences between the L_1 and L_2; the greater the differences, the more error errors.

4. What one has to do in learning second language is learnt the differences. Similarities can be safely ignored as no new learning is involved. In other words, what is dissimilar between two languages is what must be learned.

5. Difficulty and ease in learning is determined respectively by differences and similarities between the two languages in contrast.

2.2 Review of the Empirical Literature

There are some comparative research works on different languages and varieties of languages, and on different aspects and skills of language in the Department of English Education,Tribhuvan University,the related literature reviews are as follows:

Chapagain(2002) carried out a research on"Request Forms in English and Nepali languages." The purpose of study was to list out the compare request forms used by Native speakers of Nepali and to compare and contrast them with there of English. Both primary and secondary data were utilized. The population of the study was 30 native speakers of English (15 Americans and 15 British) and Nepali. The informants of English were randomly selected from peace-crops office, student partnership, worldwide office, hospital, school, T.U. Kritipur, and Dhulikhel. In order to collect the data, two sets of questionnaire were developed based on Materyeak's 'Communication in English: Examples and Models.' The forms of request; asking for help, asking for favors, asking for permissions and asking for promises were used. The informants were supposed to act our different relationship as friend, doctor, strangers, teachers, parents etc. The questionnaires were revised after piloting on 5 English and 5 Nepali informants before final administration. The finding of the study claims that in totality 68% of English and 22.2% of Nepali speakers used direct requests. Nepalese were found to be more polite in the relationship with their teachers whereas their English counterparts were found more polite with shopkeepers.

Karna (2004) carried out a research on 'A Comparative Study Of Case in Maithali and English' . His main objective was to identify and analyze Maithali cases and compare and contrast them with those of English ones. He elicited data for Maithali case system from 100 Maithali native speakers of Siraha district using a test paper consisting of 4 items. The data for English case system were collected from the published books and from the various journals. He found that English employs prepositions and word order for case making, whereas Maithali employs zero making. The identified seven cases in Maithali language viz. nominative, instrumental, dative, ablative, accusative and genitive, out of which the first four cases found even in English.

Dewan(2005) has carried out a thesis on"Negative and Interrogative Transformation in English and Yakkha language : A Comparative Study." For his study he collected primary data from 50 native speakers of Yakkha language from Angna VDC of Panchther district and most of them were above15 of their age. The negative maker '-n' is used to negate the positive assertive sentence when the position of the transitive verb and the agent of intransitive verb is singular, similarly English sentence structure is in the form of S V O, whereas Yakkha sentence structure is S O V,and while forming yes/no question, the subject auxiliary inversion takes place in English,whereas it is done in two ways in Yakkha(i) by adding the interrogative particle 'la' at the end of the verb. (ii) The question with the interrogative particle has polite meaning but it is less used these days.

Adhikari (2006) carried out a research on "A Comparative Study on Passivization in English and Tharu". The main objectives of the study were to find out the process of passivization in the Tharu language and to compare and contrast with that of English. He has used both primary and secondary sources of data. The native speakers of the Tharu language of Dhadhawar and Deudakala VCDs of Bardiya district were used as the informants for the research. Sixty native speakers including literate and illiterate were selected using quota sampling procedure. Questionnaires and interview schedule were used to elicit data from literate and illiterate, respectively. The main findings of his study were the version of the subject and object does not take place in passive structure in Tharu and the active form of verb isconverted into passive form inflectionally in Tharu and phrasally in English.

Yadav (2008**)** carried out a research on"The Request Form in the English and Maithali Languages."The objectives of his study were to enlist different forms of request used by non – native English speakers and native English speakers and native Maithali speakers and to compare and contrast English and Maithili request forms. In his study he collected appropriate data from Janakpur and Dhanusha district especially from the graduate and post graduate and Maithali native speakers. And various books, journals, annual reports relating with pragmatic were secondary

sources of data collection. He found that non-native English speakers used more direct request while responding to whole situation as Maithali speakers used non – request forms . In total over 69% of non- native English speakers and over 19% of Maithali speakers used direct request. So, non – native English people were found more polite than Maithali. Similarly non- native English people were found more polite among all the relationships compared to Maithili.

Shrish (2008) carried out a research on "The Forms of Address in the Magar and English Language." His main objectives were to find out the forms of address of the Magar language and to compare the forms of address of the Magar and English languages. He has taken the population from Rupandehi district. He found that the forms of address for step-father, step- son, father, mother, brother, sisters has some similarities, but the forms of address for teacher or other elder has more polite tone and polite sentences . The strangers are addressed by various forms of address as dai/ bhaya/baini/didi/daju/nanu.

Thapa (2008), carried out a research entitled “A Comparative Study on English and Nepali Equivalent Proverbs.” His main objectives of the study were to find out the basic features of English and Nepali proverbs in terms of sentence types and grammatical aspects (voice, negation and tense) and to evaluate the equivalent translation of Nepali proverbs in terms of addition, omission, substitution and mistranslation. He used both primary and secondary sources of data. He used 50 Nepali proverbs and their English equivalent. The researcher took the book, Nepali-English proverbial dictionary written by Sharma (2000) and selected 50 Nepali proverbs and English equivalent translated version from the book purposefully. He found that the use of simple sentence structure is 80 %, 8% compound and12% complex structures in both English and Nepali languages and use assertive sentences in the comparison to imperative, interrogative and exclamatory. Almost all the proverbs of both languages were found using the present tense.

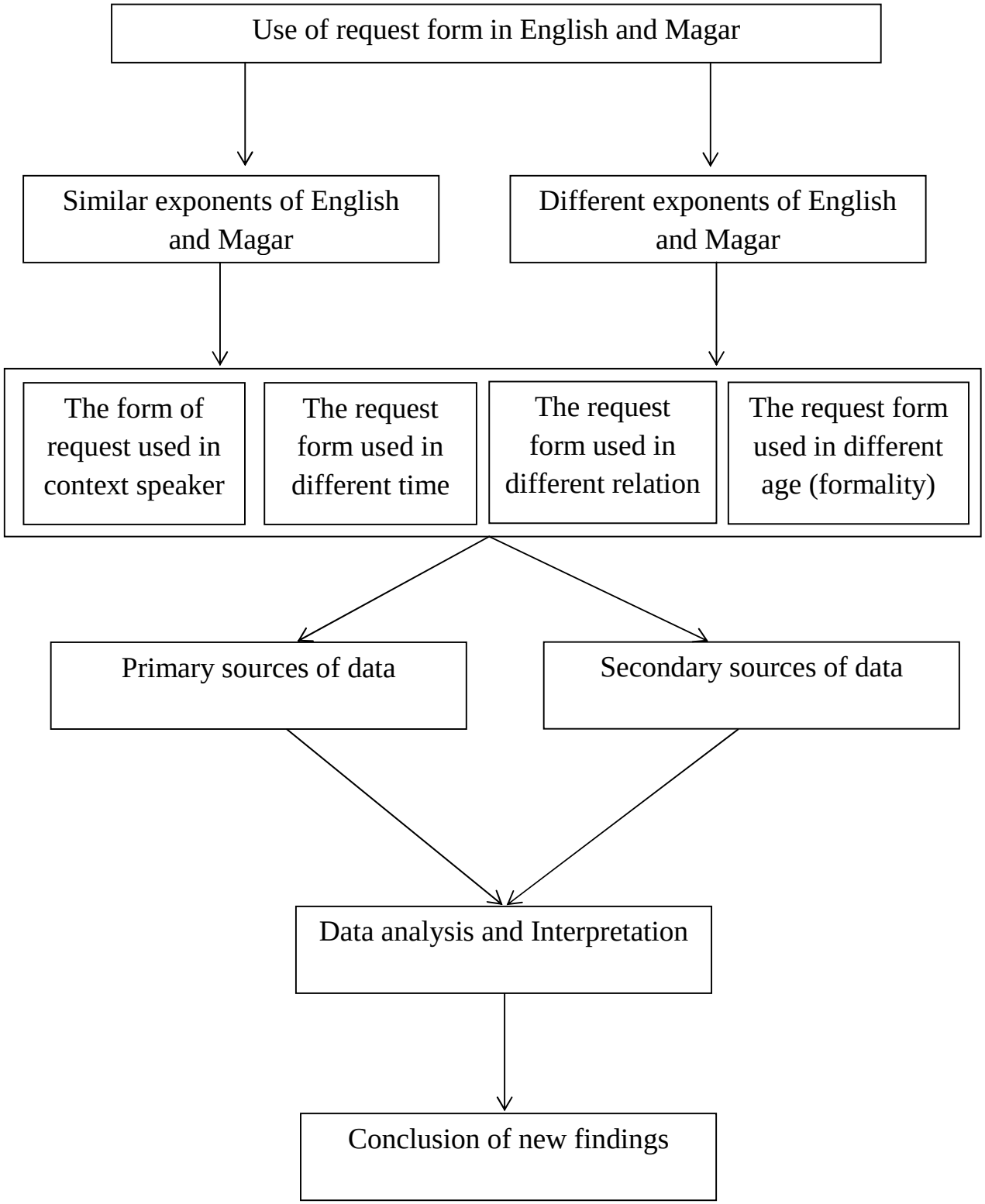
2.3 Implications of the Review

The behavioristic theory provided me insights and knowledge since it was based on the stimulus- response connection, reinforcement and practice about it. As a researcher, I found some behaviour and practice in error analysis. While using in educational field it needs real stimulus–response connection. CA was major implication in this research due to it was contrast and compare between English and Magar language in dual situation. Contrastive analysis consists transfer theory and CA hypotheses, they gave how to compare and contrast between them. Error analysis provided how and where language learners may commit errors while learning Magar language. From the empirical review, the researcher drew important ideas above how to collect data, which tool is appropriate, way of selection sample, procedure for sampling and formulation of rules, analysis and interpretation of data.

2.4 Theoretical/ Conceptual Framework of the Study

This research is theoretically based on contrastive analysis, transfer theory and transformation theory. Contrastive analysis helped me to compare and contrast between English and Magar request forms. Transfer theory provided me insights about how positive transfer, negative transfer and zero transfer become. Transformation theory gave me the idea about comparative study of request forms between English and Magar rules and processes. The empirical studies reviewed above provided me the conceptual ideas on how to collect data, which theory should be used, how to formulate rules of any processes and shows particular way to compare and contrast two languages based on various variables.

The present research work is based on the following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to conduct this study:

3.1 Design and Method of Study

This study was qualitative type of research since this study analyzed data without numerical analysis. It was descriptive and comparative in nature since the collected data from specifically Magar were described, analyzed and compared with those of English.

3.2 Population, Sample and Sampling Strategy

The population of the study was 20 Magar native speakers of Madhumalla VDC, viz. Kaseni, Katle, Khamejhoda and Kumibidangi who were selected randomly and for the secondary sources of data collection some journals or books like: The encyclopedia of Linguistics of Asher, applied linguistics, communicative English were studied and collected the data.

3.3 Study Area/Fields

The research 'request form in English and Magar' the study area was from Madhumalla VDC, Kaseni, Katle, Kumbidangi, 20 native speakers of Magars, educated, literate or illiterate and for the secondary sources of data collection some journals or books like: The encyclopedia of Linguistics of Asher, applied linguistics, communicative English were studied and collected the data.

3.4 Data Collection Tools and Techniques

The pre-determined set of questions wereused as the tools for data collections.

3.7 Data Collection Procedure

In order to carry out the research, the researcher went to the selected areas and developed rapport with the Magar native speakers. He told them the purpose of his visit to them .Then, he took interview with the selected native speakers of Magar.

After this, the researcher asked them the questions of the respondents in Roman script transliteration forms. Finally, the researcher took the request forms of English from the journals, books etc.

3.6 Data Analysis and Interpretation Procedure

After collecting data from the respondents, the researcher transliterated in Roman script selecting symbols for each letter. Then, to analyze the data comparing and contrasting Magar request form with those of English to find out the similarities and differences in the form of request. Moreover, the responses of the Magarnative speakers were deeply studied for systematic formulation of rules of transformation.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter is about the analysis and interpretation of data. The collected data have been analyzed and interpreted descriptively with the help of simple statistical tools i.e. tables, charts, illustrations and diagrams. Then the request forms of Magar are compared with those of the English language. This chapter has two parts, viz. analysis and interpretation of the data and comparison of the request forms.

4.1 Analysis and Interpretation of Total Request Forms Found Between Friends

The total forms of request used by the friends from the native speakers of Magar and non-native speakers of English were analysed and interpreted.

4.1.1 Total Request Forms Found Between Friends

The forms of request used by the friends from the native speakers of Magar and English were analysed and interpreted.

Table No.2

Total Responses Used by Friends

NL.s	S.N	DR.		IDR		Non-R	
		F	%	F	%	F	%
English	1,2,3,4,5	84	70	7	5.8	29	24.2
Magar	1,2,3,4,5	9	7.5	52	43.33	59	49.16

In the discourse between friends, the researcher found that Out of 20 responses, 70% were direct requests. But in the case of MLSs,only 7.5% direct requests were found. According to the above table, it is seen that Magar people used less direct requests while responding to the situations related to their friends. They were found less formal

to their friends. The following table further classifies the request forms used by ELSs and MLSs in the friend relationship:

Table No.3

Request Forms in the Friend-Friend Relationship

DR by ELSs	F	%	DR by MLSs	F	%
Could you…?	7	5	…..jatona..	9	7.5
Can you please…..?	2	1.6	….yaki	10	11
Would you…?	6	4.1	lafa…?	4	2.6
Could you please	6	4.1	….yanina.	6	4.1
Will you please	2	1.6	ng…yanina	17	14
Can you/I	15	25	…khangyanina	6	5
May I	1	0.8	kamyanina…?	12	10
Please	12	8.3	moi…yanana?	12	10
……Will you	10	2.5	….dhangyanaaina	6	5
Should I help you please	2	16	kamyanina…?	4	3
IDR by ELSs	F	%	IDR by MLs	F	%
Do you mind if I……	2	1.6	iron kam ….yanina	9	7.5
Is it o.k. If I……	4	3.3	……la	3	2.5
Why don't you……?	1	0.8	…..khatangyahona	6	5

From the above table, the researcher found that the number of polite terms in English is far greater than those used by Magar speakers. It was found that Magar people were

not polite with their friends. They use the similar types of request forms to adress the friends viz; *lafa…..yaninahau, kulahwatchehaulafa…leki male nilafa, mijhor le hailafa, waksya le nilafa….?* In this way they use informal language with the friends. They seem to be more informal while speaking with intimate friends, some slang words also seemed to be used it means jokes take place in the group of friends. In other words formal request forms did not seem to be used.

In the above table non-native English speakers use 'Can I ...../ would you mind .....?' For request forms more frequently and they use 'should ....?' rarely. Some of the forms like 'would you .....?/ could you .....?/ could you..... please? etc are the common structures.

On the other hand, Magar speakers use '..... yanina?' more frequently but they speak ..... jatona? ..... yanki? as the common request. They use .....lafa! less frequently. It is the data of friend to friend request forms.

4.1.2 Total Request Forms Found Between Students-Teachers

The frequent sentences of the request forms used by the students to the teachers in the classroom or outside the classroom are presented below. The table is of both Magar speakers and non-native speakers of English.

Table No.6

Total Request Forms Used by Teachers and Students

NL.s	S.N	DR.		IDR		Non-R	
		F	%	F	%	F	%
English	6,7,8,9,10	83	69.16	5	3.3	32	26.7
Magar	6,7,8,9,10	46	38.33	18	1.5	56	46.7

There has always been a very cordial relationship between a teacher and students in this part of the world. Students were found to be more polite to their teacher, however,

the table given above shows that non-native English speakers were more polite to their teachers compared to their Magar counterparts. Over sixty nine percent responses were expressed in the form of direct requests in English whereas only 38.33% of responses were expressed in the form of direct requests in Magar. The above table shows that Magar people used more indirect forms of requests than their English counterparts. Besides, 26.7% and 46.7% responses were non-requests in English and Magar, respectively. So, the MLSs were found to be less polite compared to their English counterparts.

From the above data it is clear that Magar language speakers use direct request but the non-native speakers of English use more forms of request in daily behaviours.

Table No.7

Total Requests Forms in the Context of Student-Teacher Relationship

DR by ELSs	F	%	DR by MLSs	F	%
Excuse me I'd like to	5	4	…jatonyaki..	25	20.83
Please	7	5.8	kripaya….	50	41.6
Can you please…?	5	4.1	jatonkripaya...	2	1.6
Could you please…?	5	4.1	..yanina	9	4.1
Will you……?	1	0.8	yanki…na	4	4.1
Could you……..?	5	4.1	...khan yanina	6	4.1
Exeuse me can you..?	9	7.5	dhangyanina.	6	4.1
Can you……?	26	21.66	ng..yaki	2	1.66
Would you mind …ing…….?	3	2.5	chadischa…….	1	0.83
We would like to…..	2	1.6	khatang…	14	11.66
I Would be grateful	1	4.1	khatang…na	3	2.5
May I……..?	9	7.5	chadischa	1	0.83
Do you mind if I could…….?	3	2.5	nakoke….	15	12.7
Is it o.k.if I……?	3	2.5	…….yanina	4	3.7
Is it possible to…..	1	0.8	hihann ne…	1	0.83
Do you mind ….checking	1	0.8	ng…jatki…	2	1.6

Most of the English respondents hesitated to respond and they left their class saying nothing to their teachers but they would let the teacher know before or they asked the teacher in advance if they had to leave the class early. All of the respondents from English speaking countries of Nepal responded to the situations without showing requests. They did not use polite terms. According to Leech (1981;p.126). “It is the teacher’s legitimate authority over the student’s academic behaviour”. Thus, the researcher did not find any requests’ from the teacher to his/her students.

4.1.3. Total Request Forms Found Between Relatives

The frequent sentences of the request forms used by the relatives are presented below. The way of using request form is different in the Magar language but it is found to be similar in non- native speakers of English. The table is of both Magar speakers and non-native speakers of English.

Table No.8

Total Request Used by Relatives

NLS	S.N	DR.		IDR		Non-R	
		F	%	F	%	F	%
English	11,12,13,14,15	67	55.83	0	0	53	44.2
Magar	11,12,13,14,15	34	28.33	10	8.33	76	63.33

The above table shows that non-native English people were more polite even in the relationship with their parents. They were found excessively polite than their Magar counterparts: 55.83% and 28.33% of responses were categorized under direct requests in English and Magar, respectively. Magar people showed the irrequests in English and Magar respectively. Magar people showed their requests by tone, facial expressions and other activities while expressing to their parents. On the other hand, out of 120 responses, 63.33% of responses in Magar and 44.2% in English were categorized in non-requests. It was found that Magar people were less polite compared

to their English counterparts. They were very informal while responding to the situations with their parents. Some indirect requests were found from Magar speakers and a few indirect trequests were found from English speakers.

The total requests used by non-native English and Magar speakers in the relationship between the parents and children are listed below:

Table No.9

List of Total Request Forms in the Relationship of Relatives

DR by ELSs	F	%	DR by MLSs	F	%
Will you please	10	9.3%	…jatonyaki..kripaya….	10	8.33
Please	8	8.66	jatonkripaya...	4	3.33
May I …	22	18.33	..yanina	2	1.6
Could you …..	6	5	yanki…na	9	7.5
Do you think I could	1	0.8	...khan yanina	2	1.6
Would you mind if...	5	4.1	dhangyanina.	5	4.1
Will you please	2	1.6	ng..yaki	9	7.5
Is it o.k.…..?	10	8.3	chadischa…….	3	2.7
Do you mind if…	3	2.5	khatang…	5	4.1
May I…..	2	1.6	khatang…na	1	0.8
I Would be grateful	5	4.1	chadischa	4	3.33
Would it be grateful	1	0.8	nakoke….	9	7.5
I wonder if….	1	0.8	....ranina	2	1.6
Will you…?	6	5	…….yanina	4	3.33
would it be…?	5	4.1	hihann ne…	5	4.1
I was wondering if you and …..	5	4.1	ng…jatki…	5	4.1
Is it possible to.....?	7	5.8	khatang…	1	0.8
I want to ask if	1	0.8	khatang…na	2	1.6
Is it o.k.if I leave	2	1.6	chadischa	4	3.33
Is it all right if	1	0.8	nakoke….	4	3.33

In table no. 9 the request forms in the relative are presented. The non-native speakers of English use 'Is it ok .....?', 'May I .....?', Will you please.....? etc more frequently. They use such structures for requesting, asking for permission etc. They use the following structures. 'I want to ask .../I wonder if ...../ would it be grateful....? etc. and the other structures are the similar.

The Magar use 'nokoke.....?' / kripiya ....?, yanki ...na' etc. more frequently. They use '....ranina / khatang....na / chadischa ..... etc. less frequently. In other words, Magar language speakers have similar request forms in the relatives.

The table given above shows that non-native English people used variousforms of politeness than their Magar counterparts. Only some responses were found to be polite by Magar speakers. It was culture-specific that Magar people did not show requests to their parents, relatives and children.

4.1.4 Total Request Forms Found between Customers and Shopkeepers

The frequent sentences of the request forms used by the customers and shop keeper in the shop while buying something are presented below. The table is of both Magar speakers and English.

Table No.10

Total Responses Used by Customers and Shopkeepers

NLS	S.N	DR		IDR		Non-R	
		F	%	F	%	F	%
English	16,17,18,19,20	83	69.16	26	21.7	11	9.16
Magar	16,17,18,19,20	10	8.33	37	30.83	73	60.83

From the above table, it was found that majority of English informants responded to the situation very politely. They used more direct forms of requests more than their Magar counterparts.Over sixty-nine percent responses in English were direct requests

whereas only8.33 responses in Magar were direct. Out of 120 responses, 21.7% and 30.83% responses were indirect requests which expressed politeness indirectly in the English and Magar language respectively. Over nine percent of responses by English speakers and 60.83% of responses by Magar speakers were categorized under non-requests. They did not express politeness. It was found that non-native English people were far more polite than their Magar counterparts.

The total requests used by non-native English and Magar speakers in the relationship between customers and shopkeepers are as follows:

Table No.11

Total Request Forms in the Relationship of Customers and Shopkeepers

DR by ELSs	F	%	DR by MLSs	F	%
Can you please...?	10	8.3%	…raninahau	10	8.33
Please	8	6.66	…jatonyaki..	25	21
Can you/I.....?	22	18.33	kripaya….	10	7.2
Could you/I .....?	6	5	Jatonkripaya...	9	6.6
Do you think I could...?	1	0.8	..yanina	32	22.32
Would you minding ....?	5	4.1	yanki…na	10	8.33
Could you please .....?	2	1.6	...khan yanina	12	10.2
Would it be O.K…?	10	8.3	dhangyanina.	18	14.32
Do you mind if	3	2.5	ng..yaki	9	6.6
May I…….	2	1.6	chadischa…….	12	10.2
I Would be grateful	5	4.1	khatang…	3	3.33
Would it be grateful	1	0.8	khatang…na	8	7.5
I wonder	1	0.8	chadischa	2	2.6
Will you	6	5	nakoke….	4	3.33
Would it be…?	7	5.7	jyatjyki….?	3	2.5
I was wondering if you and	5	4.1	…….yanina	5	4.1
Is it possible to.....	7	5.7	hihann ne…	1	0.9
I want to ask if	1	0.9	ng…jatki…	5	4.1
Is it O.K.if I leave	2	1.7	…jatnayanina	7	7.2
Is it all right if	1	0.9	…hi hanne	3	2.5

From the above table, the request forms of English and Magar in the relationship of customers and shopkeepers' are presented. It is shown that the non-native English speakers have similar types of request forms with shopkeepers and customers. For example, will you ....?,would it be .....?, is it possible.....? I would be grateful if you ....., Do you mind if .... more frequently. They use the following sentence structures less frequently I want to ask if ....., May I .....? , Do you mind if .....?

The Magar speakers use different request forms in the relationship of customers and shopkeepers. Most of them use 'chadischa.....? / ..... jatnayanina? .... khanyanina? /. These structures are mainly used by the women. But the men use khatang .....na? / ..... hihanne? jyat je ki .....? mostly.

It was found from the study that Magar people used more indirect requests compared to non-native English people, less direct requests were found in situation no. 16 to 20 by Magar speakers. In the Magar contexts there was not any trend to use the same form or structure for asking something in the shop. But they have polite and soft tone.

4.1.5. Total Requests Forms Found between Patient-Doctor

The request forms used by the patients and doctors are presented below. The way of using request form is different in the Magar language but it is found to be similar in non- native speakers of English. The table is of both Magar speakers and non-native speakers of English:

Table No.12

Total Responses used by Patients and Doctors

NL.s	S.N	DR.		IDR		Non-R	
		F	%	F	%	F	%
English	21,22,23,24,25	71	59.1	5	4.16	44	36.7
Magar	21,22,23,24,25	18	15	34	28.33	73	60.83

The table above shows that Magar used less number of requests compared to non-native English people. Out of 120 responses, 59.1% and 15% of direct request were found in English and Magar, respectively. English informants were found more polite than their Magar counterparts. They used most of the direct requests to interact with the doctor. Some utterances are as follows.

1) Please doctor can you come quickly?

2) Doctor! Could you help me.....?

On the other hand, Magar people used more indirect forms of requests rather than non-native English people. Only 4.16% of responses by Magar speakers. They used indirect requests differently to the doctor. For example:
Is it alright if I take medicine right now?
You had better check with me from time if you want to live long and healthy life.

There were 36.7% and 60.83% responses categorized under non requests. These responses did not show requests. Some examples are as follow:
Doctor, help me, I'm very sick. You must check your health everyday and ensure that you take your medicine.
The total requests provided by non-native English and Magar speakers in the relationship of doctors and patients are as follows:

Table No.13

Total Request Forms in the Relationship of Patients and Doctors

DR by ELSs	F	%	DR by MLSs	F	%
May I…?	5	6.6	yaki…..	28	23.12
Will you please…?	5	4.1	lafa…ngkhata.?	14	11.66
Would you mind.?	1	0.8	yakivari…?	4	3.33
……please	5	3.3	……jatona ?	5	4.52
I don't suppose	1	1.6	yakiriki…?	2	1.7
Can you/ I…?	28	28.3	..nungki…yanina?	4	3.33
could you …?	1	0.8	nakuya…?	14	11.66
Can you pleas…?	9	7.5	yakivari…?	4	3.33
Please	11	3.3	……jatona ?	5	4.52
I wonder…	1	0.8	yakiriki…?	2	1.7
Do you think you could....?	1	0.8	..nungki…yanina?	4	3.33
Would you....?	1	0.8	….maharale?	5	4.1
Should I take...?	1	0.8	…..hyamlo?	8	6.6
Could you please..?	1	0.8	……bujhasakan ?	8	6.6
I request	1	0.8	anurodh….	1	0.8
I humbly request..	1	0.8	nakuya	12	10
Is it alright.....?	1	0.8	yakivari…?	4	3.33
You had better..	1	0.8	……jatona ?	5	4.1
I want you to …	1	0.8	yakiriki…?	8	6.6
Is it important that	2	1.6	nakuya…yanina	8	6.6
It is my request	1	0.8	jaki…yanina	1	0.8

From the table given above, it was found that most of the responses were impolite in Magar. But Magar used more indirect request. Majority of the English respondents used direct requests while responding to the situations with the doctors. And non

native English speakers used common structures but Magars do not use proper structures. It is seemed that Magar sused non structured sentences which seemed different in genders.

The table shows that the Magars use more indirect request for example '..... nungki..... yanina.....? / nakuya ....? / ....bujhasakha?/nakuya ..... yanina? /. These are more frequent sentences. And they use ..... hyamlo? / ..... jatoma?yakivari ....? etc less frequently. On the other hand non-native English speakers have similar request structures; they use Can you....?, ...please? etc. more frequently, you'd better ...., I want to ..... I request ..... / should I take .....?, It's my request are less using form of request. In short non-native English speakers use similar request forms but some of them use different structures.

4.1.6 Total Request Forms Found in the Relationship of Neighbors

The frequent sentences of the request forms used by the neighbours in the society in various situation are presented below.

Table No. 14

Responses Used by Neighbors

NL.s	S.N	DR.		IDR		Non-R	
		F	%	F	%	F	%
English	7,12,14,26	87	72	4	3.33	29	24.16
Magar	7,12,23,27	35	29.16	20	16.66	65	54.16

The table given above shows that the number of direct requests in English is greater than in Magar .Over 72% and 29.16% of responses were included in the form of direct requests by the non-native English and Magar language speakers respondents used very polite terms in their responses. There were 3.33% and 16.66% of responses categorized in indirect requests by non-native English and Magar speakers, respectively. Magar people used more indirect form of requests than their English

counterparts. There were some other responses used in these situations. They were impolite. They did not express requests, so these responses were recorded under non requests category.

The total requests used by Nonnative English and Magar speakers in the relationship with their neighbors are as follows:

Table No.15

Total Request forms in the Relationship of Neighbors

DR by ELSs	F	%	DR by MLSs	F	%
I wonder of you could ..?	2	1.6	……jatona ?	6	1.5
Can you/ I .....?	16	13.33	yakiriki…?	7	5.83
Could you please ..?	8	6.66	..nungki…yanina?	9	7.5
Can you please ...?	19	15.83	….maharale?	10	8.33
……please	7	5.8	…..hyamlo?	3	2.5
Would you…?	3	2.5	……bujhasakan	7	5.83
Would you….?	9	7.5	anurodh….	7	5.83
Would you please...?	9	0.8	nakuya	10	8.33
Would you mind….ing..?	1	4.16	yakivari…?	3	2.5
I would be grateful	5	4.16	……jatona ?	10	8.33
I would appreciate	5	4.16	yakiriki…?	3	2.5
Will you please...?	1	0.8	nakuya…yanina	3	2.5
Could you....?	7	5.8	jaki…yanina	6	1.5
I'm sorry but I don't appreciate	4	3.3	nakuya…yanina	9	7.5

In the above table, more than 16% non-native English speakers use 'can you please.....? to speak with the neighbour. It is the most frequent response. They use 'Could you ...?', I'm sorry but I ......? / I wonder if I ......?, I would be grateful .....? commonly.

On the other hand the Magar native speakers use ..... marale ?/..... jatona? .... nakuya? more frequently. They have similar structures to speak with the neighbour. Most of the female seems to be more formal and polite but the males ignore the structures; they speak mixed languages and rude language. They say ..... nakaya .....yanina? most frequent. But yakivari....?yaki.....riri ...? etc. less frequently.

Most of the direct forms of requests are made by nonnative English speakers. They responded to the situations related to neighbors' in very polite forms. They were very polite compared to Magar speakers. Magar people used indirect forms of requests. The greater number of responses were found in direct forms of requests by NELS whereas in indirect forms of requests by MLSs in the relation with their neighbors.

4.2 Total Request Forms of the Speakers of English in the Item Wise Relationship

Table No.16

Item Wise Relationship

Relationship	DR	IDR		Non-R	
	F	%	F	%	F	%
Friends/ friends	84	15	7	1.23	29	8.32
Students/ teacher	83	14.2	5	0.32	32	9.2
Relatives	67	11	4	0.32	53	6.66
Customers/ Shopkeepers	83	14	26	4	11	2.2
Patients/ doctors	71	13	5	0.23	44	12.1
Neighbours/ neighbours	87	16	4	0.32	29	7.4
Total	581	69.16	58	6.90	201	23.92

From the table given above, majority of the English informants used more direct forms of requests. Out of 840, 581 were direct responses. non-native English speakers

used less indirect requests. But they used more indirect requests during the talk rather than indirect requests. According to the table, they used 201 indirect request forms whereas 56 indirect requests while responding to the situations. In total 69.16% direct request were found in different situation but 6.90% only are the indirect requests. On the other hand 23.92% are non-responses. They have no rigid answers to follow the structures.

4.3 Comparison between Magar and English

The subjects of the study were native speakers of Magar and request form of English found in many books journals etc. There were six types of relationship, categorized in the study. These relationships were categorized under four forms of requests: asking for help/ assistance, favors, permissions, and promises.

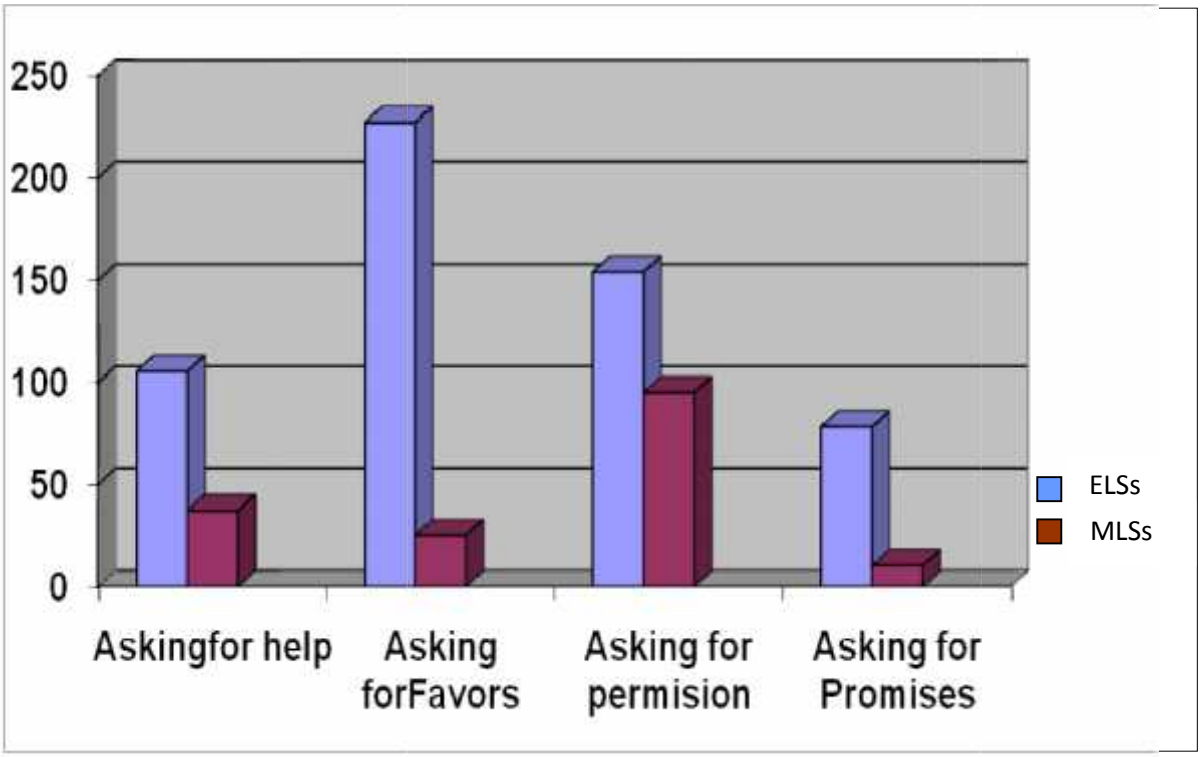


Figure No.1 Comparison between ELSs and MLSs on four Forms of Requests

From the figure given above it is seen that ELSs were more polite than MLSs in each forms of requests. English speakers were far more polite in asking for help or favors compared to the other forms of requests and 78 (43.33%) direct requests were used in the form of asking for help / assistance and permission, respectively. Magar people

were found more polite in asking for permission and less polite in asking for promises compared to other forms of requests. Magar people used 95 (52.78) and 10 (8.33%) of direct requests in the form of getting permission and making promises respectively. They used more indirect form of requests in asking for help compared to other forms of requests .As a whole, most of direct requests were used by English informants where as indirect forms of requests by Magar informants.

4.4 Total Request Forms Used by the English Speakers

Twenty-five types of requests were used by the nonnative English speakers while responding to the whole situations. Out of 840 responses in English 581 were direct from on requests and 58 were indirect requests.

Total No.17

Total Request Forms used by English Language Speakers

DR by ELSs	F	%
Could you/I.....?	55	6.54
Can you please.....?	45	5.35
Would you Please.....?	5	0.59
Could you please	26	3.09
Will you	22	2.61
Can you / I	191	22.73
May I	21	2.5
Please	68	8.09
Will you please	16	1.90
….excuse me,can you	19	2.26
Do you mind if I could Would you	9 19	1.07 2.26
Do you think I could possibly	2	1.07
Would it be O.K.	10	1.19
Excume me I’d like to……	10	1.19
Shoud I help you please	4	0.47

I would be gratrful	12	1.42
Would you mindv-ing	23	2.73
I don’t suppose you could	1	0.11
Would it be grateful…	1	0.11
I Wonder	4	0.47
……. Please	12	1.42
I earnestly request	1	0.11
I would appreciate	4	0.47
IDR by ELSs	F	%
Is it o.k. if I	22	2.61
Is it all right if I	2	0.23
Do you mind if I	2	0.23
Hey,why don’t you…….	1	0.11
I feel sorry to tell	3	0.35
I want to promise	6	0.71
It is possible	8	0.95
Do you mind checking	1	0.11
I was wondering if you	5	0.59
I want you to	3	0.35
You had better……..	1	0.11
It is Important that	2	0.23
I’m sorry but I don’t really appreciate	4	0.47

The above table shows the total request forms used by non-native English speakers and from some seminars. In the table we can evaluate that 'Is it ok .....? Could you please..... / Can you ......? ..... please / please...../ would you mind ..... ving' are the most frequent structures of request forms. The other responses are common. The non-native English speakers do not use the same structure, they use the structures separately in different situations.

Some sentence structures are 'Is it ok ....? , Do you mind if .....?, would it be all right ....?, would you mind .....? and some sentences have simple sentence form such as 'you'd better...../It is important that ...../ I'm sorry but I don't really appreciate ..... etc. Question form is more polite form of request but simple sentence is not so.

4.5 Summary/Discussion of Findings

As its objectives of the study, the request form of Magar seemed to be similar. It is difference in structures between male and female. Female Magar mostly uses '..... yanina?' it is more formal for Magar people. But male Magar mostly uses '..... hau, lafa?'. It's tone is bold and stressed.

The non-native English speakers mostly use 'would you mind.....?' Is it ok if .....?' such form of requests are similar in male and female. The only similar request form between English and Magar is '..... kripaya' or ..... please. These are the Major findings of this research.

As its objectives of the study, the request form of English and Magar sseemed to be difference. Although they have some similar structures, with the use of primary and secondary sources of data collection and from the interpretation it is found that Magar language have more direct request form. Their sentence structure has not been developed as of English.

The major findings:

Similarities	Differences
- English and magars have the same form of request like .....kripaya.....	- English has both direct and indirect request form but magar have almost more direct form of request.
- Both languages have more polite form in speaking tone.	- English has 's+v+o' form but magar has s + o + v' or no exact form of sentence.
- Both languages have situational request forms.	- English speakers use ..... 'please, excuse me, etc. frequently. But magars use ..... yanina?,Haulafa ....? frequently.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

From this research it is found the following conclusions :

The English speakers speak structured base request form. They use proper grammatical rule to make request. The English speakers make the request form mostly begin from 'would you mind .....?', would you ......?, please....., Excuse me..... etc. These structures are same in most of the situations. The native speaker of Magar use more direct request form. Their structures of request are similar but stress of speaking between male and female is different. The Magar specially use '..... yanina?', 'nakuya.....?, ...jatni, ...jakiparle, ... rakihainani', etc. as the words or sentences for request. This study will be expected to be useful for those who are interested about the request forms in Magar and English.

5.2 Recommendations

This research is useful in educational fields, policy related fields and practice related fields.

5.2.1 Policy Related

a. The curriculum designers can use the findings of the research to design curriculum because it helps to provide more information about Magar language and its request form.

b. It is said that there is no clear 'English language policy' in Nepal. As a result, ELT is always a challenging job and there is high percentage of students getting failed in English. The curriculum, Syllabus and textbooks are not design on the basis of comparison between the languages. The policy makers should consider Fries idea as "the most effective materials (for teaching L_2) are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner." (Richard, 1985, p.32)

c. The greater the differences between English and Magar request form, the greater the difficulty and the greater the errors. The text book writers should consider it while organizing the contents and the text designer while designing the test items. It means the concerned authorities should think of the policy on text book writing and language testing.

5.2.2 Practice Related

a. This research is a comparative study between two languages; Magar and English. A comparative study always helps the language teachers either of Magar or English to identify the difficult areas of language teaching. So, the language teacher should pay attention to this fact.
b. The number of polite terms in English is far greater than those used by Magar speakers so the language teacher should be aware about it.
c. The Magar language speakers mostly use direct request form due to their specific culture but in English it has both direct and indirect request form. So the language teacher and the related persons should aware of it.
d. Both language speakers speak polite tone in request. English speakers speak more formal request but Magar speakers speak less formal request. So the language teacher or speaker should concentrate about it.

5.2.3 Further Research Related

The pedagogical implication of this research in further research related level are as follows:

a. It is the research of request form of English and Magar. It is a comparative study which was compared only in the form of request between non-native speakers of English and native speakers of Magar from Madhumalla VDC. It will support for the further research in the related subject matter.
b. The data of the research has been taken from a small area of a village Madhumalla, the findings of the research will not be satisfied. But this research helps to the researchers for the further study in English and Magars.

c. More similar structures of English and Magar have been found in the research. It can be fruitful for the further study in the related topic.

Finally, the researcher hopes this work will provide detailed information about the Magar and English request forms as it helps the teachers to teach both languages. This research work can be proved as a milestone in the field of language function. Language teachers, linguists, textbook writers, syllabus designers and the Magar community may take more benefits from this research work.

The researcher has carried out this work in a limited number of forms of request concerned. He does not claim that the present research work covers all the aspects of request forms.

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Appendix

Interview schedule

This interview schedule, as the tool, has been prepared to elicit primary data required for the research work entitled **Request Forms in the English and Magar** which is being carried out under the guidance of **Mr. Shankar Dewan**, lecturer, Department of English Education, Faculty of Education, Sukuna Multiple Campus, Morang. I hope that all of you co-operate me giving authentic and reliable information that will be invaluable contribution to accomplish this research work.

Researcher
Durga Prasad Poudel
Sukuna Multiple Campus
Morang

Test Items

Name: ……

Address:……

Age:……Gender……

Nationality:…….Occupation……

Academic qualification:……

It is my request to the entire participants / helpers friend to help and make the request in the following situations.

Friends / Friends

1. You want to edit your story for the next program. You need help from your friend.

……
……
……

2. You didn't have money but you have to check your health. Ask your friend for some money.

……
……
……..

3. You bought many things from a shop, which you cannot carry at a time. ask your friend for carrying the things .

……
……
……...

4. You need some new books of English subject but you didn't have these books Ask your friends for such books.

……
……
……

5. Your intimate friend is alcoholics. You saw him having alcohol by hiding. Ask him to promise not to drink again.

……
……
……

Students / teachers

6. You want to edit your article. You need help from your teacher.

……
……
……
….

7. You want to go toilet. Ask your teacher for permission.

……
……
……
…

8. It’s getting late to finish your project work. It is almost 10 am. You are late for the school. Request your class teacher to grant leave.

……
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……
…

9. You have just completed your homework. Ask your teacher to check.

……
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10. You didn’t understand your lesson of English. Ask your teacher to repeat the lesson again.

……
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…….

Relative/Relative

11. A new guest comes to your house. Ask him/her to offer any drinks.

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12. You have a cold. You want tea to drink. Ask your brother for help.

……
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…….

13. Its getting dark. You want to complete your homework. You ask your mother to help.

……
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……
…

14. You have to attend a meeting but you can't iron your clothes due to hand injury. Ask your elder sister to press on your clothes.

……
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……

15. You are suffering from headache. You need to go to Doctor but you don’t have motor bike. Ask your uncle for motorbike.

……
……
……

Customer/shopkeeper

16. You need some beaten rice but you didn't have plastic bag .Ask the Shopkeeper for help.

……
……
……

17. You are a shopkeeper. A customer has come to your shop. Ask him/her about what he/she wants to buy.

……
……
……

18. You need two dozens of copies but you didn't have enough money. Ask the shopkeeper for credit for some days.

……
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……

19. You want to start a new small shop. Request the shopkeeper for wholesale rate.

……
……
……

20. You are a shopkeeper; a new customer has come to your shop. Request him to sit and ask for what he wants.

……
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……

Doctor/patient

21. You are a doctor you are checking the patient. Ask him questions about what has happened?

……
……
……

22. You are a patient from poor family .Ask doctor for discount in treatment.

……
……
……

23. You are a patient. You have a problem of toothache. Ask a doctor for better treatment.

……
……
……

24. Your mother is sick .Request a surgeon for early treatment.

……
……
……

25. Your sister is suffering from pneumonia. Request the doctor for early treatment.

……
……
……

Neighbor/Neighbor

26. it’s already 9:20 a.m. You have an appointment with a doctor at 9:30 a.m. So you want to borrow your neighbor’s bike. Ask your neighbor to ride his bike.

……
……
……

27. You have to write a letter. But your neighbor is listening to the folk songs at full volume. Ask him turn a little bit.

……
……
……

28. Your neighbor often throws garbage in your courtyard .Once you saw it yourself. Ask him/her to promise not to do so again.

……
……
……

29. You want to invite your neighbor for dinner. Invite him with all family members in the dinner.

……
……
……

30. You are organizing a house warming party .Invite your friend on the occasion.

……
……
……

Appendix

Interview schedule

This interview schedule, as the tool, has been prepared to elicit primary data required for the research work entitled **Request Forms in the Magar and English Language: Comparative Study** which is being carried out under the guidance of **Mr. Shankar Dewan** Teaching Assistant, Department of English Education, Faculty of Education, Sukuna Multiple Campus, Morang. I hope that all of you co-operate me giving authentic and reliable information that will be invaluable contribution to accomplish this research work.

Researcher

Durga Prasad Poudel

Sukuna MultipleCampus

Morang

Test Items

Name: पूर्ण बा० पिठाकोटे मगर

Address: 'मछुमल्ला'

Age: "८२" Gender: "पुरुष"

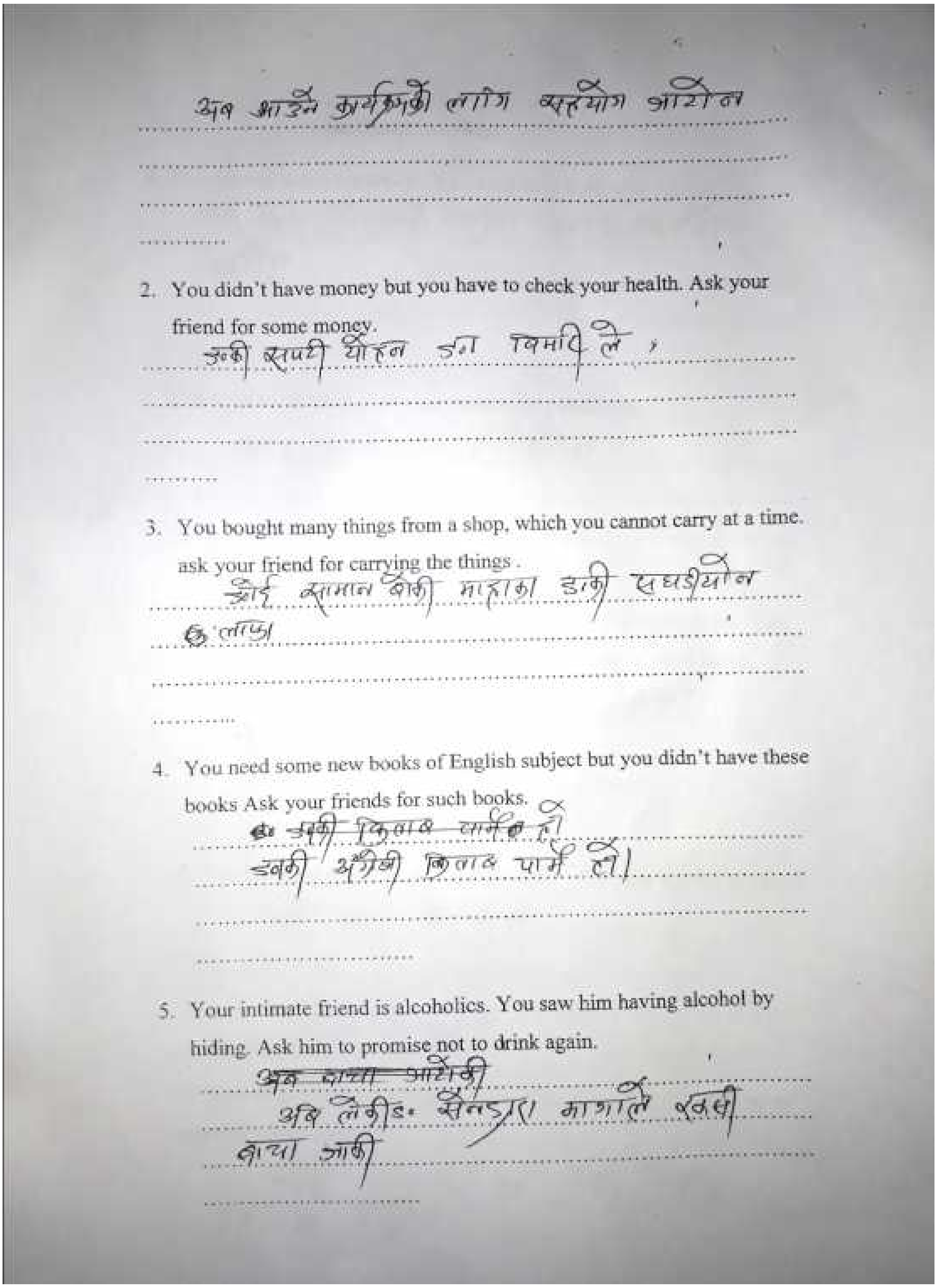
Nationality: नेपाली Occupation: कृषि

Academic qualification: साक्षर साक्षर

It is my request to the entire participants / helpers friend to help and make the request in the following situations.

Friends / Friends

1. You want to edit your story for the next program. You need help from your friend.



अब आउने कार्यक्रमको लागि सहयोग गरोस

2. You didn't have money but you have to check your health. Ask your friend for some money.

उनको सम्पत्ती यो हन उना बिमारि ले,

3. You bought many things from a shop, which you cannot carry at a time. ask your friend for carrying the things .

कोई सामान बोकी मान्हाका डाकी सघाईयोन लाग्यो

4. You need some new books of English subject but you didn't have these books Ask your friends for such books.

~~उनकी किताब पार्नेछ हो~~

उनको अंग्रेजी किताब पार्ने हो।

5. Your intimate friend is alcoholics. You saw him having alcohol by hiding. Ask him to promise not to drink again.

~~अब वाचा गरोको~~

अबि लेकीड सैनदारा मागाले रवशी वाचा जाकी

Students / teachers

6. You want to edit your article. You need help from your teacher.

सर लेख लेख्नको लागि का छिनसहयोग
आशेन

7. You want to go toilet. Ask your teacher for permission.

बाहिर जुडको डन हौयोकलेन

8. It's getting late to finish your project work. It is almost 10 am. You are late for the school. Request your class teacher to grant leave.

चा काम होना र खुलाचा इमाS०
जुSका

9. You have just completed your homework. Ask your teacher to check.

डौं कपी डोस्कीनं

10. You didn't understand your lesson of English. Ask your teacher to repeat the lesson again.

डोनाहु पिक ख्वौंकह्रु कोरी कोहरी
निहोन मै होन

53

....

....

Relative/Relative

11. A new guest comes to your house. Ask him/her to offer any drinks.

चियो खाइन्चो कि गाले

....

....

....

12. You have a cold. You want tea to drink. Ask your brother for help.

भाई चिया खाने होन

....

....

....

13. Its getting dark. You want to complete your homework. You ask your mother to help.

मोई बती ढाल्न यानी न

....

....

....

14. You have to attend a meeting but you can't iron your clothes due to hand injury. Ask your elder sister to press on your clothes.

दोई बाहल परहरीया र छाम योरे

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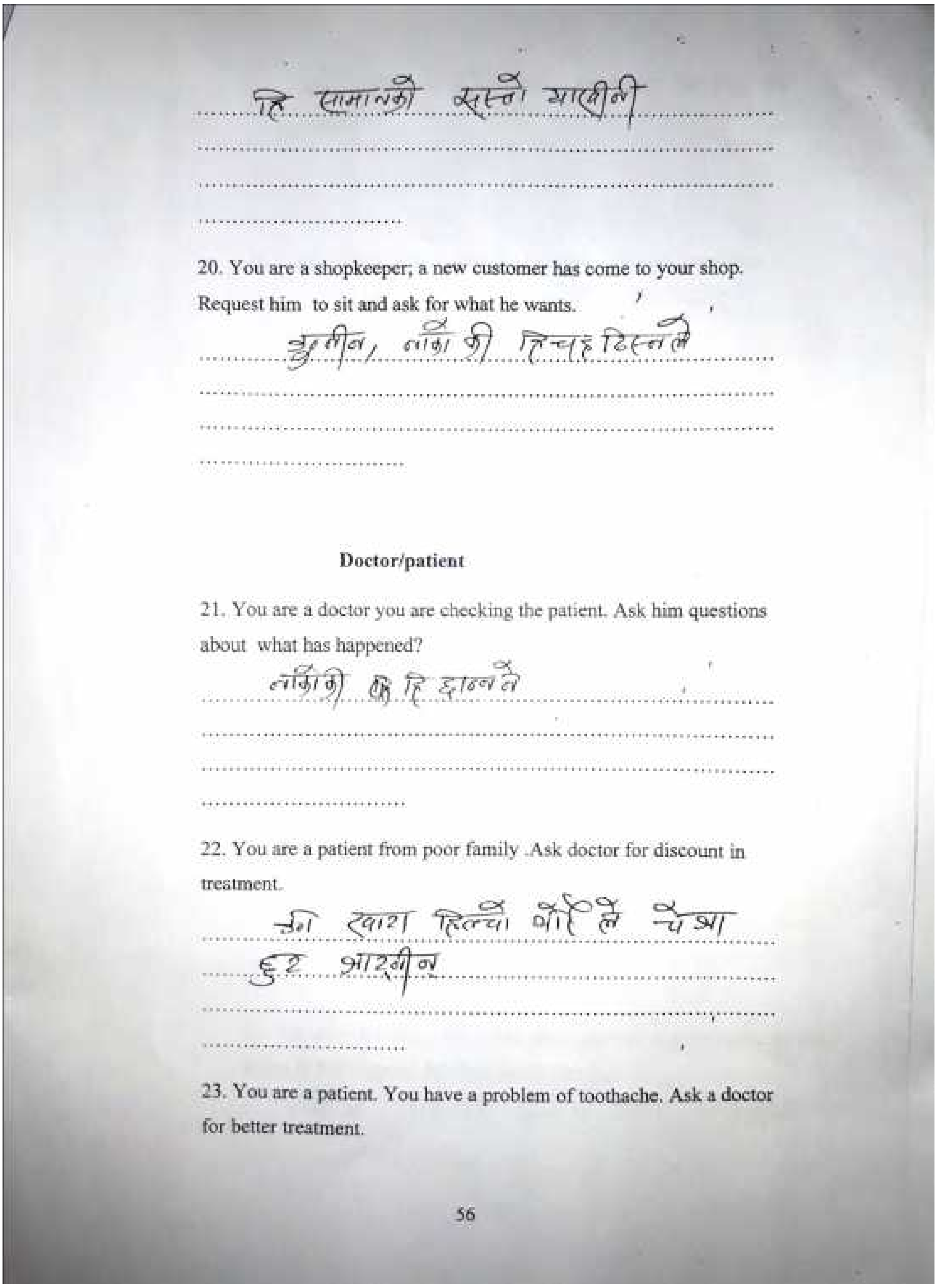
54



ह्रि सामान्की स्ह्नो याङ्मी

20. You are a shopkeeper; a new customer has come to your shop. Request him to sit and ask for what he wants.

छुगीन, नाँका की ह्रिचह ठिह्नले

Doctor/patient

21. You are a doctor you are checking the patient. Ask him questions about what has happened?

नाँकाजी कि ह्रि ह्राल्ले

22. You are a patient from poor family .Ask doctor for discount in treatment.

ङा ख्वाश ह्रिल्चा मोँ ले च्येआ
ह्रु आरङीन्

23. You are a patient. You have a problem of toothache. Ask a doctor for better treatment.

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