

CHAPTER ONE

INTRODUCTION

1.1 General Background

A language is a dynamic set of sensory symbols of communication and the elements used to manipulate them. Language can also refer to the use of such systems as a general phenomenon. Strictly speaking, it is considered to be an exclusively human mode of communication. Although other animals make use of quite sophisticated communicative systems, sometimes casually referred to as animal language, none of these are known to make use of all of the properties that linguists use to define language. Language is the system of communication in speech and writing that is used by people of a particular place or country. It is what the members of a particular society speak.

Language is one of the most valuable possessions of human being. It is the language because of which human beings communicate with each other and perform social activities. Language is widely used means of communication through which we can express our thoughts, feelings, emotions, opinions, ideas, desires, wants etc .Oxford Advanced Learner's Dictionary (1999, p.721) defines language as “the system of communication in speech and writing that is used by people of a particular country”. It has unique property which plays a vital role to differentiate human beings from animals. It is the key to show our personality and mirror of mind as well because language that a person uses shows what goes inside his\her mind. Lyons (1970, p.3) defines language as "the principal system of communication used by a particular group of human beings within the particular society (linguistic community) of which they are members”. Encyclopedia of Britannica ([http\\www.Encyclopedia\searchresults](http://www.Encyclopedia/searchresults)) states precisely language as “a system of conventional spoken and written symbols by means of which human beings share it as members of a social group and participants in its culture”. Similarly, Chomsky (1957, p.3) defines

language as “a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements”. Gimpson (1957, p.3) defines language as “a system of conventional signals used for communication by a whole community”. Every language is unique in its nature and complex structure; however they share some common features because every human being possesses a common heritage of vocal apparatus. Linguistic knowledge in language teaching has great importance. A language teacher who knows more languages will have better performance on language teaching in a multilingual speech community.

1.1.1 Linguistic Situation of Nepal

Nepal represents a complex cross section of linguistic and cultural diversity. Nepal is a multilingual, multicultural, multiracial, multireligious country. Language diversity is one of the characteristics of Nepal. In a small geographical region, we can find the people speaking different languages. For example, in a small village of Jhapa district of Nepal, some people speak Maithili, some speak Rajbansi, some speak Limbu and other speak the Nepali language. People from same community speak their language in home and in daily communication but they use the Nepali language, when they talk with the people of different native languages i.e. Rajbansi, and Limbu use Nepali language as a means of communication. Within this diversity, all language groups are living with their own identity. The Ethnologue on the languages of the world, edited by Grimes (1991) estimates a total of about 100 languages spoken in Nepal. More than 92 languages are identified and spoken in a small country Nepal (CBS report 2002). Most of these living languages do not have their written scripts.

In Nepal, according to Kansakar (1996) four language families, namely, Tibeto-Burman (about 56 languages), Indo-Aryan (about 14 languages), Austro-Asiatic (one language), and Dravidian (one language) are spoken.

A) Indo-Aryan Group

This group includes the following languages:

Nepali	Awadhi
Hindi	Majhi
Maithili	Kumal
Bhojpuri	Darai
Tharu	Rajbansi
Marwadi	Danuwar
English	Bangali

B). Tibeto- Burman Group

This group includes following languages:

Newar	Chamling
Gurung	Tamang
Thakali	Hayu
Ghale	Sangpang
Kaike	Sunuwar
Chepang	Bahing
Limbu	

C). Dravidian Group

In Dravidian family, Jhangad is the only one language of it. This language is spoken in the Eastern part of Nepal. Mon- khemar and Munda are the two branches of this family. On the basis of the prominent linguistic feature,

Tibeto- burman languages spoken in Nepal are further categorized into the following two sub-groups:

i). Pronominalized Group: It includes the Rai and Limbu languages. These are called Kiranti languages. Because of other complexity in pronominalized system, the Kiranti languages are also called complex- pronominalized languages.

ii). Non-pronominalized Group: It includes Tamang, Gurung, Thakali.

Interim Constitution of Nepal 2063 declared Nepali as the official language of the nation. It claims more than 50% native Nepali speakers have dominant role in the life of the country including its extensive uses for official purposes, as a medium of instruction at various levels of education, commerce, legal practices, and in public communication media. Interim Constitution also says that local and minority languages can be used in local government offices. And the government keeps the record of these languages. Some languages like Sanskrit, Maithily and Newari, have a long history of written literature and a variety of modern linguistic descriptions, such as teaching materials, grammars, and dictionaries. There are, however a large number of minority languages spread over a wide geographical area that are characterized by a declining number of speakers.

Most minority languages are declining because of the lack of language loyalty among mother tongue speakers. This situation could lead to two consequences, the language spread and maintenance and a gradual shift from mother tongue to the second language, which are most cases in Nepali. The primary factors that contributed to this process are economic and profession; for example, all the minority languages (eg Rai, Kiranti, Dhimal, Kumal, and so on.) which are declining is due to the lack of language loyalty among their speakers. The speakers of minority languages are forced to learn Nepali, which

is the official language of the country. A multilingual state with an emerging democratic system can not continue to follow a monolithic language policy.

1.1.2 English and Nepali: A Brief Introduction

English is the most widely used language in the history of our planet. One in every seven human beings can speak it (Lederer cited in Sthapit et al, 1994, p.1) Among various languages that exist in the present world, English is so widely used that it is no longer the language of English people only. English belongs to the group of Indo-European language family. It is the most widely used international language; it is spoken all over the world as a lingua franca to make communication possible; among the speakers of different languages in the world. No doubt it is so advanced, rich and dominating language in the world. In many countries including Nepal, it is taught and learned as foreign or second language. The importance of English in Nepal is growing rapidly. In the present context of Nepal, English is taught as a compulsory subject up to bachelor level. Various efforts have been made to amend the condition of English. In Nepal due to various factors, the situation of English has not been developed as expected.

Nepali belongs to the group of Endo-Aryan language family. It is spoken in all parts of the country. It has become the language of the nation. According to CBS report (2002) 48.6% Nepalese speak Nepali. It is dignified language of the nation. The Nepali language has a dominant role in the life of country including its extensive uses for official purposes as a medium of instruction at various level of education, commerce, legal practices, and in the field of mass communication. The Nepali language also functions as a lingua franca among different communities. For example, when Rai, Gurung, Newari, Rajbansi meet in some place or situation, they use the Nepali language as a means of interaction. So, the Nepali language functions as the link language between

people of different speech communities. In the present situation, Nepali language is taught from elementary to higher level of education.

1.1.3 Language Function

A function in language refers to the purpose for which an utterance or unit of language is used. Such functions are often described as categories of behavior e.g. requests, apologies, complaints. Language function can be classified as; grammatical and communicative functions. Richards et al, 1999, (as cited in Sharma and Phyak 2006, p.47) define grammatical function as 'the relationship that a constituent in a sentence has with another constituents'. Grammatical function is also called syntactic function. For example,

Hari eats mango.

'Hari' in this sentence has the function of being the subject of the verb 'eats' and 'mango' has the function of being the object of the verb. Lyons (1974) discusses three grammatical functions: subject, predicate, and adjunct. Subject and predicate are two obligatory major constituents whereas adjuncts are optional constituents of the sentence. They may be removed or deleted without impairing the meaning of the remainder of the sentence, e.g.

Ram Killed a snake in the garden.

In this sentence 'Ram' is the subject of the verb 'killed' and 'killed a snake' is the predicate while 'in the garden' is an adjunct. Without this also intended meaning, that is, *Ram killed a snake* is conveyed clearly. The main function of language is its communicative function. Communicative function refers to the ways in which a language is used in a community. By communication, we mean the exchange of ideas, information between two or more persons. We communicate through the use of language. Language function describes how a constituent work establishing relationship with other constituents in a larger unit

as a noun or noun phrase in relation to a sentence can work or functions as subject, object, compliment, modifier etc. For example,

Sita is a very beautiful girl

Here, 'Sita' function as a subject and 'very beautiful' function as a premodifier of the object 'Girl'

Richards et al. (1985, pp.113-4) state that "functional uses of language cannot be determined simply by studying the grammatical structure of sentence." It needs studying in social context. For example; sentences in the imperative form may perform a variety of different functions;

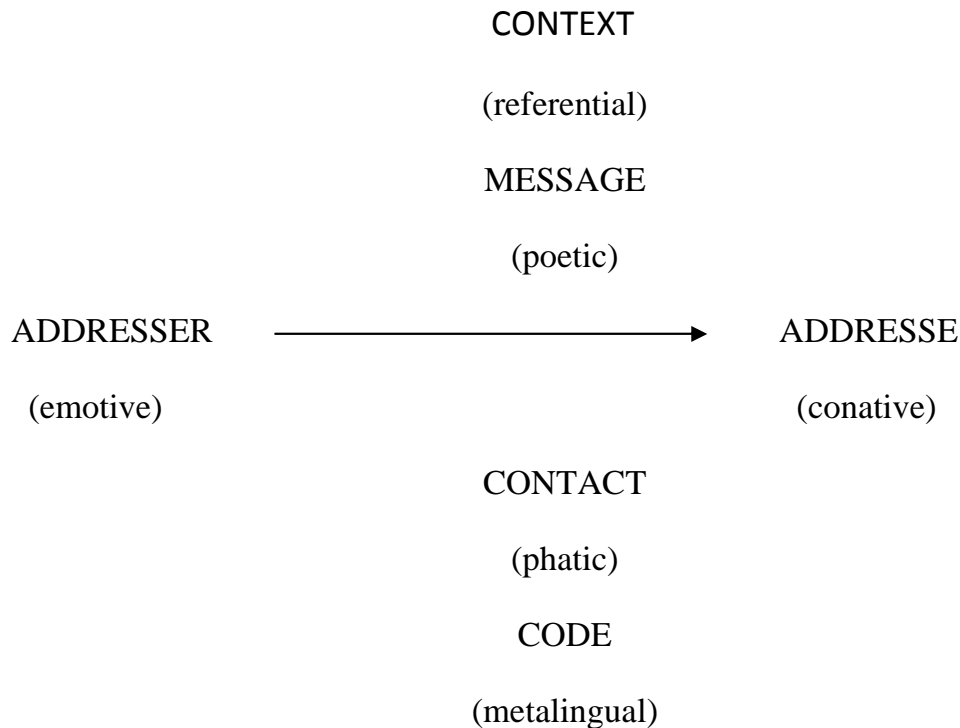
- a. *Give me that pen.* (order)
- b. *Pass the salt, please.* (request)
- c. *Turn right at the corner.* (instruction)
- d. *Come round on Saturday.* (invitation)

(Asher 1994, as cited in Sharma and Phyak 2006 p. 179) says, "language function is the role played by language in the social situation, how it is used to express attitudes, communicative feelings etc." Language serves us to express our ideas and feelings with other people when we want to use it. Crystal (1980, p 146) defines language function as " the role of language played in the context of society". Thus , language function is the role that language plays during the interaction of communication among the members of a speech community.

Human language has many functions, among them communication is the chief. People use language in many ways other than sharing ideas. The way people can express politeness, respect and people also identify themselves as a part of social group by what language they speak. Furthermore language is used to greet and guide our thought. However, communication is the basic to language.

If people did not communicate openly with language then these 'secret' languages could not be learned and they could not be used for anything else.

Holstein (1976, as cited in Sharma and Phyak 2006, p. 18) gives the following picture of Jakobson's functions of language who elaborated language functions and made a distinction between every day language and poetry.



i). Emotive Function: The expression focused on addresser is called emotive function. It is a direct expression of the speakers' attitude towards what s\he is speaking about. Here the speakers' feelings, desires and emotions are expressed and the underlying meaning becomes important. For example,

How about you, dear?

ii). Conative function: when the utterance is focused on the addressee it serves conative function. It is realized by imperatives grammatically. For example,

Sit down.

iii). Referential function: The utterance focused on context is referential function. It describes the state of event in the world. For example,

This is my book.

iv). Phatic function: This function of language is related to establishing or maintaining social relationship. The pieces of language used to express phatic functions are ritualized. The utterances differ from culture to culture. English examples of phatic functions are:

Hello!

Hi!

How are you!

v). Metalingual function: This function of language is used for speaking language itself. This function emphasizes on code. For example;

A: *The sophomore was plucked.*

B: *What is plucked?*

C: *Plucked is same as flunked.*

B: *And flunked?*

A: *To be flunked is to fail in an exam.*

vi). Poetic function: This function gives emphasis on message. Saying same thing in different styles and way is called poetic functions of language. It is aesthetic value of language. For example,

My love is like a red rose.

A function in language refers to the purpose for which an utterance or unit of language is used. Obviously, language is used to perform some functions. It is used to establish social relationship, making a query, getting things done, expressing moral and emotional attitude. This research work is concerned with

the communicative function of language because encouraging and warning functions are used in society to make good social relationship among people or to tell them to do something or not to do something.

Language is the chief means of communication. People use language in many ways other than for sharing ideas. Language is used to greet, record activities, and guide our thought. Speech can be polite, formal, informal, illogical, humorous, pleasing or irritating. We can use any form of variations to control the type of social interaction with interlocuter. This research work focuses on the communicative function of language like encouraging which is used to give people hope or confidence to do something and warning is used to urge people to do or not to do something in our society. The research work is confined to comparing and analyzing exponents of encouraging and warning in English and Nepali.

1.1.4 Introduction to Encouraging and Warning

Van Ek and Alexander (1980, p. 19) presented six main categories of language function, 'Getting Things Done' is one of them. Under 'Getting Things Done' comes encouraging someone to do something and warning some one to do\ not to do something. Encarta World English Dictionary (1999) defines encouraging as "giving hope, confidence or courage". When we encourage other people, we will support them and their activity, too. If someone is walking in a wrong way and doing unnecessary things, we urge him\her not to do so. We can encourage our family, friends and other people to do good things in life. For example, we can encourage our students to study hard and score high in examination. We use such exponents as,

You can do it!

I m sure you can be the highest scorer in exam!

Similarly, we can encourage our friends to do something which is important for us. For example, if our friend is a good football player and wants to play national game, we can inspire and support him\her for the best performance.

We use such exponents as,

You are doing great!

That's all right!

Go on !

Keep it up!

Oxford Advanced Learners Dictionary (1999, p. 412) defines encouraging as “an act of giving somebody courage, support or hope”. We encourage someone to persuade him\her to do something by making it easier for them and making them believe that it is good thing to do. For example,

Come on.....!

Go on.....!

I want to encourage you

I would like to encourage you.

Warning is one of the language function which is very important in our family, relationship and society. Encarta World dictionary ([http://www.Encyclopedia/searchresults.asp+ 2q=encourage](http://www.Encyclopedia/searchresults.asp+2q=encourage)) defines warning as “sign of something bad coming or threat or sign that something bad is going to happen “. It is an advice for somebody to be careful or to stop doing something. We give warning to other about something that might cause injury or harm. For example, when someone is crossing the road without looking at traffic, then we can give warning to him\her, such as,

Watch out.....!

Be careful.....!

The car is coming.....!

Similarly, when police see that the two robbers are running after taking money from the bank, they will warn them to stop. They use such exponents as

Hands up.....!

Don't move.....!

Halt or I'll shoot.....!

I am going to count 1.....2.....3.....4.

So, warning is important for everyone. When anybody is doing anything wrong, we can tell him\her about that in advance. We can scold him\her and prevent from possible danger . Various exponents are used to give warning, for example,

Look out.....!

Watch out.....!

Be careful with that.....!

The selection of appropriate exponents of encouraging and warning largely depends upon the social relationship of the speaker with the listener and situation to be encountered. The speaker should choose appropriate exponents of these language functions. It also depends upon the personalities involved in speaking and degree of formality to be observed.

According to Holmes (1992, p.12), the following components influence in the selection of the exponents,

- i) Social factor: the participants; who are speaking and who they are speaking to?
- ii) The setting or social context of the interaction: where are they speaking?

- iii) The topic: what is being talked about?
- iv) The function: why are they speaking?
- v) Social dimensions.

1.1.5 Importance of Encouraging and Warning

Encouraging and warning come under the language function 'Getting Things Done'. We encourage people to do something or not to do something. If someone is walking in the wrong way, we can suggest or encourage him\her to walk in the right path. If someone is doing good things, we will support him\her and his\her activity, too. We can encourage our relatives or people in society to do good things in life. In language teaching, we can encourage our students. For example, if one student in a class does not do his \ her homework, the teacher can encourage him\ her by doing different things. For example; he can encourage him\her by saying;

- i) Ram, work a little bit more, you are doing great.
- ii) Sita, if you do your homework regularly you will be the topper in final test.

According to our relationship with other people, we use different kinds of exponents. We can encourage our students, teachers, staff, friends, son, manager, government officers by using appropriate exponents.

Likewise, warning is an advice for somebody to be careful or to stop doing something. We give warning to other people about something that might cause injury or harm. We do warn people, when they are doing wrong activities. For example, if one of our friends is taking harmful drugs, we can warn him\her and tell him\her not to take drugs. According to our relationship with people, we use different kinds of exponents suitable to them.

The speakers of any language should express varieties of exponents of encouraging and warning in a society to maintain good relationship. They reflect the culture of particular a society. Expressing these language functions also involves the dimensions of formality in formal setting. Formal forms of these language functions are used, if two interlocutors are higher or higher rank, temperate forms are used if the interlocutors are of equal rank and quite informal forms are used, if the interlocutors are of lower rank and informal setting.

i) Formal Forms of Exponents: Generally, people use this kind of exponents while communicating with their senior relatives, respected persons or for official and important occasion. Such as for parents, teachers, ministers, government officers and other formal situations. They use the language which show respect and politeness. For example,

Sir, it would be a wonderful place to write a poem

(Formal form of encouraging in English)

iii) Temperate forms of exponents: Using temperate forms of exponents means, behaving in a calm and controlled way. This is neither formal nor quite informal. People use temperate forms of exponents in different occasion and relationship. for example,

Be careful and continue your work.

(Temperate form of exponent in English)

iii) Quite Informal Forms: This kind of exponents are used while communicating with close and intimate relationship or occasions. Such as friends, family members and other informal occasions. For example,

You can do it .

(Quite informal form of exponent in English)

1.1.6 Encouraging and Warning in Nepali

In Nepali, Encouraging and Warning are the important language functions. These communicative functions are expressed in relation to the degree of formality. Degree of formality is related to pronominal system in Nepali. The Nepali pronominal system has first, second, and third person pronouns as English has. There are multi-levels of the first person singular, 'I', second person 'You' and third person 'She\He'. These levels are related to a scale of politeness of honorific registers, which indicate the relative status of the speakers and hearers. There are four levels of honorificity; low (L), middle (M), honorific (H), and high formality (HH). The pronouns 'ta' 'you ' is used to show lower level of formality, 'timi' is used to show middle level of formality , similarly, 'tapai', 'yaha' are used to show formality (honorific) and 'sarkar', 'hajur', 'mausuf', are used to show higher level of formality.

In the Nepali language, importance of politeness is not given to the first person pronoun. The pronouns 'tapai , sarkar , hajur, and mausuf are used to show high honorificity. This means, the pronouns are taken as the politeness and formality makers in the social conversation. So, the pronouns, which show respect, are the determiners of politeness.

1.2 Review of Related Literature

Many research works have been carried out comparing various aspects between English and Nepali in the Department of English Education. They are as follows:

Giri (1982) carried out research on “English and Nepali kinship terms”. The main purpose of this study was to determine the English and Nepali relations and to find out their corresponding addressing forms and to compare and contrast the terms. She found on her study that English kinship terms are less in number in comparison to Nepali kinship terms. Similarly, Pandey (1997)

carried out research on “A comparative study of apologies between English and Nepali”. The purpose of this study was to list the different forms of apologies used in English and Nepali and compare them in the context of some related situations. He found that English people are more apologetic compared to the Nepali people and women are more apologetic than the male counterparts in English and Nepali. Likewise, Kattel (2001) carried out a research work on “A comparative study on terms of address used by English and Nepali”. His study showed that Nepali native speakers use lots of addressing terms than native English speaker. English native speakers used the first name frequently to address someone but it was less in Nepali native speakers. In the same way, Chapagain (2002) carried out a research works on “Request forms in English and Nepali language” a comparative study. Her study showed that English native speakers were more polite than those of Nepali native speakers.

Basnet (2006) carried out a research work on “Terms of greeting and taking leave used in English and Nepali”. He concluded that English native speakers use the greeting terms such as, good morning\evening while they are greeting in a very formal situation whereas Nepali native speakers use namaste and abhivadan. He also concluded that English people are habituated in saying first names, kinship terms to greet family members either they are seniors or juniors, whereas Nepali people use more formal exponents to greet their seniors.

Similarly, Subba (2007) carried out research work on “Terms of greeting and taking leave used in English and Limbu languages”. In his study, the purpose was to find out the terms of greeting and taking leave used in Limbu and English. He concluded that the native English speakers were more formal while using the terms of greeting and taking leave in comparison to native Limbu speakers. Likewise, Tembe (2007) carried out research on “A comparative study of Apologies between English and Limbu”. In his study, the purpose was

to identify the different forms of apologies in English and Limbu. He concluded that native English speakers were more apologetic in comparison to native Limbu speakers. In the same way, Lamichhane (2008) carried out a research on “Condolence, sympathy and compliments in English and Nepali”. In his study, the purpose of study was to find out the terms of condolence, sympathy and compliments in English and Nepali. He concluded that the native English speakers were found more formal than their Nepali counterparts while expressing condolence. Nepali native speakers were found more formal than the native English speakers while expressing compliments and equal number of the native English and Nepali speakers were more formal while expressing sympathy.

The present study is different than all the reviewed ones, as not a single research has been carried out on the analysis of Encouraging and Warning between English and Nepali. Thus, it is a new venture in itself.

1.3 Objectives of the study

The study had the following objectives:

1. To find out terms of encouraging and warning in English and Nepali
2. To compare the exponents of encouraging and warning expressed by English and Nepali speakers.
3. To point out some pedagogical implications.

1.4 Significance of the Study

No any research has been carried out on this topic in the Department of English Language Education. So, this research will be invaluable for the department itself. Similarly, the study will be significant to all the English users in general. Likewise, it will be useful to course designers, teacher- trainers, teachers, students, researchers,, linguists, and all the people who are directly and indirectly involved in the teaching of English in Nepal and other countries where it is taught as a foreign language, in particular.

CHAPTER TWO

METHODOLOGY

This chapter incorporates the description of the source of data, sample population and sampling procedure, tools for data collection, process of data collection and limitations of the study. The following methodology was adopted to accomplish the objectives of the study.

2.1 Sources of Data

The researcher used both primary and secondary sources of data. But primary source was the basic one for the research.

2.1.1 Primary Sources of Data

The study was based on primary data i.e the responses or answers from the native speakers of the English and Nepali language through the questionnaire distributed to them. So, the primary sources were native English and Nepali speakers.

2.1.2 Secondary Source

The secondary sources of data were the related books, journals, reports, dictionaries, articles, and unpublished theses. The main sources of secondary data were Lyons (1970), Finocchiaro (1974), Van Ek (1975), Wilkins (1976), and Matreyek (1983). The researcher made heavy use of these secondary sources in his research work.

2.2 Sample Population and Sampling Procedure

There were 80 respondents altogether. Among them 60 speakers were Nepali and 20 speakers were English. English speakers were from British Council, British School, and Kathmandu International Study Center (KISC). Out of 20 English speakers 10 were male and 10 were female. Sixty Nepali native speakers were from the Faculty of Education, Tribhuvan University, Kirtipur.

Similarly, out of 60 Nepali speakers 30 were male and remaining 30 were female. The sample population in terms of the country, native language and sex can be presented as follows:

Table No: 1 Sample Population

S.N.	Country	Native Language	Sex		Total No of informants
			Male	Female	
1	England	English	10	10	20
2	Nepal	Nepali	30	30	60
Total = 80					

The researcher used judgmental sampling procedure to select the sample population. Here, the researcher contacted only those population who he thought would supply with required information to achieve the objectives of the study. The process of sample selection continued until the expected informants meant to provide the adequate and required information were selected.

2.3 Tools for Data Collection

In order to collect the data for the study, the following tools were utilized.

a) Questionnaires

Questionnaire was used as the main tool for data collection. The researcher developed two sets of questions to collect data from the sample population. Two sets of questionnaire were designed separately for the native Nepali speakers and native English speakers. They have presented in appendices (I and II).

One set of questionnaire was used for the speakers of Nepali in the Nepali language. The other one was used for the native speakers of English in the English language. Both sets of questionnaire were equivalent in terms of linguistic heritage. The questionnaire demanded varieties of exponents of encouraging and warning in various relationships. All the respondents were university graduates or post graduates. This means Nepali native speakers were the students of M. Ed studying in the first and second year with major Nepali. English native speakers were graduates but having different professions.

b) Interview:

A short interview was organized to examine the validity of the informants and responses already given.

2.4 Process of Data Collection

The researcher prepared two sets of questionnaire for research work. Firstly, he distributed those two sets of questionnaire to two native speakers of English and three Nepali speakers before collecting the final data. The respondents analyzed the whole situations according to their own context and situation and gave the responses. Secondly, some items were replaced according to their suggestions in both languages. Thus, on the basis of the pilot study, both sets of questionnaire were revised for the final data collection. Thirdly, after revising the both sets of questionnaire, the researcher visited the native English speakers at British Council, Lainchour, Kathmandu for data collection. He also visited the British School, which was situated in Jhamsikhel, Lalitpur, and finally he visited the Kathmandu International Study Center (KISC), Dhobighat Lalitpur. From these three places, he selected 20 British native speakers purposively. Among 20 English native speakers 10 were male and others were female. Similarly, he visited the Faculty of Education, Tribhuvan University, Kirtipur and selected 60 native Nepali speaking informants. Among 60 respondents 30

were male and 30 were female. All the raw data as provided by the respondents are given in the appendices.

2.5 Limitations of the Study

The limitations of the research work were as follows:

-) The study was confined to 20 native English native and 60 native Nepali speakers.
-) The study was further limited to the analysis of the responses obtained from the responses only.
-) Grammatical and spelling mistakes occurred in the responses were not taken care of.
-) The research was based on the subjective analysis of the researcher.

CHAPTER THREE

ANALYSIS AND INTERPRETION

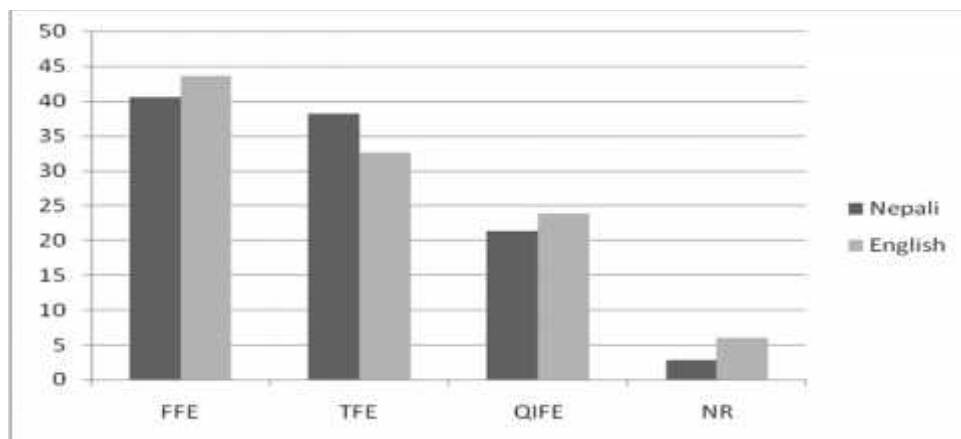
This chapter deals with the analysis and interpretation of the data. All the responses given by the English and Nepali native speakers were tabulated on the basis of formal forms, temperate forms and quite informal forms of encouraging and warning. The analysis and interpretations were carried out as effectively and accurately as possible.

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

3.1 Total Forms of Encouraging Given by Native English and Nepali speakers

In analyzing the collected data the researcher found different exponents of encouraging as English and Nepali, which can be presented in the following chart.

Figure No 1. Total Responses of Encouraging Used by Native English and Nepali speakers



Some examples of encouraging in English and Nepali exponents are as follows,

1. Excuse me mam, You are playing very well. (FFE in English)
2. Kripaya khel ma dhyan dinuhos. (FFE in Nepali)
(Please mam, give attention to the game.)
3. Sir, you seem to have natural ability to draw. (TFE in English)
4. Ramra chitra rahechhan, malai ta sarhai man paryo. (TFE in Nepali)
(Nice pictures, I like them very much)
5. Mr. Davis, I didn' t know, you were an artist. (QIFE in English)
6. Sir, yota gajjab rahechha arko pani jaaos nata. (QIFE in Nepali)
(Sir, its very nice, draw a next one.)

The above figure shows that the native English speakers have used FFE in greater number in comparison to native Nepali speakers while encouraging other people to do something or not to do something. The respondents used polite terms and found to be formal (see appendix V and appendix XI). Some examples from both English and Nepali are as follows,

1. Would you like me to couch before we play? (S.No.1g)
2. Dear son, you would be a great football player. (S.No.2j)
3. Hajur! bistarai garnauhos hijo bhadna aaja dherai ramro chha .
(S.No.1j)
(madam please play slowly, today is better than yesterday)
4. Jwaisap ! hajur aba mobile ko byapar garnuhos (S.No.2b)
(Dear brother inlaw, please start a new business of mobile)

Similarly, the researcher found out that out of total responses, 32.63% and 38.17 responses were under temperate forms of encouraging in English and

Nepali respectively. These responses are not so much polite or not quite informal, they are in the middle, neither formal nor quite informal but they are the exponents of encouraging (see appendix VI and XII).

Some examples from both English and Nepali are as follows,

1. Sir! That picture is very excellent. (S.No.1h)
2. It has great opportunity for you. (S.No.4a)
3. Chitra haru ramra rahechhan, malai ta sarhai man paryo.
(S.NO. 2j)
(Dad, to keep healthy body, you have to go for morning walk)

The other responses are categorized under quite informal forms of encouraging. Out of total responses, 23.76% and 21.26% responses were of these types in English and Nepali responses respectively. The responses were not polite and not middle types as well. (See appendix VII and XIII) . For example,

1. Mr. . Davis, I didn't know you were an artist. (S.No.1b)
2. Be positive! (S.No.2e)
3. Naramro namana arko patak safal hunchhas. (S.No. 7c)
(Don't worry you will be success in next exam)
4. Ye kanchha yeta her, ma sikauchhu tanlai. (S.NO.8c)
(Oh! kanchha look at here I will teach you.)

Here the respondents were found quite informal in responding the given situation. The number of quite informal forms of encouraging in English is greater than those in the Nepali language. It clearly shows that the English native speakers were found to be much informal than their Nepali counterparts.

The study also revealed that the Nepali and English native speakers expressed their politeness through their tone and non linguistic features, such as facial expressions, gestures, tactics. Finally, 6% English native speakers and 2.77% Nepali native speakers did not use any forms of encouraging.

3.1.1 Total Forms of Encouraging Found Among Staff- Boss Relationship

The table below, shows that the majority of the English native speakers used formal forms while encouraging their boss.

Table No. 2 Total forms of encouraging found among staff- boss relationship

NLSs	S.No.	FFE		TFE		QIFE		NR	
		F	%	F	%	F	%	F	%
English	1	23	60.53	10	26.32	5	13.16	2	5
Nepali	1	60	52.17	39	33.91	16	13.91	5	4.17

Out of 38 responses, 60.53% native English speakers used formal forms of encouraging. While encouraging their boss they used polite forms. Nepali native speakers also used formal forms while encouraging to their boss. But out of 115 responses 52.17% Nepali native speaker used formal forms of encouraging (see appendix V and XI). So, Nepali native speaker used less formal forms to encourage their boss. For example,

1. Excuse me mam , you are playing very well. (S.No. 1b)
2. Sir, I love your work, next one, please. (S.No.1e)
3. Sir, sayad maile hajaruko yati ramro chitra pahilo patak dekhne mauka paye. (S.No. 1b)
4. (Sir, for the first time, I got opportunity to see your beautiful picture.)
5. Kripaya khelma dhyan dinuhos. (S.No. 1e)
(Please mam, give attention to the game.)

Likewise, the English interlocutors used less number of temperate forms of encouraging than their Nepali counterparts. Out of 38 responses, only 26.91% native English speakers used temperate forms of encouraging. Similarly, out of 115 responses, 33.91% native Nepali speakers used temperate forms of encouraging. So, it clearly shows that the Nepali native speakers frequently used temperate forms of encouraging to their boss (see appendix VI and XII). Some examples from both languages are as follows,

6. You are doing very well. (S. No. 1g)
7. Sir, that picture is very excellent. (S.No. 1h)
8. Pahilo patak nai tapaiko khel kati ramro chha. (S. No. 1b)
(For the first time, your game is very good)
9. Ramra chitra rahechhan malai ta sarhai man paryo. (S.No. 1g)
(Nice pictures, I like them very much)

Similarly, there were some other exponents, where the respondents tried to show a close and intimate relationship with their boss in both languages. These responses have been categorized under quite informal forms of encouraging. Out of total responses, 13.16% responses in English and 13.91% in Nepali were found to be encouraging as quite informal forms (see appendix VII and XIII). This clearly indicates that approximately equal number of people used quite informal forms while encouraging their boss in both languages. For example,

10. Don't worry, just relax. (S.No.1d).
11. Well done! You will be a good player. (S.No. 1a).
12. Kheldai kheldai sikinchha khelnu parchha. (S.No. 1b).
(Play and try, practice makes you perfect.)

13. Sir, yota gajjab chha, arko pani jaaos nata. (S.No. 1e)

(Sir, it's very good, next one!)

From the table, we found that the number of formal forms of encouraging used by English native speakers is greater than those used by their Nepali counterparts. Similarly, it was found that the Nepali native speakers used greater number of temperate forms than those by English native speakers. Beside this, it was concluded that approximately equal number of English and Nepali native speakers used quite informal forms of encouraging to their boss. So, according to situation, whether it is formal or informal and looking at person that is to whom the speaker is speaking determines the forms of exponents. So English native speaker's use more polite and formal forms than the native Nepali speakers.

3.1.2 Total Forms of Encouraging Found Among Relatives.

The comparative table given below shows that the native speakers of the Nepali language used greater number of formal forms as compared to their English counterparts while encouraging to their relatives.

Table No. 3 Total Forms of Encouraging Used by Relatives

NLSs	S.No.	FFE		TFE		QIFE		NR	
		F	%	F	%	F	%	F	%
English	2	33	38.57	35	38.04	24	26.09	8	8
Nepali	2	120	43.38	100	34.48	70	24.14	10	3.33

Out of 92 responses, 35.87% English native speakers used formal forms to encourage their relatives. Similarly, out 290 responses, 41.38% Nepali native speakers used formal forms of encouraging. This table clearly shows that the

Nepali speakers are found to be more formal to their relatives while encouraging in comparison to native English speakers (see appendix V and XI). Some examples from both languages are as follows,

1. I 'm so excited please start as soon as possible. (S.No.2e).
2. New business would be very good. (S.No. 2h).
3. Babu timi ratriya tim ma khelna yogya chhau. (S. No. 2a).
(Dear son, you are capable enough to join national team.)
4. Buba bihana hindnale hajurko motopan ghatchha. (S.No.2c).
(Dad if you continue morning walk, your fatness will be decreased.)

English native speakers used more temperate forms than their Nepali counterparts while encouraging their relatives. Out of 92 responses, 38.04% responses in English and out of 290 responses, 34.48% responses in Nepali were categorized under temperate forms of encouraging. For Example,

5. You are great player! Go for it. (S. No. 2l).
6. Tpain ko pragati herda naya byapar ma saksham hunuhunchha. (S. No. 2a).
(Looking at your progress, you are best to start a new business.)

The researcher found the important point that, approximately equal number of English native speakers (ENSs) and Nepali Native Speakers (NNSs) used quite informal forms of encouraging to their relatives. Out of total responses, 26.09% English and 24.14 % Nepali speakers used quite informal forms (see appendix VII and XIII). For example,

7. Go for it! (S.No. 2b)
8. Lagu padartha bata tadhai rahanu parchha. (S.No.2h).
(Try to be far from harmful drugs)

Another important point that the researcher noted is that 8% English and 3.33% Nepali did not use any forms of exponents to encourage their relatives.

3.1.3 Total Forms of Encouraging Found Among Friends

The table below shows that NLSs used greater number of formal and temperate forms of encouraging in comparison to their English counterparts.

Table No. 4 Total Forms of Encouraging Used for Friends

NLSs	S.No.	FFE		TFE		QIFE		NR	
		F	%	F	%	F	%	F	%
English	3	12	30	14	35	14	35	-	-
Nepali	3	40	34.78	50	43.48	30	26.09	-	-

Out of 40 responses, 30% English and out of 300 responses, 34.78% responses in Nepali were under formal forms of encouraging. This clearly proves that the Nepali speakers used the greater number of formal forms in comparison to the English speakers while encouraging their friends (see appendix V and XI).

Some examples from both languages are as follows,

1. Please keep it up, I believe you. (S.No.3c)
2. Mitra asafalta nai safaltako pratik ho pheri pariksha deu. (S.No.3c).
(Dear friend failor is the symbol of success.)

Likewise out of total responses, 35 % English and 43.38% Nepali speakers used temperate forms of encouraging. This clearly shows that NLSs used greater number of temperate forms of encouraging to their friends than the English speakers (see appendix VI and XII). For example,

3. Timi ramro chhau pir nagara. (S. No. 3g)

(You are good, don't worry)

4. I know you will be fine. (S.No.3f)

On the other hand, out of total responses, 35% English and 26.09% Nepali native speakers used quite informal forms of encouraging to their friends.

Looking at the table, the researcher found out that English native speakers used greater number of quite informal forms in comparison to their Nepali counterparts (see appendix VII and XII). For example,

5. Spend more time to learn! (S.No. 3c)

6. Come on Rachel! (S.No.3f)

7. Murkha nabana Kalidas padhai chhodna hundaina. (S.No.3h)

(Kalidas, don't be foolish, don't give up the study.)

3.1.4 Total Forms of Encouraging Used for Donors

The comparative table below shows that the native English speakers used greater number of formal forms of encouraging in comparison to the Nepali speakers.

Table No. 5 Total Forms of Encouraging used for Donors.

NLSs	S.No.	FFE		TFE		QIFE		NR	
		F	%	F	%	F	%	F	%
English	4	12	66.67	4	22.22	2	11.11	2	10
Nepali	4	35	58.33	20	33.33	5	8.33	-	-

Out of 18 responses, 66.67% English and out of 60 responses 58.33% Nepali native speakers used formal forms of encouraging for their donors. The

respondents used polite forms in their responses. The researcher came to the conclusion that ENSs used greater number of formal forms in comparison to Nepali counterparts while encouraging their donors (see appendix V and XI). Some examples from both languages are as follows,

1. We should be very much appreciated any investment in this sector. (S. No. 4d)
2. I would like to encourage you to help Nepal. (S. No. 4c)
3. Nepal ma dwanda ko antya bhayeko chha kripaya dhukka bhayera lagani garnu hola. (S. No. 4c)

(Please invest in Nepal with full confidence, because the conflict has ended in Nepal)

Similarly, 22.22% and 33.33% responses were categorized under temperate forms of encouraging by the English and Nepali native speakers respectively. Nepali people used more temperate forms to encourage their diplomats than their English counterparts (see appendix VI and XII). For example,

4. It has great opportunity for you. (S.No. 4a)
5. This will be really a good investment. (S. No. 4b)
6. Yanha haruko laganile uचित pratifa प्रप्त गर्नेछ। (S.No. 4a)

(Your investment will get good output from Nepal)
7. Tapain haruko praysh awashya safal हुनेछ। (S.No 4b)

(Your effort will be successful in this sector.)

In the same way, the table (no. 5) given above also shows that the NNSs used somehow greater number or quite informal forms of encouraging for their diplomats in comparison to NNSs. Out of total responses, 11.11% English and

8.33% Nepali speakers used quite informal forms of encouraging (see appendix VII and XIII). Some examples are as follows,

8. Invest in this sector of Nepal. (S. No. 4a)
9. Yanha gareko lagani khera jane chhaina. (S.No. 4a)

(Your investment will not be meaningless.)

The information is that 10% ENSs did not use any forms while encouraging their diplomats. But most of the NNSs used different forms of encouraging.

3.1.5 Total Forms of Encouraging Found Among Student –Teacher Relationship

The table below shows that the number of formal forms of encouraging used by English speaker is greater than Nepali.

Table No. 6 Total Forms of Encouraging Used for Professor.

NLSs	S.No.	FFE		TFE		QIFE		NR	
		F	%	F	%	F	%	F	%
English	5	12	66.67	4	22.22	2	11.11	2	10
Nepali	5	30	50	20	33.33	10	16.07	-	--

The researcher found out that out of 18 responses, 66.67% ENSs and out of 60 responses, 50% NNSs used formal forms of encouraging to their professor.

This clearly shows that ENSs used more formal forms of encouraging in comparison to the NNSs (see appendix V and XI). Some of the examples of formal forms of encouraging used by both language speakers are as follows,

1. Sir, it would be a wonderful place to write a poem. (S.No. 5c)

2. Dear Sir, would you like to write a beautiful poem. (S.No. 5a)
3. Sir hajur ta kabi nai hunuhunchha, yanha hamiharu eauta sunne avilashama baseka chhau. (S.No.5b)

(Sir you are really a good poet we are eagerly waiting to listen a beautiful poem.)

Likewise, there were 22.22% English and 33.33% Nepali responses categorized under temperate forms of encouraging. NNSs used more temperate forms to encourage their professor than their English counterparts (see appendix VI and XII). For example,

4. Sir, yasto ramro drishya chha kunai kabita sunna paye hunthyo. (S.No. 5a)

(Sir, what a beautiful view! it is better to listen a poem)

5. Sir, I like to listen a poem. (S. No. 5b)
6. Sir, I want to be well known about your tallency. (S. No. 5a)

The remaining responses are categorized under quite informal forms of encouraging. Out of total responses, 11.11% responses in English and 16.67% Nepali were categorized under this category. The researcher found that NNSs used greater number of quite informal forms than the ENSs (see appendix III and IX). Some examples from both languages are cited as follows,

7. Sir, yasto ramro thaun chha kunai kabita lekhnus na. (S.No.5a)
(Sir, write any poem in this beautiful place.)
8. Go on sir! You are so good. (S. No. 5a)
9. Look at the fresh environment! (S.No.5b)

Out of total responses in English, 10% speaker did not use any forms of encouraging to their professor. But almost all NNSs used different forms to encourage their professor.

3.1.6 Total forms of Encouraging Used for Minister

The table below shows that ENSs used greater number of formal forms of encouraging to their minister.

Table No. 7 Total Forms of Encouraging Used For Minister

NLSs	S.No.	FFE		TFE		QIFE		NR	
		F	%	F	%	F	%	F	%
English	6	11	57.89	6	31.58	2	10.53	1	5
Nepali	6	15	27.27	25	45.45	15	27.27	5	8.33

The table above clearly indicates that out of 19 responses, 57.89% English and out of 55 responses, 27.27% Nepali speakers used formal forms of encouraging to their minister. So, it proves that the majority of ENSs used formal forms of encouraging in comparison to their Nepalese counterparts. They responded their minister in a very polite way. They used very polite and formal forms as compared to NNSs while encouraging to their minister (see appendix V and XI). For example,

1. Sir! This much practice would be enough to get the license. (S.No. 6a)
2. Dear sir, Practice makes man perfect. (S.No. 6c)
3. Mantri jyu ! kripaya ramro prays garnuhos awashya safal hunuhunchha. (S.No. 6a)

(Dear minister, please continue good practice, you will surely be successful.)

On the other hand, out of total responses, 31.58% English and 45.45% Nepali speakers used temperate forms of encouraging to their minister. Nepali speakers used greater number of temperate forms in comparison to the English speakers (see appendix VI and XII) . For example,

4. Sir, you can do it! (S.No. 6a)
5. I am sure you will pass this time. (S. No. 6c)
6. Aatma biswash ka saath prayas garnuhola. (S.No. 6d)
(Sir, keep trying with full confidence)
7. Yo patak hamilai sawari chalak anumati patra pakkai milnechha. (S.No. 6c)
(Sir, this time you will surely get license)

Likewise, NNSs used more quite informal forms of encouraging to their minister. Out of total responses, 10.53% English and 27.27% Nepali speakers used quite informal forms to encourage their minister. This shows that English speakers did not use more quite informal forms of encouraging as compared to Nepali speakers (see appendix VII and XIII). Some examples are as follows,

8. Keep trying, you can do it! (S.No. 6a)
9. Get more lessons! (S.No. 6b)
10. Aba chanhi ramro prayas garnu parchha natra barbad hunchha. (S. No. 6a)
(You should use your total effort otherwise, it will be very bad)
11. Yas patak ko mehenat tapaiko safalta ho. (S.No. 6b)
(Your success has depended on your this time's effort)

Finally, the researcher found out that 5% English and 8.33% NNSs did not use any forms of encouraging to their minister.

3.1.7 Total Forms of Encouraging Found Among Teacher –Student Relationship

The table below shows that Nepali native teachers used greater number or formal forms of encouraging to their students.

Table No. 8 Total Forms of Encouraging Used for Students

NLSs	S.No.	FFE		TFE		QIFE		NR	
		F	%	F	%	F	%	F	%
English	7	5	25	8	40	7	35	-	-
Nepali	7	25	45.45	20	33.33	10	18.18	5	9.09

From the table, it is found that, out of 20 responses, 25% English and out of 55 responses, 45.45% NNSs used formal forms of encouraging to their students. Nepali respondents seemed more polite while encouraging to their students as compared to the ENSs (see appendix V and XI). Some examples from both languages are as follows,

1. Timro padhai ramro chha, kripaya pir nagara ma timilai saath dinechhu.
(S.No.7c)
(Please, don't worry, your study is good and I am with you)
2. Naramro namana Ram, pariksha ma kahile kanhi yasto hunu swabhavik ho. (S. No. 7d)
(Dear Ram sometimes it happens and it is natural too, please don't worry)
3. Please Devid, don't give up the study. (S.No. 7d)
4. I know that is not your best performance, Jack. (S.No.7b)

Similarly, out of total responses, 40% English and 33.33% Nepali responses were categorized under temperate forms of encouraging to their students. This indicates that approximately equal number of English and Nepali speakers used temperate forms to encourage their students (see appendix VI and XII). Some examples from both languages are as follows,

5. It happens to everyone, don't worry. (S.No. 7a)

6. Timi ramro padha pir nagara. (S.No. 7b)

(You, work hard, don't worry.)

Thirty five percent English and 18.18% Nepali responses were found to be quite informal forms while encouraging their students. This clearly shows that ENSs used greater number of quite informal forms of encouraging to their students in comparison to their Nepali counterparts (see appendix VII and XIII). Some examples are as follows,

7. Learn from your mistakes and move forward. (S.No. 7b)

8. Don't worry too much! (S.No. 7c)

9. Dhat tyasto pani garne ho! (S.No. 7d)

(What are you doing like this?)

The researcher found out that 9.09 ENSs did not use any forms of encouraging to their students but all NNSs used different forms to encourage their students.

3.1.8 Total Forms of Encouraging Found Among Employer- Employee Relationship

The table below shows that majority of ENSs used formal forms encouraging to their employers.

Table No. 9 Forms of Encouraging Found Among Employer- Employee Relationship.

NLSs	S.No.	FFE		TFE		QIFE		NR	
		F	%	F	%	F	%	F	%
English	8	7	38	5	27	6	33.33	2	10
Nepali	8	10	16.67	30	50	20	33.33	-	-

Out of 18 responses, 38% English and out of 60 responses 16.67% NNSs used formal forms of encouraging to their employers. This clearly shows that greater number of English responses was found to be more formal in comparison to the Nepali counterparts while encouraging their employers. (see appendix V and XI). For example,

1. I would like you to spend a day with me (S.No.8b)
2. Good struggle! you would certainly be best worker (S.No.8a)
3. Kripaya aphthyarho namana sabailai shuruma yastai hunnchha (S.No.8d)
(At the beginning it happens to everyone, please, do not be afraid)
4. Bikas ! kam gardai jau ek barshama timi safal kamdar hunechau (S.No.8b)
(Bikash continue your effort one day you will be a successful labor.)

Likewise, 27.78% English and 50% Nepali responses were categorized under temperate forms of encouraging. So it is found out that greater number of Nepali native speakers used temperate forms while encouraging their employer in comparison with English native speakers (see appendix VI and XII). Some examples from both languages are as follows,

5. Be careful and continue your work (S.No. 8c)
6. Take it one step at time (S.No.8b)
7. Thik chha hijo vanda aaja dherai pragati bhayeko chha (S.No.8c)
(You are doing better than yesterday, its ok.)

Similarly, out of total responses both English and Nepali native speaker used equal number of quite informal forms of encouraging to their employers. Thirty three point thirty three percent Nepali and English native speaker used quite informal forms of encouraging (see appendix III and IX). For example,

8. Be careful! (S.No.8a)
9. You can do it! (S. No. 8b)
10. Ye kanchha yata her ma sikauchhu talai. (s.No.8b)
Kanchha! look at here I will teach you.)
11. Attinu pardaina bistarai sikinchha. (S.No. 8b)
(Don't be afraid, you will learn.)

It was found that 10% ENSs didn't use any forms of encouraging for their worker. But most of the NNSs used different forms of encouraging.

3.1.9 Total Forms of Encouraging Found Among Neighbors

The table below shows that greater number of NNSs used temperate forms of encouraging to their neighbors.

Table No. 10 Forms of Encouraging Found Among Neighbors

NLSs	S.No.	FFE		TFE		QIFE		NR	
		F	%	F	%	F	%	F	%
English	9	8	42	6	31.58	5	26.32	1	5
Nepali	9	20	33.33	30	50	10	16.67	-	-

Out of 19 English responses, 42% were found to be formal forms for ENSs and out of 60 Nepali responses, 33.33% responses were formal forms of encouraging for NNSs. So the researcher came to the conclusion that English people were found to be more formal and polite than their Nepalese counterparts while encouraging to their neighbors (see appendix V and XI). Some examples from both languages are as follows,

1. Please have family planning and think about your children's future.
(S.No. 9b)
2. Please use condoms for goodness sake. (S.No. 9c)
3. Dai januhos pariwar niyojan garnuhos. (S.No.9b)
(Please brother go and have family planning)

Similarly, out of total responses 31.58% English and 50% NNSs used temperate forms of encouraging to their neighbors. This clearly indicates that NNSs used greater number of temperate forms of encouraging in comparison to their English counterparts (see appendix VI and XII). For example,

4. Dherai dhilo bhaisakyo aba ta pariwar niyojan garnus dai!. (S.No. 9c)
(Brother ! it is too late, now have family planning.)
5. There is no alternative, you must consider the problem. (S.No 9a)

6. Ten is enough, you should consult the doctor. (S.No.9c)

On the other hand, there were some other responses which were categorized under quite informal forms of encouraging where the respondents did not show formality and politeness. Out of total responses 26.32% English and 16.67% Nepali responses were quite informal forms of encouraging. It means ENSs were more quite informal than NNSs while encouraging their neighbors (see appendix VII and XIII). Some examples of quite informal forms of encouraging are as follows,

7. Use condoms! (S.No. 9a)

8. Consider the burden! (S.No. 9c)

9. Aba ta parivar niyojan garnu parchha ati bho! (S.No. 9b)

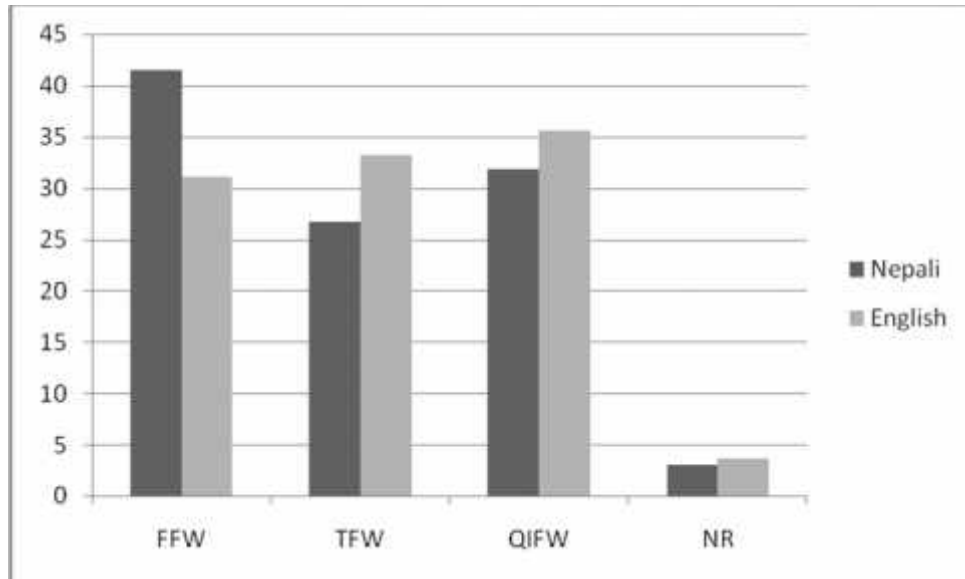
(It is too much, have family planning)

Finally, 5% ENSs did not use any forms of encouraging to their neighbors. But most of the NNSs used various forms of encouraging.

3.2 Total Forms of Warning Used by English and Nepali Native Speakers

The researcher found the following exponents of warning while analyzing the data.

Fig. No. 2: Total Responses Used by English and Nepali Native Speakers



Some examples of exponents of warning in English and Nepali are as follows:

- a. Excuse me miss! Take your time. (FFW in English)
- b. Hajurama agadi nabadhnuhos apthyaro hunasakchha. (FFW in Nepali)
(Grandmother, please do not go there, it will be difficult for you.)
- c. Watch out! I am coming your way. (TFW in English)
- d. timilai yo mero antim chetawani ho. (TFW in Nepali)
(This is my last warning to you.)
- e. Stop! (QIFW in English))
- f. O bahini yata hera ta! (QIFW in Nepali)
(Oh sister!look)

This figure shows that Nepali Native Speakers were more formal than those of the native speakers of English while warning other people. Out of 289 responses, 31.14% responses in English and out of 873 responses, 41.46% in Nepali were formal forms. This figure proves that Nepali speakers used greater

number of formal forms of warning in comparison to the English speakers (see appendix VIII and XIV). Some examples from both languages are as follows:

1. Please, Jack, stop smoking, your father is coming. (S.No.2d)
2. Please be careful! light is on.(S.No.2b)
3. Ma maphi chahanchhu! khana yata pokhina aatyo. (S.No. 1b)
(I am sorry, food is about to split towards me)
4. Sir! gadi aairahechha kripaya bato nakatnuhola. (S.No.6b)
(Sir! the car is coming, please don't cross the road)

Similarly, out of total responses 33.22% English and 26.68% Nepali responses were in temperate forms of warning. This shows that the native speakers of English used greater number of temperate forms of warning than those of Nepali counterparts (see appendix IX and XV. Some examples are as follows:

5. Watch out! I am coming your way. (S.No. 2d)
6. Mam, it is not good way to cross the road. (S.No.3c)
7. Ye sister! yata hernus ta. (S.No. 1b)
(Oh sister! have a look!)
8. timilai yo mero antim chetawani ho. (S.No.4a)
(This is my last warning to you.)

Likewise, the other responses were categorized under quite informal forms of warning. Thirty five point fourty six percent English and 31.84% Nepali speakers used quite informal forms of warning. It means that English speakers used greater number of quite informal forms of warning as compared to their Nepali counterparts (see appendix X and XVI). For example:

9. Watch out! (S.No. 1c)

10. Hold it! (S.No.2f)
11. Bachau! Bachau! (S.No. 2q)
(Help! Help!)
12. Sir ekchhin ! gadi aaudaichha ta! (S.No. 6b)
(Sir! just a minute, car is coming.)

Finally out of total responses, 3.67% ENSs and 3% NNS s did not use any forms of warning.

3.2.1 Total Forms of Warning Used For Waitress

The table below shows that, the majority of Nepali native speakers used formal forms of warning in comparison to the English Native speakers.

Table No. 11 Forms of Warning Used for Waitress

NLSs	S.No.	FFW		TFW		QIFW		NR	
		F	%	F	%	F	%	F	%
English	1	6	30	5	25	9	45	-	-
Nepali	1	27	48.21	9	16.07	20	35.71	4	6.66

Out of 20 responses, 30% English responses were formal forms of warning.

Similarly, out of 56 responses, 48.21% Nepali responses were formal forms of warning. This clearly indicates that NNSs used more formal forms of warning to the waitress in comparison to the ENSs (see appendix VIII and XIV). Some examples can be presented as follows:

1. Excuse me miss! Take your time. (S.No. 1a)
2. Excuse me please! You are going to spill something on me. (S. No. 1b)

3. Kripaya hos garnuhos. (S.No.1a)

(Please! be careful)

Like this, out of total responses, 25% English and 16.07% NNSs used temperate forms of warning to their waitress. So the researcher came to the conclusion that ENSs used greater number of temperate forms of warning in comparison to their Nepali counterparts (see appendix IX and XV). For example,

4. Be careful! (S.No. 1a)

5. Look where you gone! (S. No.1c)

6. Ye bahini! thokiyela. (S. No.1c)

(Oh sister! you are about to stumbling.)

The remaining responses were categorized under quite informal forms of warning. Native speakers of both languages used quite informal forms of warning but ENSs used more quite informal forms than the NNSs. 45% English and 35% Nepali speakers used quite informal forms of warning to their waitress (see appendix X and XVI). Some examples from both languages can be cited as below,

7. Watch out! (S.No.1b)

8. Oh mam look. (S.No. 1a)

9. O bahini yata hera ta! (S.No.1b)

(Oh sister!look)

At last, it can be concluded that out of total respondents, 3% NNSs did not use any forms of warning but most of the ENSs used different forms of warning.

3.2.2 Total Forms of Warning Found Among Friends

The table below shows that the greater number of NNSs used formal forms of warning as compared to the ENSs.

Table No. 12 Total Forms of Warning Used for Friends.

NLSs	S.No.	FFW		TFW		QIFW		NR	
		F	%	F	%	F	%	F	%
English	2	26	27.37	33	34.17	36	37.89	5	5
Nepali	2	125	43.10	70	24.13	95	32.75	10	3.33

Out of 95 responses in English, 27.37% responses were in formal forms while warning to their friends. Similarly, out of 290 responses in Nepali, 43.10% were in formal forms of warning. So the researcher came to conclusion that the NNSs were found to be more formal than their English counterparts while warning the friends (see appendix VIII and XIV). Some utterances from both languages are as follows,

1. Please remember this is your last chance. (S.No. 2d)
2. Please be careful! Light is on. (S.No.2b)
3. Kripaya bati banda garera matra fyuj chalau. (S.No. 2a)
(Please start repairing only after closing the main switch.)

Likewise out of total responses, 34.37% ENSs and 24.13% NNSs were found to be used temperate forms of warning. So it shows that English native speakers used greater number of temperate forms in comparison to the Nepali native speakers while warning their friends (see appendix IX and XV). Some examples from both languages are as follows,

4. Ye Ram, pahila switch off gara hai (S.No. 2a)

(Ram! first of all switch off the light)

5. Nak ma mahuri basna aatyo nahadbadaunuhos. (S.No. 2r)

(A bee is about to land in your nose, do not be afraid)

6. It is very important for you!(S.No. 2b)

7. Your dad is coming! (S.No. 2d)

The researcher found out that, out of total responses, 37.89% English and 32.75% NNSs used quite informal forms of warning. So this can be said that ENSs used more quit informal forms of warning than the NNSs while warning to their friends (see appendix X and XVI). For example,

8. Look out! (S.No. 2c)

9. Stop! (S.No. 2b)

10. Batti off garera kam gar natra swarga pugiyela. (S.No. 2a)

(Switch of the main switch first, otherwise you may reach in heaven.)

11. Hoshiyar! ma laddaichhu. (S.No. 2l)

(Watch out! I am falling)

Among total respondents, 5 % English and 3.33% Nepali speakers did not use any forms of warning to their friends.

3.2.3 Total Forms of Warning Used for an Old Lady

The table given in the page that follows shows that greater number of Nepali native speakers used formal forms of warning as compared to the English native speakers.

Table No. 13: Forms of Warning Used for an Old Lady

NLSs	S.No.	FFW		TFW		QIFW		NR	
		F	%	F	%	F	%	F	%
English	3	9	45	6	30	5	25	-	-
Nepali	3	40	66.66	12	20	8	13.33	-	-

The majority of the NNSs used formal forms of warning to the old lady. Out of 60 Nepali responses, 66.66% responses were formal forms of warning.

Whereas, out of 20 English responses, 45% were formal in forms of warning. It shows that the NNSs used greater number of formal forms than the ENSs while warning to an old lady (see appendix VIII and XIV). Some examples from both languages are mentioned as follows,

1. Ama hajur pani bas chadna aaunubhayeko ho bistarai garnuhos. (S.No. 3b).

(Mother! you have also came here to catch the bus, walk slowly.)

2. Hajurama agadi nabadhnuhos apthyaro hunasakchha. (S.No. 3d)

(Grandmother, please do not go there, it will be difficult for you.)

3. Excuse me please! I need to catch the bus. (S.No.3a)

However, the native English speakers used greater number of temperate forms of warning than their Nepali counterparts while warning an old lady. Out of total responses, 30% English and 20% Nepali were in temperate forms while warning to an old lady (see appendix IX and XV). For example,

4. Excuse me! (S.No.3a)

5. Mam, it is not good way to cross the road. (S.No.3c)

6. Ye hajurama parkhanuhos. (S.No. 3a)

(Grandmother, please wait.)

Similarly, there were some other exponents which were categorized under quite informal forms of warning. Thirty seven point eighty nine percent English and 13.33% Nepali native speakers used quite informal forms of warning. This clearly shows that the greater number of English speakers used quit informal forms of warning in comparison to their Nepali counterparts (see appendix VI and XII) .For example,

7. Watch out! (S.No. 3a)

8. Get out of the way! (S.No. 3b)

9. Chhito garnus aamai . (S.No. 3c)

(Do fast, grandma!)

3.2.4 Total Forms of Warning Used for Students

The table below shows that, the greater number of ENSs used temperate forms of warning than the NNSs.

Table No. 14 Forms of Warning Used for Students

NLSs	S.No.	FFW		TFW		QIFW		NR	
		F	%	F	%	F	%	F	%
English	4	6	30	8	40	6	30	-	-
Nepali	4	20	33.33	18	30	20	33.33	2	3.33

Out of 20 responses in English, 30% responses were in formal forms.

Similarly, out of 58 responses in Nepali, 33.33% were in formal forms of

warning. It shows that the Nepali native speakers used somehow greater number of formal forms while warning to their students (see appendix VIII and XIV). Some examples are as follows,

1. Kripaya padhai nachhoda natra jivan barbad hunchha. (S.No. 4c)
(Please do not give up the study otherwise, life will be meaningless)
2. Rachel, please realize your mistake. (S.No. 4b)
3. John, it is not good idea to miss the class. (S. No. 4c)

Similarly, the researcher found out that out of total responses, 40% English and 30% NNSs used temperate forms of warning. This clearly indicates that ENSs used more temperate forms of warning in comparison to the NNSs while warning their students (see appendix V and XI). Some examples from both languages are as follows,

4. You have to realize your mistake! (S.No. 4a)
5. You are not serious about your study. (S.No. 4c)
6. Timilai mero yo antim chetawani ho. (S.No. 4a)
(This is my last warning to you.)
7. Ramro sanga socha yo timro bhavishya sanga jodiyeko kura ho. (S.No. 4b)
(Think about it, this is related to your future)

Likewise, out of total responses, 30% English and 33.33% Nepali responses were found to be quite informal forms of warning. This shows that Nepali speakers used somehow greater number of quite informal forms of warning in comparison to their English counterparts (see appendix X and XVI). For example,

8. Phel holas kaksha nachhod! (S.No. 4b)

(Don't bunk the class, you may fail!)

9. Be careful!(S.No. 4a)

10. Look! You are not serious. (S.No. 4b)

The researcher found out that 3.33% NNSs didn't use any forms of warning to their students but all English respondents used different forms of warning.

3.2.5 Total Forms of Warning Used for the Board Member of an Office

The table below clearly shows that, the majority of NNSs used formal forms of warning in comparison to the ENSs.

Table No. 15 Forms of Warning Used for the Board Member of an Office

NLSs	S.No.	FFW		TFW		QIFW		NR	
		F	%	F	%	F	%	F	%
English	5	10	50	6	30	4	20	-	-
Nepali	5	35	60.34	13	22.41	10	17.24	2	3.33

Statistically speaking, out of 20 responses, 50% responses in English and out of 58 responses, 60.34% responses in Nepali were grouped under this category.

The table above also clearly shows that Nepali people have been found using more formal forms while warning to their board member of an office in comparison to the English speakers (see appendix VIII and XIV). Some examples from both languages are as follows,

1. Mahodaya yasari purba jankari bina yati dherai kamdar hatauna sakindaina. (S.No. 5b)

(Dear Sir, without any pre notice, large number of labors can't be cut out)

2. Sir, I think we need more time to approve this decision. (S.No. 5b)
3. Excuse me sir, we can not maintain our loss if we cut these work force.
(S.No. 5a)

On the other hand, the researcher found out that, out of total responses 30% English and 22.41% NNSs used temperate forms of warning to the board member of an office. This shows that ENSs used more temperate forms of warning in comparison to the Nepali speakers (see appendix IX and XV). For example,

4. It will be harmful for our company. (S.No. 5a)
5. Your decision will damage the reputation of our company. (S.No. 5d)
6. Kamdar katauti garna tatkai sakindaina. (S.No. 5a)
(This many labors can not be cut out immediately.)
7. Kampany ko niyam palana garnuhos. (S.No.5e)
(Follow the rule and regulations of the company)

Similarly, out of total responses in English, 20% responses and 17.24% Nepali responses were in quite informal forms of warning. The table given above also clearly shows that approximately equal number of English and NNSs used quite informal forms of warning to the board member of an office (see appendix X and XVI). For example,

8. I can not agree! (S.No. 5a)
9. Are you sure! (S. No. 5b)
10. Khabardar! hatarma nirnaya nagarnuhos. (S.No. 5e)
(Be careful! don't make any decision in a hurry)

Finally, 3.33% NNss did not use any forms of warning to their board member of an office. But most of the ENSs used different forms of warning.

3.2.6 Total Forms of Warning Found Among Student-Teacher Relationship

The table given below shows that the NNSs used greater number of formal forms of warning to their teachers as compared to the ENSs.

Table No. 16 Forms of Warning Used for Teacher

NLSs	S.No.	FFW		TFW		QIFW		NR	
		F	%	F	%	F	%	F	%
English	6	10	55	4	22.22	4	22.22	2	10
Nepali	6	35	58.33	15	25	10	16.66	-	-

Out of 20 responses in English, 55% responses were formal and out of 60 responses, 58.33% responses in Nepali were formal forms of warning. This clearly implies that the number of formal forms in the Nepali language were greater than the English language (see appendix VIII and XIV). For example,

1. Sir, gadi aairahechha kripay bato nakatnu hola. (S.No. 6b)
(Sir, the car is coming, please do not cross the road.)
2. Maf garnuhos sir, gadi aaudaichha. (S.No. 6e)
(Excuse me sir! the car is coming.)
3. Excuse me sir, please do not cross the road.(S.No. 6b)
4. Please sir! car is coming.(S.No.6a)

Similarly, the important fact is that the English and Nepali native speakers used approximately equal number of temperate forms of warning to their teacher. Out of total responses, 22.22% English and 25% Nepali were found to be used

as temperate forms of warning (see appendix IX and XV). Some examples are as follows,

5. Sir! yata hernuhos gadi aayo. (S.No. 6f)

(Sir! have a look, the car is coming)

6. Sir, look out! (S.No. 6a)

7. Stop! there is a car coming. (S.No. 6b)

The table (no.16) above also shows that English native speakers used greater number of quite informal forms of warning to their teachers in comparison to the Nepali counterparts. Out of total responses, 22.22% English and 16.66% NNSs used quite informal forms of warning (see appendix X and XVI). For example,

8. Look out! (S.No. 6a)

9. Car! (S.No. 6c)

10. Sir ekchhin gadi aaudaichha. (S.No. 6b)

(Sir, just a minute, a car is coming)

At last, 10% native English speakers did not use any forms of warning to their teachers but most of the NNSs used various forms of warning.

3.2.7 Total Forms of Warning Found Among Public – Government Officers' Relationship

The table below shows that majority of NNSs used formal forms of warning in comparison to ENSs.

Table No. 17 Forms of Warning Used for Government Officers

NLSs	S.No.	FFW		TFW		QIFW		NR	
		F	%	F	%	F	%	F	%
English	7	16	42.11	16	42.11	6	15.7	2	5
Nepali	7	60	52.63	24	21.05	30	26.31	6	5

Here, 52.63% native Nepali responses and 42.11% English responses were found as formal forms of warning. The native Nepali speakers used greater number of formal forms in comparison to the English speakers while warning to the government officers (see appendix VIII and XIV). Some examples are as follows,

1. Sir! hamilai nyaya chahiyo. (S.No. 7g)
(Sir! we need justice)
2. Durghatana bhayeko chha ek chin parkhanuhos. (S.No. 7e)
3. Excuse me sir! This is very serious. (S.No. 7e)
4. Excuse me sir! This factory will kill many people. (S.No. 7c)

Likewise, the researcher found that, out of total responses, 42.11% ENSs and 21.05% NNSs used temperate forms of warning. This clearly shows that ENSs used greater number of temperate forms of warning in comparison to the Nepali speakers to warn the government officers (see appendix IX and XV). For example,

5. We are warning you to stop this factory. (S.No. 7b)
6. This is very serious! (S.No. 7f)
7. Durghatana bhayeko chha roknuhos. (S.No. 7e)

(There is an accident, please stop here)

8. Aba hami udhyog banda gari dinchhau. (S.No. 7g)

(Now we close this factory.)

Similarly, NNSs used more quit informal forms of warning as compared to their English counterparts while warning to the government officers. Out of total responses, 26.31% Nepali and 15.79% ENSs used quite informal forms of warning (see appendix X and XVI). Some examples from both languages are as follows,

9. Bato banda gar natra thulo kshati hunechha. (S.No. 7a)

(Band the road otherwise there will be more damage)

10. Stop! (S.No. 7b)

11. Listen (S.No. 7c)

Likewise equal number of English and Nepali native speakers did not use any forms of warning to their government officers. Out of total respondents, 5% English and Nepali native speakers did not use any forms of warning.

3.2.8 Total Forms of Warning Found Among Parents - Daughter Relationship

The table below shows that approximately equal number of English and Nepali native speakers used formal forms of warning to their daughters.

Table No. 18 Forms of Warning Used for Daughters

NLSs	S.No.	FFW		TFW		QIFW		NR	
		F	%	F	%	F	%	F	%
English	8	7	35	7	35	6	30	-	-
Nepali	8	20	35.08	17	29.82	20	35.08	3	5

Out of 20 respondents in English, 35% responses were found to be formal forms and out of 57 responses in Nepali, 35.08% were found to be formal forms while warning their daughters. So this clearly shows that approximately equal number of English and Nepali native speakers used formal forms of warning (see appendix VIII and XIV). For example,

1. Please Niki, you can only go with necessary equipments (S.No. 8a)
2. Dear son, it is too cold! Please be careful! (S.No. 8b)
3. Please Nanu! nyano kapada lana nabirsa hai. (S.No. 8c)
(Please Nanu! don't forget to take warm clothes.)

Similarly, 35% English native speakers and 29.08% Nepali native speakers used temperate forms of warning. This shows that English native speakers used greater number of temperate forms of warning to their daughters in comparison to the Nepali native speakers (see appendix IX and XV) Some examples are as follows,

4. Be careful of your health! (S.No. 8c)
5. Be careful! (S.No. 8a)
6. Tyo sambedanshil kshetra ho ramro khyal garnu hai. (S.No. 8b)
(That is very sensitive place; take care.)

Likewise, Nepali speakers used greater number of quite informal forms of warning in comparison to their native English counterparts. Out of total responses, 35.08% Nepali and 30% English speakers used quite informal forms of warning to their daughter (see appendix X and XVI). For example,

7. Bichar gara hai tadhako bato chha. (S.No. 8g)
(Think about it, way is too long.)
8. Tyanha khula kapada lagayera nahidnu. (S.No. 8q)

(Don't wear thin and open clothes, you see!.)

9. Be careful! Don't trust anyone, you see! (S.No. 8b)

At last 5% NNSs did not use any forms of warning to their daughters but most of the ENSs used different forms while warning to their daughters.

3.2.9 Total Forms of Warning Found Among Robber –Inspector Relationship

The table below shows that the speakers of both language did not use formal forms of warning to the robbers.

Table No. 19 Forms of Warning Used by Inspector for Robbers

NLSs	S.No.	FFW		TFW		QIFW		NR	
		F	%	F	%	F	%	F	%
English	9	-	-	4	20	16	80	-	-
Nepali	9	-	-	20	33.33	40	66.66	-	-

The table shows that the native speakers of both languages did not use any formal forms while warning the robbers. On the other hand, 20% English and 33.33% NNSs used temperate forms of warning to the robbers. The above table clarifies that the Nepali speakers used greater number of temperate forms than their native English counterparts while warning the robbers (see appendix IX and XV). Some examples are as follows,

1. Roknuhos natra goli chalnechha. (S.No. 9b)
(Stop! otherwise I'll shoot you.)
2. Aatma samarpan gar natra goli chalauchhu.(S.No. 9d)
(Surrender! or I'll shoot you.)

3. Stop! Put your hands up. (S.No. 9b)

4. Stop, I'll shoot! (S.No. 9a)

Similarly, the researcher found that, out of total responses, 80% English and 66.66% Nepali speakers used quite informal forms of warning to the robbers. This clearly shows that ENSs used greater number of quite informal forms of warning in comparison to their Nepali counterparts (see appendix X and XVI). For example,

5. Stop! Police. (S.No. 9a)

6. Do not move! (S.No. 9c)

7. Parkhi natra! (S.No. 9h)
(Wait! otherwise.....)

8. Nabhag! (S.No. 9e)
(Do not run!)

3.2.10 Total Forms of Warning Used by Karate Player to Muggers

The table below shows that both English and NNSs did not use any formal forms of warning.

Table No. 20 Forms of Warning Used by Karate Player to Muggers

NLSs	S.No.	FFW		TFW		QIFW		NR	
		F	%	F	%	F	%	F	%
English	10	-	-	6	33.33	12	66.67	-	-
Nepali	10	-	-	35	58.33	25	41.6	-	-

The table above shows that English and Nepali native speakers did not use any formal forms of warning to the muggers. Out of 18 responses, 33.33% ENNs

and out of 60 responses 58.33% NNSs used greater number of temperate forms of warning in comparison to the English speakers (see appendix IX and XV). Some examples from both languages are as follows,

1. Yad rakha timiharu mero bato chhek dai chhau. (S.No.10e)
(Be careful! you are blocking my way.)
2. Mero bato chhoda natra parinam naramro huna sakchha. (S.No.10g)
(Leave my way! otherwise the result will be bad for you.)
3. Run away! I am karate expert. (S.No. 10c)
4. I will break your teeth, be careful! (S.No. 10b)

On the other hand, there were some other responses which were categorized under quite informal forms of warning where the respondents did not show any formality and politeness. Sixty six point sixty seven percent English and 41.66% Nepali responses were quite informal forms of warning. It means the English speakers were more quite informal than the Nepali speakers (see appendix X and XVI). Some examples of quite informal forms of warning are as follows,

5. I will kick you! Move. (S.No. 10c)
6. Run! (S.No. 10d)
7. Bato chhoda natra bhane babuko bihe dekhaidinchhu. (S.No. 10e)
(Leave the way! otherwise I will show your father's marriage.)
8. Ye keta ho ke khojeko timiharule? (S.No. 10a)
(Oh boys! what do you want?)

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

After the analysis of the data the researcher found different terms of encouraging and warning used by the native English and native Nepali speakers. On the basis of the analysis and interpretation, findings are presented below. The researcher aimed to explore exponents used in two language functions, so the findings are separately listed.

4.1.1 Findings of Encouraging

The researcher found out that greater number of English native speakers used formal forms of encouraging. Out of total responses, 123 English responses were in formal forms. Out of total 355 responses in Nepali were in formal forms. So, English speakers were more formal than Nepali native speakers. Nepali native speakers used greater number of temperate forms of encouraging than English native speakers. Out of total responses, 32.62% English and 38.17% Nepali native speakers used temperate forms. Similarly, out of total responses, 21.26% Nepali and 23.76% English native speakers used quite informal forms of encouraging. This shows that English native speakers used more quite informal forms of encouraging than Nepali native speakers. Nepali native speakers frequently used lengthy sentences. For example,

- a. Sir, hajur ta kabi nai hunuhunchha, yaha hamiharu eauta kabita sunne abhilasha ma baseka thiyeu.
- b. Yas patak purba tayari bhayekole, hajur ko safalta sunischit chha.

But English native speakers used short and clear sentences. For example,

- c. It is ok mam, if you don't mind.
- d. Please dad, you need exercise

1. Out of total responses, 43.62% English and 40.75% Nepali speakers used formal forms of encouraging. So the English speakers were found to be more formal and polite than the Nepali speakers while encouraging other people.
2. In the relationship with their boss, the majority of the English speakers (60.53%) used formal forms of encouraging whereas greater numbers of Nepali speakers (33.91%) used temperate forms while encouraging their boss. This shows that English native speakers were found to be more formal than Nepali speakers.
3. Approximately equal number of English speakers (26.09%) and Nepali speakers (24.41%) used quit informal forms of encouraging to their relatives.
4. Eight percent English and 3.33% Nepali native speakers did not use any forms of encouraging to their relatives. Thirty five point eighty seven percent English and 38.04% Nepali native speakers used formal forms and 38.04% English and 34.48% Nepali native speakers used temperate forms of encouraging for their relatives.
5. Similarly, 43.48% Nepali and 35% English native speakers used temperate forms while encouraging their friends. This clearly shows that Nepalese responses are found to be more temperate forms than the English responses.
6. Both the English and Nepali speakers were found to be formal in the relationship with their foreign donors. English speakers are more formal than the Nepali speakers while encouraging their foreign donors.
7. Likewise, 10% English native speakers did not use any forms of encouraging to their foreign diplomats whereas most of the Nepali speakers used different forms of encouraging.

8. Greater number of English speakers used formal forms of encouraging as compared to their Nepali counterparts.
9. Many English native speakers did not use any forms of encouraging to their professor but most of the Nepali native speakers used various forms of encouraging.
10. It was found that majority of the Nepali native speakers used greater number of temperate forms of encouraging to their minister. English native speakers used formal forms of encouraging to their minister.
11. Nepali native speakers were found to be more formal in comparison to the English speakers while encouraging to their students. English speakers were found to have used more temperate and quit informal forms of encouraging to their students.
12. Nepali native speakers were found to be more formal in the relationship with the relatives, friends and students than the English speakers.
13. Nepali native speakers used greater number of quite informal forms especially in the relationship with the minister, professor and laborers than English speakers while encouraging.

4.1.2 Findings of Warning

Nepali native speakers used greater number of formal forms of warning than English native speakers. Out of total responses, 41.46% Nepali and 31.14% English native speakers used formal forms of warning. It shows that the Nepali speakers are more formal than the English speakers while warning. Similarly, 33.22% English and 26.68% Nepali responses were found as temperate forms of warning, so it can be concluded that English speakers used greater number of temperate forms of warning in comparison to the Nepali speakers to express warning. Likewise, 35.64% English and 31.84% Nepali speakers used quit informal forms of warning. This also shows that English speakers were less

formal than the Nepali speakers. Out of total responses, 3.67% English and 3% Nepali speakers did not use any forms of warning.

1. While warning the waitress, 48.21% Nepali and 30% English speakers used formal forms. This shows that Nepali speakers were more formal than the English speakers. Twenty five percent English and 16.07% Nepali speakers used temperate forms, and 45% English and 35% Nepali speakers used quite informal forms of warning.
2. In the discourse among friends, 43.10% Nepali and 27.37% English speakers used formal forms, 34.74% English and 24.13% Nepali speakers used temperate forms, and 37.89% English and 32.75% Nepali speakers used quite informal forms while warning to their students.
3. Sixty six point sixty six percent Nepali and 45% English speakers used formal forms, 30% English and 20% Nepali native speakers used temperate forms, and 25% English and 13.33% Nepali speakers used quite informal forms while warning to an old lady.
4. Similarly, out of total respondents, 33.33% Nepali and 30% English speakers used temperate forms and 33.33% Nepali and 25% English speakers used quite informal forms while warning to their students.
5. Likewise, 60.34% Nepali and 50% English native responses were found to be formal while warning to their board member of an office. Thirty percent English and 22.41% Nepali native speakers used temperate forms, and 20% English and 17.24% Nepali speaker used quite informal forms of warning.
6. In the same way, 58.33% Nepali and 55% English speakers used formal forms, 22% English and 25% Nepali speakers used temperate forms, and 22.22% English and 16.66% Nepali speakers used quit informal forms of warning to their teachers.

7. Similarly, the speakers of both languages did not use any formal forms while warning to the robbers. Thirty three point three three percent Nepali and 20% English speakers used temperate forms, and 80% English and 66.66% Nepali speakers used quite informal forms of warning to the robbers.
8. Likewise, both the English and Nepali speakers did not use formal forms of warning to the muggers. Out of total respondents, 58.33% Nepali and 33.33% English speakers used temperate forms, and 66.67% English and 41.66% Nepali speakers used quite informal forms of warning to the muggers.
9. Nepali native speakers were found to be more formal than the English speakers while warning the waitress, friends, old lady, teachers and government officers.
10. The English native speakers used greater number of temperate forms and quite informal forms than Nepali speakers while warning their students, teachers, old lady and waitress.
11. Speakers of both languages used greater number of formal forms of warning to their teachers and the board member of an office.
12. The speakers of both languages used greater number of quite informal forms while warning to the muggers and friends.

Finally, the researcher found out that most of the English speakers use short and simple exponents of encouraging and warning, but most of the Nepali speakers used lengthy and difficult exponents of encouraging and warning.

4.2 Recommendations

Encouraging is one of the most important language functions which gives hope or courage to the people to do or not to do something. When we encourage

other people, we will support them and their activity. Similarly, warning is also one of the important language functions which is used in our society. It is an advice for somebody to be careful or to stop doing something. So the speakers of all languages should have knowledge of encouraging and warning. These language functions should be taught from the beginning class to higher level.

On the basis of the findings, the researcher attempted to forward some pedagogical suggestions for teaching of encouraging and warning functions which would be invaluable for the teachers and students.

1. The teacher should encourage the students to use the exponents of encouraging and warning according to situation whether it is formal or informal.
2. The teacher can present a native English speaking conversation in a classroom which shows that English people are more formal while encouraging their boss.
3. The teacher can ask the students to prepare a list of exponents that they used while encouraging to relatives, such as brother, sister, father and uncle.
4. The teacher gives situations and asks the students to encourage his\her friends.
5. The teacher can make conversation with the students and ask them to encourage their friend in real classroom situation.
6. The teacher can ask students to play the role of an old lady and a student. Here, the student must warn an old lady to give up smoking.
7. The teacher can bring a native English conversation between police inspector and robbers and ask the students to listen to it carefully. And ask them to prepare the list of exponents used by police inspector.

8. The teacher can ask the students to warn their friends for not using drugs.
9. This study classifies the exponents of encouraging and warning into formal, temperate, and quite informal forms in both languages which help the language teachers to teach them systematically.
10. The teacher can show the more frequent exponents of encouraging and warning in both languages in the classroom.
11. The teacher can teach these two language functions comparing them in both languages.
12. The teacher can tell the students to use exponents of encouraging and warning in formal and informal situations.
13. Text-book writer can write books that the learner can be encouraged to use encouraging and warning in their real conversation.

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APPENDIX V

S.N	Total Formal Forms of Encouraging in English		
1.	Exponents used in staff- boss relationship	Freauency (F)	Percentage (%)
	a. Would you please draw a next picture to me, Sir?	1	0.4
	b. Excuse me mam! You are playing very well.	2	0.7
	c. Sir, it's very nice picture, would you please next one.	7	2.5
	d. It's ok mam, if you don't mind.	3	1.1
	e. Sir I love your work, next one please.	2	0.7
	f. What an excellent drawing sir!	3	1.1
	g. Would you like me to coach before we play?	5	1.8
2.	Exponents used for relatives		
	a. Please son, stay away from the drugs.	4	1.4
	b. Please dad! You need exercise.	1	0.4
	c. Dear son! I will support you hundred percent.	5	1.8
	d. Please brother.....last run!	3	1.1
	e. I am so excited! Please start as soon as possible.	4	1.4

	f. It would be very good my brother.	2	0.7
	g. A walk would improve your health.	1	0.4
	h. New business would be very good!	2	0.7
	i. It would be very good for you to go morning walk every day.	7	2.5
	j. Dear son, you would be a great foot ball player.	4	1.4
3	Exponents used for friends		
	a. Dear Neck, I will help you this time.	2	0.7
	a. Please don't worry; you are better than other candidates.	3	1.1
	b. Please keep it up, I believe you.	3	1.1
	c. I am sure you will pass this time.	1	0.4
	d. I know you will be fine, dear!	1	0.4
	e. Please labor more, you will get good marks.	2	0.7
4.	Exponents used for foreign donors.		
	a. Sir, your cooperation will be appreciable in Nepal.	3	1.1
	b. This would be extremely beneficial	2	0.7
	c. I would like to encourage you to help Nepal.	4	1.4
	d. We would be very much appreciated	3	1.1

	any investment in this sector.		
5.	Exponents used for professor.		
	a. Dear Sir, would you like to write a beautiful poem?	1	0.4
	b. Sir, it would be wonderful place to write a poem.	6	2.1
	c. Please Sir, I like to hear a nice poem.	3	1.1
	d. Sir, it is really the good scenario to compose the poem.	2	0.7
6.	Exponents used for minister.		
	a. Sir, this much practice would be enough to get the license.	6	2.1
	b. Sir, I believe you can pass.	2	0.7
	c. Dear Sir, practice makes man perfect.	3	1.1
7.	Exponents used for students		
	a. Please Duck, don't give up.	4	1.4
	b. I know that's not your best performance.	1	0.4
8.	Exponents used for employers.		
	a. Good struggle! You would certainly be best worker.	3	1.1
	b. I would like you to append a day with me.	1	0.4
	c. Please spend more time, you can do it.	3	1.1
9.	Exponents used for neighbor.		

	a. Dear Mike, nothing will be harmful if you use condoms.	2	0.7
	b. Please have family planning and think about your children's future.	4	1.4
	c. Please use condoms for goodness sake.	2	0.7
	Total	123	43.62

APPENDIX VI

S.N.	Total Temperate Forms of Encouraging in English.		
1	Exponents used for staff-boss relationship.	F	%
	a. Let's start with a gentle warm up, and then I will teach you how to play.	1	0.4
	b. Sir what a wonderful picture!	1	0.4
	c. It's a fantastic drawing my boss!	1	0.4
	d. Sir, you seem to have a natural ability to draw.	1	0.4
	e. I love your drawing keep it up?	2	0.7
	f. Keep working, you are playing very well.	1	0.4
	g. You are doing very well.	1	0.4
	h. Sir, that picture is very excellent.	2	0.7
2.	Exponents used for Relatives.		
	a. it's a really good idea!	1	0.4
	c. You can do it!	1	0.4
	d. You will enjoy it.	1	0.4
	e. Come on you can do it.	1	0.4
	f. Dad you need exercise.	1	0.4
	g. Do you know what the consequences?	1	0.4
	h. Drug is not good path to be smart.	1	0.4

	i. You will never succeeded where as you try.	2	0.7
	j. I am so proud of you.	4	1.4
	k. It's your life, don't ruin it	2	0.7
	l. You are great player go for it!	1	0.4
	m. Drugs can ruin your life.	3	1.1
	n. It's a good time and place to start a new business.	2	0.7
	o. You can make it and keep practicing.	4	1.4
	p. You have to be realistic, drugs are hurting you.	3	1.1
	q. You will do best in your new business.	2	0.7
	r. Drugs are bad, don't take them.	1	0.7
	s. You are financially strong to start a new business.	4	1.4
3.	Exponents used for friends.		
	a. Don't worry, you will be fantastic.	2	0.7
	b. You just keep going.	3	1.1
	c. Keep it continue.	1	0.4
	d. Feel that it is just like in the studio.	1	0.4
	e. You will be great.	4	1.4
	f. Take some deep breath.	1	0.4
	g. I know you will be fine.	2	0.7

4.	Exponents used for foreign donors.		
	a. It has great opportunity for you.	3	1.1
	b. This will be really good investment.	1	0.4
5.	Exponents used for professor.		
	a. Sir, I want to know your talent./	1	0.4
	b. Sir, I like to hear a poem.	2	0.7
	c. Sir you are so good.	1	0.4
6.	Exponents used for minister.		
	a. Sir, you can do it.	3	1.1
	b. It's ok let's practice.	1	0.4
	c. I am sure you will pass this time	2	0.7
7..	Exponents used for students.		
	a. It happens every one, don't worry.	6	2.1
	b. Try better next time.	2	0.7
8.	Exponents used for employers.		
	a. Do you want me to show how?	1	0.4
	b. Take it one step at time.	3	1
	c. Be careful and continue your work.	1	0.4
9.	Exponents used for neighbor.		
	a. There is no alternative, you must consider the problem.	2	0.7
	b. How will you pay for college?	1	0.4
	c. 10 is enough, you should consult doctor.	3	1
	Total=	92	32.62

APPENDIX VII

S.N.	Total Quot Informal Forms of Encouraging in English.			
	a.	Exponents used for staff boss relationship	F	%
1	b.	Well done, you will be a good player.	1	0.4
	c.	Mr Davis, I didn't know you were an artist.	2	0.7
	d.	Stand here; this is what you should do.	1	0.4
	e.	Don't worry, just relax?	1	0.4
2.	Exponents used for relatives.			
	a.	Go on!	1	0.4
	b.	Go for it!	2	0.7
	c.	Come on!	1	0.4
	d.	Come on brother One last run!	3	1
	e.	Be positive!	1	0.4
	f.	Don't use harmful drugs.	4	1.4
	g.	Make you live longer.	1	0.4
	h.	Go bro go!	2	0.7
	i.	Take step and launch your own company.	4	1.4
	j.	Go ahead, you are going to win!	1	0.4
3.	Exponents used for friends.			

	a. Be confident!	3	1
	b. Keep going!	5	1.8
	c. Spend more time to learn!	1	0.4
	d. Don't give up, you will get!	2	0.7
	e. Don't worry you will be fantastic!	1	0.4
	f. Come on Rachel!	1	0.4
	g. Don't quit now!	1	0.4
4.	Exponents used for foreign donors		
	a. Invest in this sector of Nepal.	2	0.7
5.	Exponents used for professor.		
	a. Go on sir, you are so good!	1	0.4
	b. Look at the fresh environment!	1	0.4
6.	Exponents used for minister.		
	a. Keep trying you can do it!	1	0.4
	b. Get more lessons!	1	0.4
7.	Exponents used for students.		
	a. Don't worry, it happens everyone!	2	0.7
	b. Learn from your mistakes and move forward!	4	1.4
	c. Don't worry too much!	1	0.4
8.	Exponents used for employers		
	a. Be careful!	3	1.1

	b. You can do it!	3	1.1
9.	Exponents used for neighbors.		
	a. Use condoms!	1	0.4
	b. Think about children!	3	1.1
	c. Consider the burden!	1	0.4
	Total=	67	23.76

APPENDIX VIII

S.N.	Total Formal Forms of Warning in English		
1.	Exponents used for waitress.	F	%
	Excuse me miss, Take your time!	3	1.0
	Excuse me, you are going to spill something on me.	3	1.0
2	Exponents used among friends.		
	Excuse me please, you have a be on you.	5	1.7
	Please be careful light is on!	7	2.4
	Please turn of the main switch	3	1.0
	Please Jack stop smoking , your father is coming	5	1.7
	Please remember this is your last chance!	3	1.0
	Please Kenny, try your best for this exam.	2	0.7
	Please mike prepare well for this exam!	1	0.3
3	Exponents used for an old lady.		
	Excuse me please; I need to catch the bus.	6	2.1
	Excuse me please!	3	1.0
4.	Exponents used for students		
	John, it's not good idea to miss the class.	2	0.7
	Rachel, please realize your mistake.	1	0.3
	You need to take all your class or you might be fail.	3	1
5.	Exponents used for board member of a company.		
	Excuse me sir! we can't maintain our loss if we cut these	4	1.4

	work force.		
	Sir, I think we need more time to make these decisions.	5	1.7
	Sir, I think your decision will damage your reputation.	1	0.3
6.	Exponents used for teachers.		
	Please sir! Car is coming.	6	2.1
	Excuse me sir, not to cross the road.	4	1.4
7.	Exponents used for police inspector \ government authorities.		
	a. Sir we will band this road.	2	0.7
	b. Excuse me sir , there is an accident of child	4	1.4
	Excuse me sir, this factory will kill many people.	6	2.1
	It's too bad sir!	1	0.3
	Excuse me sir, this is very serious.	3	1
8.	Exponents used for daughters.		
	Please Niki, you can only go with necessary equipments.	2	0.7
	Dear son, it's too cold! Please be careful.	1	0.3
	Dear Monica, Please take care of your health.	4	1.4
	Total=	90	31.14

APPENDIX IX

S.N.	Total Temperate Firms of Warning in English	F	%
1.	Exponents used for waitress.		
	a. Be careful!	3	1
	b. Look where you gone!	3	1
2.	Exponents used for friends.		
	a. Don't move! You have bee!	3	1
	b. Stay still, doesn't move!	1	0.4
	c. Be careful, light is on!	10	3.5
	d. Watch out, I am coming your way!	4	1.4
	e. Sweet heart! Watch out, don't move!	2	0.7
	a. Look out! Your dad is coming!	4	1.4
	b. Quick! It's your dad.	3	1.1
	c. Just remember this is your last chance!	2	0.7
	d. Prepare more be careful!	1	0.4
	e. Stay calm, labor hard!	1	0.4
	f. It's very important for you!	1	0.4
	g. Your dad is coming.	5	1.8
	h. Relax and labor hard!	1	0.4
3.	Exponents used for old lady.		
	a. Excuse me!	2	0.7
	b. Oh! I am sorry, are you ok?	3	1

	c. Mam it's not good way to cross the road.	1	0.4
4.	Exponents used for students.		
	a. You have to realize your mistake!	2	0.7
	b. This is my last warning to you!	3	1.1
	c. You are not serious about your study!	2	0.7
	d. It's not the good idea to miss the class!	1	0.4
5.	Exponents used for the board member of a company.		
	a. It will be harmful for our company.	2	0.7
	b. Let's consider the consequences!	1	0.4
	c. Is there any alternative solution to this problem?	1	0.4
	d. Your decision will damage our reputation!	2	0.7
6.	Exponents used for teachers.		
	a. Sir, look out!	1	0.4
	b. Stop! There a car coming!	1	0.4
	c. Look out! Be careful!	2	0.7
7.	Exponents used for police inspector\government authorities.		
	a. You have killed a child!	3	1.1
	b. We are warning you to stop this factory!	4	1.4
	c. Think about the long term problem!	1	0.4
	d. This factory is putting my community in danger.	2	0.7
	e. A young child has been killed!	3	1.
	f. This is very serious!	1	0.4

	g. It's too bad and we are in strike!	2	0.7
8.	Exponents used for daughter.		
	a. Be careful, it's too cold in sagarmatha!	1	0.4
	b. You can only go if correctly equipped and guided!	2	0.7
	c. Be careful of your health!	4	1.4
9.	Exponents used by inspector to robbers.		
	a. Stop, I will shoot!	1	0.4
	b. Stop! Put your hands up?	3	1
10.	Exponents used by karate player for muggers.		
	a. You are about to make big mistake!	3	1
	b. I will break your teeth, be careful!	1	0.4
	c. Run away, I am karate expert!	2	0.7
	Total =	96	33.22

APPENDIX X

S.N.	Total quit informal forms of warning in English		
1.	Exponents used for waitress.	F	%
1.	a. Oh mam, look!	3	1
	c. Watch out!	3	1
	d. Look out!	2	0.7
2.	Exponents used for friends.	3	1
	a. Don't move!	2	0.7
	b. Stop!	4	1.4
	c. Look out!	3	1.4
	d. Watch out!	5	1.7
	e. Don't touch the fuse!	3	1
	f. Hold it!	2	0.7
	g. Look out!	2	0.7
	h. Prepare more!	1	0.4
	i. Stay calm labor hard!	4	1.4
	j. Stop smoking!	5	1.7
	k. Get another class!	2	0.7
3.	Exponents used for an old lady.		
	a. Watch out!	2	0.7
	b. Get out the way!	2	0.7
	c. Woh!		

4.	Exponents used For students.		
	a. Be careful!	2	0.7
	b. Look! you are not serious.	4	1.4
5.	Exponents used for board member of a company.		
	a. I can't agree!	2	0.7
	b. Are you sure!	2	0.7
6.	Exponents used for teachers.		
	a. Look out!	2	
	b. Wait, take the time!	1	0.4
	c. Car!	2	0.7
	d. Hold on!	2	0.7
7.	Exponents used for police inspector\ government authorities.		
	a. Do something about this factory!	2	0.7
	b. Stop!	1	0.4
	c. Listen!	2	0.7
8.	Exponents used for daughter\ relatives		
	a. Take some hats and gloves!	3	1
	b. Be careful, don't trust anyone you see!	3	1
9.	Exponents used by inspector to robbers.		
	a. Stop police!	8	2.8
	b. Stop, I ll shoot!	2	0.7

	c. Don't move!	6	2.1
10.	Exponents used by karate player for muggers!		
	a. Hey! I have no problem!	3	1
	b. Be careful! I ' ll break your neck.	4	1.4
	c. I ' ll kick you! Move.	3	1
	d. Run!	2	0.7
	Total=	103	35.64

APPENDIX XI

S N	Total Formal Forms of Encouraging Used by Nepali Native Speakers		
1	Exponents used for staff /boss relationship	F	%
	a. मेडम विस्तारै खेल्नुहोस, राम्रो छ तपाइको प्रयास ।	8	0.9
	b. सर सायद मैले हजुरको यति राम्रो चित्र पहिलो पटक देखे मौका पाएँ ।	8	0.9
	c. हजुरको सुरुवातको खेल ने राम्रो छ ।	2	0.2
	d. सर, अजुरलाइ साँच्चै राम्रा चित्रहरु बनाउन आउँदो रहेछ ।	6	0.7
	e. कृपया खेलमा ध्यान दिनुहोस	1	0.1
	f. सर हजुर साँच्चै नै असल चित्रकार हुनुहुँदो रहेछ, अर्को पनि बनाउने हा की	5	0.6
	g. हजुरको सुरुवातको खेल ने राम्रो छ	4	0.50
	h. सर यहाँको चित्रकलामा भविष्य उज्वल देखिन्छ ।	2	0.2
	i. हजुर विस्तारै गर्नुहोस, हिजो भन्दा आज धेरै राम्रो छ	12	1.4
	j. आहा कस्तो राम्रो चित्र सर, मलाई त साँच्चै नै मन पर्यो ।	10	1.1
	k. हजुर हिंजोको भन्दा आज धेरै राम्रो छ, हजुरले छिटै सिक्नुहुन्छ ।	2	0.2
2	Exponents used for Relatives		
	a. बाबु तिमी राष्ट्रिय टिम मा खेल योग्य छौ ।	12	1.4
	b. ज्जाँइ साप हजुर अब मोबाईलको को व्यपार गर्नुहोस	5	0.6
	c. बुवा विहान हिंडनाले हजुरको मोटोपन घट्नेछ	15	1.7
	d. छोरी लागुपदार्थ लिन हुँदैन यसले हाम्रो स्वास्थ्य तथा इज्जत मा ठुलो धकका लाग्नेछ	14	1.6

	e. तिम्रो विचार राम्रो छ तिमिललाई हाम्रो सदैव सहयोग छ ।	8	0.9
	f. ठिक छ छोरा तिमिललाई हर किसिमले सहयोग गर्न म तयार छु ।	10	1.1
	g. ज्वाँई साप नयाँ जोस र जाँगरका साथ नयाँ व्यापार शुरू गरिसेला ।	8	0.9
	h. बाबु लगनलि भएर फुटबल खेल्दै जाउ अवश्य सफल हुनेछौ ।	12	1.4
	i. बुबा विहान ४ दिनमात्र हजुर हिडनु भयो भने सब कुरा ठिक हुन्छ ।	4	0.5
	j. हेर बाबु लागु पदार्थ को सेवन बाट अकालमा धेरै मानिसको ज्यान गएको छ ।	10	1.1
	k. ज्वाँई साप हजुरको लागि कपडाको व्यापार उपयुक्त हुनेछ ।	4	0.5
	l. बाबु लागु पदार्थले व्यक्ती, समाज र राष्ट्र सबैलाई हानी पुऱ्याउँछ ।	18	2.1
3	Exponents used for friends		
	कृपया नआत्तिकन छिटो घोडा दौडाउ	10	1.1
	a. राम्रो संग गाउ तिमि सर्वाकूट हुनेछ	6	0.7
	b. साथी घोडा छिटो दौडाउ जित तिम्रो शुनिश्चित छ	8	0.9
	c. साथी तिमि राम्रो छौ तिमि किन चिन्ता मान्छौ, हामी यहाँ छौ ।	10	1.1
	d. सार्थ मेहेनत गरि पढाई मा मात्र ध्यान देउ अवश्य सफल हुनेछौ	3	0.3
	e. नआत्तिनुस नआत्तिनुस साथी अगाडी बड्नुस	3	0.3
4.	Exponents used for donors		
	a. महोदय जलस्रोतको धनि हाम्रो मुलुक मा कृपया लागानि गर्नुहास ।	10	1.1
	b. नेपालमा द्वन्द्वको अन्त्य भएको छ कृपया दुक्क भएर लागानि गर्नुहोला ।	12	1.4
	c. यहाँहेश्र लागानि गर्नुहोस बातावरण हामी बनाई दिन्छौ ।	6	0.7
	d. उर्जा क्षेत्र मा प्रशस्त सम्भावना हरु छन्। यहाँ हरुलाई पनि धेरै लाभ हुनेछ ।	4	0.5
	e. आउनुहोस नेपालमा प्रशस्त जलस्रोत छ कृपया लागानी गर्नुहोस् ।	3	0.3

5.	Exponents used for professor		
	a. सर हजुर त कवि नै हुनुहुन्छ, यहाँ हामीहरु एउटा सुन्ने अभिलाषा मा बसेका छौ ।	10	1.1
	b. सर यहाँको सृजनशिल मष्तिष्कको प्रयोग भएको म हेर्न लालायित छु ।	4	0.5
	c. सर हजुरको सुन्दर मन, त्यस्तै सुन्दर कविता सुन्न पाए हामी आभारी हने थियौ ।	9	1
	d. सर यस्तो मनोरम दृष्यलाई संगाल्दै एउटा कविता रचना गर्नुहोस ।	7	0.8
6.	Exponents used for minister		
	a. मन्त्री ज्यू कृपया राम्रो प्रयास गर्नुहोस अवश्य सफल हुनुहुनेछ ।	5	0.6
	b. माननिय ज्यू हजुर यसपटक पक्कै सफल हुनुहुनेछ ।	3	0.3
	c. यस पछक पुट तयारी भएकोले हजुरको सफलता सुनिश्चित छ ।	6	0.7
	d. आत्म विश्वासका साथ प्रयत्न गर्नुहोस अवश्य सफल हुनुहुनेछ ।	1	0.1
7.	Exponents used for students		
	a. नराम्रो मान्नु पर्दैन हरी अर्को पटक अवश्य सफल हुनेछौ ।	6	0.7
	b. तिमि सँग विषय वस्तुको राम्रो ज्ञान छ, कहिले काँही यस्तो हुनु स्वभाविक हो ।	8	0.9
	c. तिम्रो पढाई राम्रो छ, कृपया पिर नगर म तिमिललाई साथ दिन्छु ।	9	1
	d. नराम्रो नमान राम परिक्षामा कहिले काही यस्तो हुनु स्वभाविक हो ।	2	0.2
8.	Exponents used for employers		
	a. शुरु मा त सबैलाई यस्तै हुन्छ, काम गर्दै गएपछि सब ठिक हुन्छ ।	1	0.1
	b. विकास काम गर्दै जाउ १ वर्ष भित्रमा तिमि सफल कामदार हुनेछौ ॥	3	0.3
	c. हेर दिपक म पनि शुरुमा यस्तै थिएँ, आफ्नै प्रयासले आज यहाँसम्म आईपुगको छु ।	2	0.2

	d. कृपया अफ़्तारो नमान सबैलार्य शुरुमा यस्तै हुन्छ ।	4	0.5
9.	Exponents used for neighbors		
	a. सन्तान करले रहर ले जन्माउनु पर्छ कृपया परिवार नियोजन गर्नुहोस ।	4	0.5
	b. दाई जानुहोस परिवार नियोजन गर्नुहोस ।	8	0.9
	c. छिमेकी दाई अबत सोचनुहोस समस्या आफैलाइ हो ।	6	0.7
	d. दाई तपाईंले आफ्नै ज्यान् ले पवार पा:नु पर्छ	2	0.2
	Total=	355	40.5 7

APPENDIX XII

SN	Total Temperate Forms of Encouraging in Nepali		
1.	Exponents used for Staff-boss relationship.	F	%
	a. मेडम यसै गरि हो खेले । विस्तारै जानिन्छ ।	6	0.7
	b. पहिला मैले खेलेको हेर्नुहोस् आफै सिक्दै जानु हुनेछ ।	5	0.6
	c. पहिलो पटक नै तपाईंको खेल कति राम्रो छ ।	4	0.5
	d. ठिक छ मेडम प्रयास गर्दै जाँदा अब राम्रो हुनेछ ।	7	0.8
	e. आहा ! कति राम्रो चित्र सर त चित्रकार हुनुहुँदो रहेछ ।	3	0.3
	f. सर मलाई धेरै राम्रो लाग्यो, फाई पनि एउटा बनाई दिनु हुन्छ की !	4	0.5
	g. राम्रा चित्रहरु रहेछन मलाई त सार्है मन प्यो ।	8	0.9
	h. राम्रो छ प्रयास गर्नुहोस अब राम्रो बनाउन सक्नुहुनेछ ।	3	0.3
2.	Exponents used for relatives.		
	a. तपाईंको प्रगति हेर्दा नयाँ व्यापारमा सक्षम हुनुहुनेछ ।	8	0.9
	b. बुबा विहान विहान दौडनुहोस पेट ठुलो भईसक्यो ।	4	0.5
	c. बाबु तैले राम्रो खेल अब बढि मेहेनत गर्नु पर्छ ।	10	1.1
	d. लागु पदार्थ भुलेर पनि लिन हुँदैन है सानु ।	12	1.4
	e. ज्वाँई साप अर्काको चाकरी गर्नुभन्दा आफ्नै व्यापार शुरु गर्नु बेश हुन्छ ।	2	0.2
	f. बुवा तपाईं विहान विहान दौडदा उच्च रक्तचाप, मधुमेह धेरै कम हुन्छ ।	6	0.7
	g. छोरा तिमिले हाने को बल ले म गोलपोष्ट चुमेको हेर्न चाहन्छु ।	4	0.5
	h. हेर्नुहास ज्वाँई साप पस्मिना को व्यापार यहाँलाई उत्तम हुन्छ ।	10	1.1
	i. भोलीको देश तिम्रो काँधमा छ लागु पदार्थ भुलेर पनि लिन हुँदैन ।	7	0.8
	j. बुवा शरिर स्वस्थ राख्न विहान विहान दौडनु पर्छ ।	15	1.7

	k. बाबु तिमिले राम्रो अयास गर्नु पछि हिम्मत हार्नु हुँदैन ।	12	1.4
	l. नानी साथी संगीको लै लै मा लागेर कहिल्यै पनि कुलतमा फस्न हुँदैन ।	10	1.1
3	Exponents used For friends		
	a. हार नमान साथी तिमि अवश्य सफल हुनेछौ ।	7	0.8
	b. एक पटक फेल भइयो भन्दैमा पढाई छोड्न हुँदैन साथी ।	5	0.6
	c. मित्र असफलता नै सफलताको प्रतिक हो फेरी परिक्षा देउ ।	3	0.3
	d. पिर नगर सब भन्दा उत्कृष्ट तिमि नै छौ ।	8	0.9
	e. हेर रमेश अर्को पटक राम्रो अंक ल्याएर पास हुने मौका छ ।	5	0.6
	f. पीर नगर तिमि भन्दा नजान्ने यहाँ धेरै छन्	2	0.2
	g. तिमि राम्रो छौ पीर नगर ।	4	0.5
	h. थोरै प्रयास गर तिमिले जित्न आँट्यौ ।	8	0.9
	i. राजू अगडी बढाउ कुदाउ कुदाउ ।	2	0.2
	j. स्याबास ! अलि छिटो गर जित तिम्रो शुनिश्चित छ ।	2	0.2
4.	Exponents used for foreign donors.		
	a. यहाँ हरुको लगानीले उचित प्रतिफल प्राप्त गर्नेछ ।	7	0.8
	b. अन्य क्षेत्रमा भन्दा उर्जा क्षेत्रमा गरिएको लगानिले उचित प्रतिफल प्राप्त गर्नेछ ।	5	0.6
	c. आउनुहोस प्रशस्त अवसरहरु छन् यसलाक्षे सदुपयोग गर्नुहोस् ।	2	0.2
	d. तपाईंहरुको प्रया अवश्य सफल हुनेछ ।	6	0.7
5.	Exponents used For Professor.		
	a. सर यस्तो राम्रो दृष्य छ कुनै कविता सुन्न पाए हुन्थ्यो ।	10	1.1
	b. सर तपाईं प्रकृतिको काखमा हुनुहुन्छ तपाईंले एउटा कविता लेख्नु पर्दछ ।	6	0.7

	c. हेर्नुहोस सर कति रामो भरना एउटा सुन्दर कविता सुन्न पाए हुन्थ्यो ।	4	0.5
6.	Exponents used For minister		
	a. असफलता नै सफलताको प्रतिक हो मेहेनत गर्नुहोस अवश्य सफल भईन्छ ।	8	0.9
	b. मन्त्री ज्यू यो पटक भने पक्कै सफल हुनुहुनेछ ।	12	1.4
	c. यो पटक यहाँलाई सवारी चालक अनुमति पत्र पक्कै मिले छ ।	3	0.3
	d. आत्म विश्वास का साथ प्रयास गर्नुहोस ।	2	0.2
7.	For students.		
	a. राम तिमिले यसलाई सधने अवसरको रुपमा लिनु पर्दछ ।	10	1.1
	b. तिमि राम्ररी पढ परि नगर ।	4	0.5
	c. केहि विगेको छैन रमेश कहिले काँही यस्तै हुन्छ ।	6	0.7
8.	Exponents used For employers		
	a. परिश्रम को फल मिठो हुन्छ दत्तचित्त भएर काम गर ।	12	1.4
	b. ध्यान दिएर काम गर सब ठिक हुन्छ ।	4	0.5
	c. शूरुमा सवैलाई यस्तै हुन्छ गर्दै गएपछि सब ठिक हुन्छ ।	10	1.1
	d. ठिक छ हिँजो भन्दा आज धेरै प्रगति भएको छ ।	4	0.5
9.	Exponents used For neighbors .		
	a. ए दाई तपाईं भट्टै परिवार नियोजन गर्न जानुहोस् ।	10	1.1
	b. परिवार नियोजन गर्दा धेरै फाईदा हुन्छ ।	8	0.9
	c. धेरै ढिला भई सक्यो अव त परिवार नियोजन गर्नु पर्छ दाई ।	5	0.6
	d. हेर्नुहोस काका परिवार नियोजन गर्न पैसा लाग्दैन अव त जानुहोस ।	7	0.8
	Total	334	38.1

APPENDIX XIII

SN	Total Quit Informal forms of Encouraging used by Native Nepali Speakers.		
1.	Exponents used For Boss and Staff relationship.	F	%
	a. विस्तारै प्रयास गर्नुपर्छ खेल मज्जाको छ ।	3	0.3
	b. खेलै खेलै सकिन्छ, खेल्नुपर्छ ।	2	0.2
	c. मेडम शुरुमा नै कोहि दक्ष हुँदैन खेल्नु पर्छ ।	1	0.1
	d. सर लाई यस्ता चित्र धेरै बनाउन आउँछ ।	2	0.2
	e. सर योत गज्जब छ अकौ पनि जाओस न त ।	2	0.2
	f. तपाँई चित्रकला बाटै अगार्डा बहनुस भविष्य राम्रो छ ।	5	0.6
2.	Exponents used For Relatives		
	a. जिन्दगी अनमोल छ फेरी फर्कदैन है छारी ।	5	0.6
	b. उज्वल भविष्को आश छ भने गर्नुहोस व्यापार ।	8	0.9
	c. प्रयास गर अवश्य लक्ष्यमा पुगिन्छ ।	6	0.7
	d. आहो ! तपाइको पेट बढेछ अब देखि दौडने गर्नु पर्छ ।	4	0.5
	e. व्यापार बाट नाम र दाम दुवै कमाउन सकिन्छ ।	6	0.7
	f. छोरा खेल बाटै देशको शिर उचाल्नु पर्छ ।	7	0.8
	g. बुवा विहान विहान दौडादा म जस्तै आकर्षक देखिनुहुनेछ ।	5	0.6
	h. लागु पदार्थ बाट टाढै रहनु पर्छ ।	4	0.5
	i. हाम्रो ज्वाँई लाई सुहाउने कार्य यो पो हो त ।	8	0.9
	j. नयाँ व्यापार बाट धेरै फाईदा लिन सकिन्छ ।	4	0.5

	k. हानीकारक लागु पदार्थको सेवनले जिवन बर्वाद बनाउँछ ।	6	0.7
	l. सबैले गरेको व्यपार भन्दा छुट्टै व्यपार राम्रो हुन्छ ।	2	0.2
	m. तेरो मेहेनत अनुसार पक्कै पनि राष्ट्रिय टिम बाट खेल्ने अवसर पाउनेछस् ।	5	0.6
3	Exponents used For Friends.		
	a. राम्रो संग गाउन सक्छौ तिमी ।	5	0.6
	b. एक दिन अवश्य सफल भईन्छ, पढाई नछोड ।	4	0.5
	c. परिश्रम गरे अवश्य सफल भईन्छ मलाई हेर त ।	3	0.3
	d. तिमी जस्तो संगितकारले पनि यसरी चिन्त मान्नेहो	2	0.2
	e. घेडा चढ्ने मान्छे त लड्छ नी नचढ्ने लड्दैन पीर मान्नु हुँदैन ।	8	0.9
	f. मत तिमी भन्दा बढि चोटि फेल भएको हो ।	2	0.2
	g. गाउ गाउ हुक्क भएर गाउ ।	4	0.5
	h. मुख नबन कालीदास पढाई छोड्न हुँदैन ।	2	0.2
4	Exponents used for Office Foreign donors		
	a. यहाँ गरेको लगानि खेर जाँदैन ।	2	0.2
	b. उर्जामा लगानी गरेमा मनगो फाईदा हुनेछ ।	2	0.2
	c. निश्चित भएर लगानी गर्नुहोस ।	1	0.1
5	Exponents used For Professor.		
	a. सर यस्तो राम्रो दृष्य छ कुनै कविता लेख्नुस न ।	4	0.5
	b. यस्तो सुन्दर ठाउँमा सरले पक्कै एउटा सुन्दर कविता रचना गर्नु हुनेछ ।	3	0.3
	c. सरको तर्फबाट एउटा कविता सुन्न पाए मज्जा नै अर्को हुन्थ्यो ।	3	0.3
6	Exponents used For minister.		
	a. अब चाँही राम्रो प्रयास गर्नु पर्छ नत्र बर्वाद हुन्छ ।	6	0.7

	b. यस पटक को मेहेनत तपाईंको सफलताको हो ।	7	0.8
	c. सर घोडा चढ्ने मान्छे त लड्छ नी अर्को पटक सफल भईन्छ ।	2	0.2
7	Exponents used For students.		
	a. एउटा विगेर के भयो र अरु राम्रो गरे भई हाल्यो नी	2	0.2
	b. घोडा चढ्ने मान्छे लड्छ चिन्ता नगर ।	1	0.1
	c. नराम्रो नमान अर्को पटक सफल हुन्छस ।	3	0.3
	d. धत त्यस्तो पनि सोच्ने हो ।	4	0.5
8	Exponents used For employers.		
	a. आत्तिनु पर्दैन विस्तारै सिकिन्छ ।	8	0.9
	b. जन्मदै कोहि जानेर आएको हुँदैन काम छोड्न हुँदैन ।	6	0.7
	c. ए कान्छा यता हेर म सिकाउँछु तँलाई ।	6	0.7
9.	Exponents used for neighbors.		
	a. धेरै सन्तान जन्माएर मात्र हुँदैन दाई ।	6	0.7
	b. अब त परिवार नियोजन गर्नुपछ अति भो ।	7	0.8
	c. समस्या आफैँलाई हो विचार हुनुपर्छ ।	7	0.8
	Total =	186	21.26

APPENDIX XIV

S N	Total formal forms of warning in Nepali	F	%
1.	Exponents used or waitress.		
	a. कृपया होस गर्नुहोस ।	9	1.0
	b. म माफी चाहान्छु खाना यता पोखिन आँट्यो ।	12	1.4
	c. मेडम कृपया यता उता नजर डुलाएर हिँड्नु होला ।	3	0.3
	d. कृपया काम गर्दा होस पुन्याउनुहोस ।	3	0.3
2.	Exponents used For friends.		
	e. कृपया बत्ति बन्द गरेर मात्र फ्युज चलाउ ।	10	1.1
	f. दिनेश त्यहाँ बाट भाग नत्र ठोक्किन सक्छ ।	4	0.5
	g. साथी निर्धक्क भएर परिक्षा दिनु पर्दछ अवश्य सफल भईन्छ ।	8	0.9
	h. उ बुवा आउनु भयो कृपया छिटो त्यो चुरोट फाल ।	12	1.4
	i. साथी पहिला स्विच अफ गर नत्र करेन्ट लाग्न सक्छ ।	8	0.9
	j. मलाई माफ गर मैले सकिन ।	6	0.7
	k. तिमिले यो पटक परिक्षा जसरी भएर पनि राम्रो गर्नु पर्छ है ।	12	1.4
	l. हरि चुरोछ फाली देउ ! उ तिम्रो बुवा आउँदै हुनुहुन्छ ।	3	0.3
	m. श्याम आफ्नो ज्यानको पनि ख्याल गर है ।	8	0.9
	n. गीता कृपया पर जाउ नत्र तिमि पनि म संगै लड्ने छौ ।	10	1.1
	o. साथी ख्याल गर है यो तिम्रो अन्तिम पटक हो ।	4	0.5
	p. सावधान साथी यसरी जोखिम मा काम गर्न हुन्न ।	12	1.4
	q. हेर तिम्रो अगाडी माहुरी घुम्दैछ टोक्ला है ।	8	0.9

	r.	कृपया यो माहुरी लाई रुमाल ले छोप्नुहोस नत्र टोक्छ ।	5	0.6
	s.	नानु हेर है माहुरी तिम्रो साथी बनन खोज्दैछ ।	4	0.5
	t.	एकोहोरो भएर मलाई मात्र नहर्नुहोस न माहुरीले टोक्न आँट्यो	11	1.3
3.	Exponents used For an old lady.			
	a.	आमा यसरी जथाभावी बाटो काट्न हुँदैन ।	12	1.4
	b.	आमा हजुर पनि बस चढ्न आउनु भयो विस्तारै गर्नुहोस ।	10	1.1
	c.	बजै पर्खनुहोस गाडी आयो ।	3	0.3
	d.	हजुर आमा अगाडी नबढनुहोस अप्ठ्यारो हुन सक्छ ।	15	1.7
4.	Exponents used For Students.			
	a.	हेर यसरी कक्षा छाड्न हुँदैन एक वर्षको लगानी खेर जान्छ ।	8	0.9
	b.	गितना तिम्री निरन्तर विद्यालय जानु पर्छ है ।	5	0.6
	c.	कृपया पढाई नछोड नत्र जिवन अन्धकार हुन्छ ।	7	0.8
5.	Exponents used for board member of an office			
	a.	माननीय सदस्य ज्यू यसरी कामदार कटौती गर्न हुँदैन ।	10	1.1
	b.	महोदय यसरी पूर्व जानकारी विना यति धेरै कामदार हटाउन सकिदैन ।	7	0.8
	c.	सज्जनवृन्द यो निर्णय स्विकृत भएमा कम्पनि डामाडोल हुनेछ ।	5	0.6
	d.	हेर्नुहोस यो निर्णय अहिले उपयुक्त हुन सक्दैन ।	3	0.3
	e.	सर यस निर्णयले हामीलाइ दश हजार कामदार अपुग हुनेछन् ।	6	0.7
	f.	महोदय अहिलेको अवस्थामा यस्तो गर्न असम्भव जस्तै छ ।	4	0.5
6.	Exponents used for teachers.			
	a.	गुरू दायाँ बाट गाडी आउदैछ राकिनुहोस ।	10	1.1
	b.	सर गाडी आइरहेछ कृपया बाटो नकाट्नु होला ।	10	1.1

	c.	सर हेर्नुहोस त इन्डिकेटर मा रातो बत्ति बलेको छ ।	6	0.7
	d.	सर यसरी ध्यान नदिई बाटो काट्न हुँदैन ।	5	0.6
	e.	माफ गर्नु सर गाडी आउँदछ ।	4	0.5
7.	Exponents used or Police inspector or Government Authorities.			
	a.	हेर्नुहोस सर क्षतिपूर्तिको व्यावस्था हुनु पर्छ ।	8	0.9
	b.	हेर्नुहोस तपाईंहरू नसक्ने भए यस उद्योग लाई हामी विस्थापित गरि दिन्छौ ।	5	0.6
	c.	बालक लाई शहिद घोषणा गरिनु पर्दछ ।	10	1.1
	d.	यस उद्योगले हजारौं मानीसहरूको स्वास्थ्यमा गम्भिर असर पुऱ्याएको छ सर ।	6	0.7
	e.	दुर्घटना भएको छ एक छिन पर्खनुहोस ।	5	0.6
	f.	सर यसलाई छिटो अन्य ठाउँमा सारिनु पर्दछ ।	7	0.8
	g.	सर हामीलाई न्याय चाहियो ।	3	0.3
	h.	सरकारले हाम्रो आवाज सुन्नु पर्दछ ।	10	1.1
	i.	हाम्रो माग मा यहाँहरूले सहमति जनाउनु पर्दछ ।	3	0.3
	j.	अबको दश दिन भित्रमा उद्योग बन्द गरिनु पर्छ ।	3	0.3
8.	Exponents used For daughters.			
	a.	छोरी न्यानो कपडा र ड्राई फुड बेक्नु पर्दछ है नानु !	6	0.7
	b.	निशा विचार पुऱ्याएर यता उता हिँड्नु ल ।	4	0.5
	c.	प्लिज नानु न्यानो कपडा लान नविस है ।	8	0.9
	d.	बाटा मा लेक लाग्न सक्दछ औषधि हरु लान नविस ।	2	0.2
		Total =	362	41. 46

APPENDIX XV			
Total Temperate forms of warning in Nepali.			
1.	Exponents used For waitress.	F	%
a.	बहिनी आँखा राम्रो संग हेरेर हिँडनु पर्दछ ।	4	0.5
b.	सिस्टर यता हेर्नुहोस त !	3	0.3
c.	ए बहिनी ! ठोकिएला ।	2	0.2
2.	Exponents used For Friends.		
a.	ए राम पहीला स्विच अफ गर है ।	3	0.3
b.	ए त्यहाँ छोड म लडन आँटे ।	2	0.2
c.	विचार पुऱ्याएर पढ नत्र अप्ठ्यारो पर्न सक्दछ ।	4	0.5
d.	चुरोट फाल नत्र तिम्रो बुबाले देख्नु हुन्छ ।	4	0.5
e.	हेर तिम्रो नाकमा माहुरीले टोक्न आँट्यो ।	2	0.2
f.	अलि होश पुऱ्याउ है करेन्ट लाग्न सक्छ ।	2	0.2
g.	साथी म त लडन लागै नि !	5	0.6
h.	गिता राम्रो संग परिक्षा देउ नत्र फेल हुनेछौ ।	2	0.2
i.	हेर साथी तिम्रो बुवा आदै हुनुहुन्छ ।	5	0.6
j.	नडराई बस चलेउ भने टोक्छ ल ।	4	0.5
k.	साथी तपाँईले मृत्युलाई निम्त्याउँदै हुनुहुन्छ ।	3	0.3
l.	भाग है नत्र म धक्का दिन्छु ।	2	0.2
m.	सावधान यसरी जोखिम मा काम गर्नु हुँदैन ।	2	0.2
n.	सर्तक साथी म चिप्पिएर तिम्री तिरै आउँदैछु ।	2	0.2
o.	बुझी राख तिम्रो यो अन्तिम मौका हो ।	6	0.7

	p.	उ बुवा ! तिम्रो चर्तिकला देख्नुभयो ।	1	0.1
	q.	नजिस्काउ है माहुरी ले चिल्ल सक्छ ।	4	0.5
	r.	नाक मा माहुरी बस्न आँट्यो नहडबडाउनुहोस ।	7	0.8
	s.	अबुई ! मत गएँ भाग भाग ।	2	0.2
	t.	तिमीलाई डर छैन उ बुवा आउनुभयो ।	5	0.6
	u.	ख्याल गर है लक्ष्मण यो तिम्रो अन्तिम मौका हो ।	3	0.3
3.	Exponents used or an old lady			
	a.	ए हजुर आमा पर्खनुहोस ।	3	0.3
	b.	आमा बस चढ्न यसरी हतार नगर्नुहोस ।	4	0.5
	c.	बुढाबुढी मान्छे यसरी हिँड्न हुँदैन ।	2	0.2
	d.	आमा गाडीले किच्ला छेउ लाग्नुहोस ।	3	0.3
4.	Exponents used For students.			
	a.	तीमी लाई यो मेरो अन्तिम चेतावनी हो ।	7	0.8
	b.	राम्रो सोच यो तिम्रो भविष्य संग जोडिएको कुरा हो ।	5	0.6
	c.	राम तिम्री आफ्नो भविष्य आफैँ विगादैछौ ।	6	0.7
5.	Exponents used For Board member.			
	a.	कामदार कटौती गर्न तत्काल सकिदैन सर ।	4	0.5
	b.	सावधान अहिलेको अवस्थामा यस्तो काम गर्नु असम्भव जस्तो छ ।	3	0.3
	c.	यस किसिमको निर्णयले कामदारको भविष्यमाथी गम्भिर असर पुग्नेछ ।	2	0.2
	d.	सवैको हित हुने गरि मात्र निर्णय गर्नुहोस ।	1	0.1
	e.	कम्पनीको नियम पालना गर्नुहोस ।	2	0.2
			1	0.1

6.	Exponents used For Teachers		
a.	सर यसरी हतारमा बाटो काट्न हुँदैन ।	3	0.3
b.	सर उता बाट गाडी आउँदछ ।	1	0.1
c.	हेर्नुहास विचार पुन्याएर मात्र बाटो काट्नु पर्दछ ।	5	0.6
d.	सर उताबाट गाडी आउँदछ च्याप्न सक्छ फेरी ।	1	0.1
e.	सर गाडी ! दुर्घटना हुन सक्छ ।	4	0.5
f.	सर यता हेर्नुहोस गाडी आयो ।	1	0.1
7.	Exponents used For Police Inspector or Government Authorities.		
a.	दोषि लाई दण्ड र पिडीत लाई क्षतिपूर्ति नभए हामी हडतालमा उत्रन्छौं ।	3	0.3
b.	हामी यो अन्याय सहन सक्दैनौं ।	2	0.2
c.	यस उद्योग लाई सात दिन भित्रमा बन्द नगरे हामी पुरै बन्द गछौं ।	4	0.5
d.	हामी सबै गाँउलेको माग सरकार ले सुन्नु पर्दछ ।	1	0.1
e.	दुर्घटना भएको छ एक छिन रोक्नुहोस ।	4	0.4
f.	हामी अपराधि लाई न्यायको कठघरमा उभ्याएरै छोडछौं ।	5	0.5
g.	अव हामी उद्योग बन्द गरिदिन्छौं ।	3	0.3
h.	उद्योग सञ्चालन गर्ने नाममा बातावरण प्रदुषण गर्न पाँइदैन ।	2	0.2
8.	Exponents used For daughters.		
a.	हेर छोरी त्याहाँको यात्रा कष्टकर छ, सम्पूर्ण तयारी राम्रो गर्नु है ।	6	0.7
b.	त्यो संवेदनशिल क्षेत्र हो राम्रो ख्याल गर्नु नि !	2	0.2
c.	त्यहाँअत्यन्तै चिसो हुन्छ तिमीलाई सहन गान्हो हुन्छ ।	7	0.8
d.	हिउँ पगलेर जे पनि हुन सक्छ सावधान हुनुपर्दछ ।	2	0.2

9.	Exponents used For Robbers by Inspector.		
	a. खबरदार ! तिमीहरु हाम्रो घेरामा छै भाग्ने प्रयास नगर ।	8	0.9
	b. रोक्नुहोस नत्र गोली चल्नेछ ।	1	0.1
	c. एक पाईला पनि अधि नबढ नत्र गोली चल्छ ।	5	0.6
	d. आत्म समर्पण गर नत्र गोली चलाउँछु ।	3	0.3
	e. ज्यान को माया छ भने तुरुन्त आत्मसमर्पण गरिहाल ।	2	0.2
	f. ए केटा हो अब एक कदम पनि अगाडी नबढ ।	1	0.1
10.	Exponents used sed for Muggers by karate player.		
	a. तिमीहरु आज मेरो फेला पर्ने भएजस्तो छ ।	7	0.8
	b. तिमीहरु भाग्छौ की मैले पावर देखाउनु पर्ने हो ।	5	0.6
	c. मेरो बाटो छोड नत्र ज्यान जोखिम मा पर्ला ।	8	0.9
	d. तिमी हरुले यो के गरेको हिम्मत छ म संग लड्ने ।	3	0.3
	e. याद राख ! तिमीहरु मेरो बाटो छेक्दैछौ ।	3	0.3
	f. होशियार एक पटक मै दाँत भारी दिन्छु ।	4	0.5
	g. मेरो बाटो छोड नत्र परिणाम नराम्रो हुन सक्छ ।	5	0.6
		Total=	233 26. 68

APPENDIX XVI

SN	Total Quit Informal forms of Warning used by Nepali Native speaker.		
1.	Exponents used For Waitress.	F	%
	a. आँखा के भयो राम्रो संग हेर्नु पर्दैन ?	10	1.1
	b. ओ बहिनी यता हेर त !	6	0.7
	c. अँ साची मेडमको मेतिया बिन्दु भयो की ।	4	0.5
2.	Exponents used For friends.		
	a. बत्ति अफ गरेर काम गर नत्र स्वर्ग पुगिएला ।	7	0.8
	b. भाग् राम भाग् म त लड्न आँटे ।	6	0.7
	c. हलो जोत्नु पर्ला है यो पटक राम्रो विचार गर ।	1	0.1
	d. चुरोट फाल नत्र तेरो बुवाले देखनुहुन्छ ।	9	1.0
	e. ए लाटि ! माहुरीले खान आँट्यो ।	3	0.3
	f. मर्लास भतिज !	10	1.1
	g. हट है लाग्लानी !	2	0.2
	h. यो पटक पनि फेल भए पढाई बाट सन्यास लिए हुन्छ ।	4	0.5
	i. हेर तेरो चर्तिकला बुवाले देखनुभयो ।	4	0.5
	j. ए माहुरी ले टोक्ला नी !	1	0.1
	k. आफ्नो ज्यानको पनि ख्याल गर्ने गर ।	7	0.8
	l. हेशियार ! म लडे ।	10	1.1
	m. राम्रो विचार गर नत्र विदेशको टिकट काट्नु पर्ला ।	5	0.6
	n. ए तँ त्यो फ्याँक ! उ बुवा आउनुभयो ।	7	0.8

	o. त्यहाँ बाट भाग नत्र माहुरीले टोक्छ ।	3	0.3
	p. सावधान बत्ति आएको छ ।	1	0.1
	q. बचाउ ! बचाउ !	2	0.2
	r. ल है के गर्ने हो गर या मर को स्थिती छ ।	8	0.9
	n. बुवाले मारुहोला ! तँ भनको पटककै मान्दैनस ।	5	0.6
3.	Exponents used For an old lady		
	a. ए आमै खोई बाटो छोडनुस !	4	0.5
	b. खै बजै अलिक उता जानुस् !	2	0.2
	c. छिटो गर्नुस आमै ।	2	0.2
4.	Exponents used For students.		
	a. तँ लाई पढनु पढैन त्यसै बरालिएर हुन्छ ?	10	1.1
	b. फेल होलास् कक्षा नछोड् ।	4	0.4
	c. तलाई अलिकति पनि डर छैन ?	6	0.7
5.	Exponents used For board member of an office.		
	a. यस्तो निर्णय कदापी स्विकृत हुन सक्दैन ।	2	0.2
	b. तपाईंले भन्ना साथ हुनै पर्छ भन्ने केहि छैन ।	3	0.3
	c. यो निर्णय जायज छैन ।	2	0.2
	d. सावधान भ्रष्टाचारको विउ रोपिन सक्छ ।	1	0.1
	e. खबरदार ! हतारमा निर्णय नगर्नु होला ।	1	0.1
	f. सावधान कामदार ले विद्रोह गर्न सक्छन ।	1	0.1
6.	Exponents used For teachers.		
	a. सर के हो गाडी आउदैछ त !	2	0.2

	b. सर एकछिन ! गाडी आउदै छ त ।	3	0.3
	c. सर गाडीले किच्ला !	1	0.1
	d. हेलो सर गाडी आउदै गरेको देखनु भएन ?	1	0.1
	e. सर हेरेर हिँड्नु पर्छ नत्र स्वर्ग पुगिन्छ ।	3	0.3
7.	Exponents used For police Inspector or Government Authorities.		
	a. बाटो बन्द गर नत्र ठुलो क्षति हुनेछ ।	4	0.5
	b. खबरदार ! हाम्रो स्वास्थ्यमा खेलबाड गर्न पनि पाईदैन ।	4	0.5
	c. अबको दश दिनमा उद्योग बन्द नभए तोडफोड हुनेछ ।	1	0.1
	d. हामी यो अत्याचार सहन सक्दैनौं ।	7	0.8
	e. जथाभावी गाडी कुदाएर मान्छे मारन पाईन्छ ?	3	0.3
	f. यसलाई सुरक्षित ठाँउमा सार्नुहोस नत्र अप्ठ्यारो पर्ला ।	5	0.6
	g. की यो प्रदुषण रोक्नु पर्छ कि हाम्रो माग पुरा गर्नु पर्छ ।	1	0.1
	h. यो कस्तो लापरवाही हामी अब छाड्दैनौं ।	4	0.5
8.	Exponents used For daughters.		
	a. त्याहाँ खुल्ला कपडा लगाएर नहिँड्नु ।	4	0.5
	b. नगई नहुने हो ! त्यहाँ त एकदम चिसो हुन्छ त ।	6	0.7
	c. जहाँ पायो त्यहीं जाने हैन विचार गरेर हिँड्नु नी	2	0.2
	d. वचार गर है टाढाको बाटो छ ।	8	0.9
9.	Exponents used For Robbers By Inspector .		
	a. खबरदार ! हल्लिईस भने गोली चल्यो ।	10	1.1
	b. त्यहाँ अडिन्छस कि हानी दिउँ गोली	4	0.5

	c. त्यो पैसा तुरुन्त मुईमा राख्छस् की सुट गरिदिउ ?	3	0.3
	d. अगाडी नवढ जेलको चिसो छिंडी जानै छ ।	2	0.2
	e. हाम्रो कब्जामा छ नभाग् ।	7	0.8
	f. खबरदार रोक ! नत्र गोली हानी दिन्छु ।	1	0.1
	g. बाँच्ने मन भए पैसा भुईमा राख ।	8	0.9
	h. पर्खि नत्र.....!	5	0.6
10.	Exponents used For muggers by Karate player		
	a. ए केटा हो के खोजेको तिमीहरुले ?	10	1.1
	b. नामर्द हो आओ अम्मत छ भने !	2	0.2
	c. होशियार ! एक एक गरेर ढालिदिन्छु ।	5	0.6
	d. आज तिमी हरुलाई काल ले मेरो अगाडी ल्याएछ ।	3	0.3
	e. बाटो छोड नत्र बाबुको विहे देखाई दिन्छु ।	3	0.3
	f. मर्न मन छ भने मात्र नत्र बाटो छोड ।	1	0.1
	g. आज तिमीहरु मेरो फेला पर्ने भयौ ।	1	0.1
	Total =	278	31.84

APPENDIX I

QUESTIONNAIRE FOR NATIVE SPEAKERS OF ENGLISH

Name:

Age:

Sex:

Nationality:

Academic Qualification:

Occupation:

Email:

Encourage the people by using appropriate exponents in following salutation.

1. You are teaching how to play tennis to a newly introduced boss's wife. She has never served before.

.....

2. You representing an international company's meeting in Nepal. You want to encourage International Donor Agencies to invest in hydropower sector.

.....

3. Your brother is in horse race. He and next one are neck - neck near the finishing post.

.....

4. You are in picnic with your friends and professors. You are encouraging your professor to write a poem describing the beautiful scene.

.....

5. You are a PA of home minister. He is trying to have driving license but failed many times.

.....

6. Your friend failed many times in exam and wants to quit his\her study.

.....

7. Your son is a best football player. He wants to join national team.

.....

8. One of your good student feels bad because he\she recently did poorly on test.

.....

9. You are father\mother of a teenager. You are encouraging her not to take harmful drugs.

.....

10. You are a manager of a factory. One of your worker is having hard time in learning a new job.

.....

11. One of your neighbor has 10 children. You are encouraging him\her to have family planning.

.....

12. You are encouraging your brother in law to start a new business.

.....

13. In a music competition your friend seems uncomfortable and nervous.

.....

14. You are encouraging your father to go for morning walk everyday.

.....

15. Your boss draws nice picture. You are encouraging him.

.....

Please make warning by using appropriate exponents in following situations.

1. In a restaurant, a waitress, carrying a tray full of food is not looking where she is and about to empty over you.

.....

2. You are in the garden having tea with your girl\boy friend. A large bee is about to land on his\her neck.

.....

3. In a formal meeting at your office. A member of the board has just suggested cutting the work force by 25% and asked for immediate approval.

.....

4. A friend is about to mend a fuse while the electricity is still switched on.

.....

5. You are learning to ski with a friend. You go completely out of control and head straight towards him.

.....

6. You are running to catch a bus. An old lady doesn't see you and steps between you and bus.

.....

7. One of your student has missed a lot of class and test also. You are talking with him\her in your office.

.....

8. You are talking with your teacher in the street. He\she begins to cross the road without looking.

.....

9. You are stopped by two muggers in a dark street. You are karate expert.

.....

10. A child is dead in a road accident near your home. You are warning bus driver and police officer to about the strike.

.....

11. Your daughter is going for picnic with her friends near the Sagarmatha Base camp.

.....

12. You are police inspector. You see two muggers are running after taking 1 million rupees from the bank

.....

13. In a meeting, you are giving warning government authorities to stop the over polluted factory of your community.

.....

14. Your friend failed many times in exam. This is last chance to appear.

.....

15. Your friend is having cigarette in a shop. You see his\her father is entering from the gate.

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APPENDIX II

नेपाली भाषा बोल्नेको लागि प्रश्नावली

नाम:

उमेर:

लिङ्ग:

योग्यता:

पेशा:

इमेल:

कृपया निम्न अवस्थामा उपयुक्त किसिमले अरुलाई उत्साहित गर्नुहोस्

१. तपाईं केहि समय अघिमात्र परिचय भएको आफ्नो मालिकको श्रीमतिलाई कसरी टेनिस खेल्ने भनेर सिकाउँदै हुनुहुन्छ। उनले यस अघि कहिल्यै पनि खेलेकि थिईनन् ।

२. तपाईंले नेपाल मा भईरहेको अन्तराष्ट्रिय कम्पनिहरुको बैठक मा प्रतिनिधित्व गर्नु भएको छ। तपाईं अन्तराष्ट्रिय दातृ निकायहरुलाई नेपाल को उर्जा क्षत्रमा लगानी गर्न उत्साहित गर्दै हुनुहुन्छ।

३. तपाईंको साथी घोडा दौड प्रतियोगितामा छन्। साथी र अर्को एक व्यक्ति बराबर गतिमा दुरी पार गर्न आँटेका छन्।

४. तपाईं आफ्नो साथी एवं प्राध्यापक हरु सँग बनभोज मा जानुभएको छ। त्यहाँको प्राकृतिक सुन्दरता को बयान गर्दै एउटा कविता लेख्न तपाईं प्राध्यापक रामविलास चौधरी लाई उत्साहित गर्दै हुनुहुन्छ।

५. तपाईं गृहमन्त्रीको स्वकिय सचिव हुनुहुन्छ। उहाँ सवारी चालक अनुमति पत्र लिने प्रयासमा हुनुहुन्छ तर धेरै पटक असफल हुनुभयो।

६. तपाईंको साथी परिक्षामा धेरै पटक फेल भयो र उ आफ्नो पढाई छौडन चाहन्छ।

७. तपाईंको छोरा राम्रो फुटबल खेलाडी हो । उ राष्ट्रिय टिमबाट खेल चाहन्छ ।

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८. तपाईंको एउटा राम्रो विद्यार्थी लै परिक्षा विगार्यो र उ नराम्रो मानीरहेको छ ।

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९. तपाईं एक किशोरीको बुवा अथवा आमा हुनुहुन्छ । तपाईं उनलाई हानिकारक लागुपदार्थ लिन हुँदैन भनेर उत्साहित गर्दै हुनुहुन्छ ।

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१०. तपाईं एक उद्योगको मालिक हुनुहुन्छ । तपाईंको एक कामदारलाई नयाँ काम सिक्न गाढो भईरहेको छ ।

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११. तपाईंको एक छिमेकीको दश जना छोराछोरी छन् । तपाईं उनहरूलाई परिवार नियोजन गर्नका लागि उत्साहित गर्दै हुनुहुन्छ ।

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१२. तपाईं आफ्नो ज्वाँई लाई नयाँ व्यापार शुरु गर्न उत्साहित गर्दै हुनुहुन्छ ।

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१३. एक संगित प्रतियोगितामा तपाईंको साथि असजिलो महसुस एवं चिन्तित देखिन्छ ।

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१४. तपाईंको मालिक ले राम्रो चित्र बनाएका छन् । तपाईं अभिराम्रो बनाउन उनलाई उत्साहित गर्दै हुनुहुन्छ ।

.....

१५. तपाईं आफ्नो बुबालाई विहान मर्नीङ्ग वाक जान उत्साहित गर्दै हुनुहुन्छ ।

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कृपया तल भएका निम्न अवस्थामा उपयुक्त वाक्यहरूको प्रयोग गरि चैतावनी दिनुहोस ।

१. एक रेष्टुरेन्टमा एक परिचारिकाले थाल भरि खाना लिएर यता उता नहेरी हिंड्दैछिन, र खाना तपाईं माथि पोखिन आँट्यो ।

२. तपाईं बगैचामा आफ्नो प्रेमि वा प्रेमिका संग चिया पिउँदै हुनुहुन्छ । एउटा ठुलो माहुरी उनको नाक माथी बस्न आँट्यो ।

३. एक औपचारीक बैठक मा समिति भित्रकै एक सदस्यले २५ प्रतिशत कामदार कटौति गर्न सल्लाह दिंदै तत्काल स्विकृत गर्न भने ।

४. बक्ति आई रहेको समयमा तपाईंको साथी प्यूज मर्मत गर्दैछन् ।

५. तपाईं हिउंमा चिप्लेटि खेलन सिक्दैहुनुहुन्छ । तपाईं पुरै अनियन्त्रित भएर सिधै साथी भए तिर चिप्लनु भयो ।

६. तपाईं बस चढ्न भनेर दौडंदै हुनुहुन्छ । एक वृद्ध महिला बस चढ्नका लागि भनेर तपाईं र बसको विचमा छिन् ।

७. एक जना विद्यार्थीलै धेरै कक्षाहरु र परिक्षा पनि छोडेको छ । उ सँग तपाईं अफिसमा कुरा गर्दै हुनुहुन्छ ।

८. तपाईं आफ्नो गुरु संग बाटामा कुरा गर्दै हुनुहुन्छ । उहाँले यताउता नहेरी बाटो काट्न खोज्नु भयो ।

९. तपाईं एकलै अध्यायी बाटो मा हिंड्दै गर्दा २ लुटेराहरु बाट राकिनुहुन्छ । तपाईं करौंतेमा दक्ष हुनुहुन्छ ।

१०. तपाईंका घरछेउ बाटामा दुर्घटनामा परि एक बालककौ मृत्यु हुन्छ । तपाईं चालक एवं प्रहरी निरिक्षक लाई हडताल कौ चैतावनी दिंदे हुनुहुन्छ ।

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११. बनभोजका लागि आफ्ना साथीहरु सँग मिलेर तपाईंको छोरी सगरमाथा आधार क्षेत्रमा जाँदैहुनुहुन्छ ।

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१२. तपाईं प्रहरी निरिक्षक हुनुहुन्छ, तपाईं द'ई ल'टेराहरु बैकबाट रु. १० लाख लिएर भाग्दै गरेको देख्नुहुन्छ ।

.....
१३. आफ्नो क्षेत्रमा भएको प्रदुषित उद्योग बन्द गर्न तपाईं एक बैठकमा सरकारी अधिकारी हरुलाई चैतावनी दिदै हुनुहुन्छ ।

.....
१४. तपाईंको साथी परिक्षामा धेरै पटक असफल भएका छन् । उनि अन्तिम पटक परिक्षामा सहभागी हुँदैछन् ।

.....
१५. दोकानमा बसेर तपाईंको साथी चुरोट खाँदैछन् । तपाईं उसको बुवालाई ढोका बाट भित्र छिर्दै गरेको देख्नुहुन्छ ।

.....
सहयोगको लागि धेरै धेरै धन्यवाद ।

APPENDIX III

नेपाली भाषा बोल्नेको लागि प्रश्नावली

नाम: दावेजलाल श्याँषानी

उमेर: २२ वर्ष

लिंग: पुरुष

योग्यता: स्नातककोत्तर (प्रथम वर्ष)

पेशा: विद्यार्थी (अध्ययनरत)

इमेल: —

कृपया निम्न अवस्थामा उपयुक्त किसिमले अरुलाई उत्साहित गर्नुहोस्

१. तपाईं केहि समय अघिमात्र परिचय भएको आफ्नो मालिकको श्रीमाललाई कसरी टोनास खेल्न मन्त्र मिकाउदै हुनुहुन्छ। उनले यस आँघ कहिल्यै पनि खेल्नेकी थिईनन्।

"चाँदेलाई जायते तास्व बोध" नखेलेँ जाबुदीसु मूठ पट्ट सफला खेलापी भन्नु हुने छ। अभ्यासले नै पुगे बनाउँछ।

२. तपाईंले नेपालमा भईरहेको अन्तर्राष्ट्रिय कम्पनिहरूको बैठक मा प्रतिनिधित्व गर्नु

भएको छ। तपाईं अन्तर्राष्ट्रिय दानु निकायहरूलाई नेपालको उर्जा क्षेत्रमा लगानी गर्न उत्साहित गर्दै हुनुहुन्छ।

"आँदरी राखे पाँदरी खन्छे।" अतः लगावी गर्नुहोसु यसमा धेरै सश्रमावनाहरू रहेका छन्। मा सु-अवसरलाई गुम्न नखुने हुन हार्दिक अनुरोध गर्दछे।

३. तपाईंको साथी धोडा दौड प्रतियोगितामा छन्। साथी र अर्को एक व्यक्ति बराबर गतिमा दुरी पार गर्न अटिका छन्।

साथी तिमी ~~सहचालक~~ गतिलाई प्राणभर अझ ठेसी गतिलाई लडाऊ।

४. तपाईं आफ्नो साथी एवं प्राध्यापक हरु सँग बतमोज मा जानुभएको छ। त्यहाँको प्राकृतिक सुन्दरता को बयान गर्दै एउटा कविता लेख्न तपाईं प्राध्यापक रामबिलास चौधरी लाई उत्साहित गर्दै हुनुहुन्छ।

साहचर्य कविता प्रकृतिको साहचर्य रहेछ जसमा पनि नसके श्रीमदात आवेअरकीछ नहनेछ। यकै मरले आज कविताको सिर्जन गर्नुहुन्छ अरुमा द्विविधा हैन।

५. तपाईं गृहमन्त्रीको निजी सचिव हुनुहुन्छ। उहाँ सवारी चालक अनुमति पत्र लिने प्रयासमा हुनुहुन्छ तर धेरै पटक असफल हुनुभयो।

अप्रकृतता में सकलता है। अहिले सिद्धिते गरी लाइसेंस लिखा पक्षि दुर्घटना-
काट बचन सक्नु हुनेछ। ज्याम गैर जावुस।

६. तपाईंको साथी परिवारमा धेरै पैटक फल भयो र उ आफ्नो पढाई छोड्न चाहन्छ।

द्वीप-चढने व्यक्ति लड्ड साथी प्रवास गर्नु सक् न सक् पछि सकल अवस्था
अर्हे छ।

७. तपाईंको छोरा राम्रो फुटबल खेलाडी हो। उ राष्ट्रिय टिमबाट खेल्न चाहन्छ।

छोरा तिमीलाई मेरो सहभागी के साहिद अर्हो त सस्योजका लागि तपाईं दु

८. तपाईंको एउटा राम्रो विद्यापीले परीक्षा विमान्यो र उ नराम्रो मानीरहेको छ।

- परीक्षालाई हामी सम्झनु हुदैन जो त आज प्रक्रिया महा है। गर लिमीमा
अर्हो क्षमता त सबैलाई थाहा छ नि।

९. तपाईं एक किशोरीको बुबा भवधा आभो हुनुहुन्छ। तपाईं उनलाई तनिकाक लागुपदार्थ लिन हुने
भनेर उत्साहित गर्दै हुनुहुन्छ।

स्वास्थ्य नै धन हो' राम्रो स्वास्थ्य अरुमा मात्र हामी जसो मुझे परिस्थितिमा
जीवन प्राप्त गर्न सक्दौं अतः स्वास्थ्यलाई महा धनिकाक लागुपदार्थ भुलो पनि प्रयोग
१०. तपाईं एक उद्योगको मालिक हुनुहुन्छ। तपाईंको एक कामदारलाई नयाँ काम मिल्न पाठा नभएको छ। अनुहुनेको

- अभिमुखी तालिम गराउने दु र उचित परामर्शद्वारा कार्यमा रक्षता क्षतिन घतउनु

११. तपाईंको एक हिस्सेकीको रश बना छोराछोरी छन्। तपाईं उनीहरूलाई परिवार नियोजन गर्नका
लागि उत्साहित गर्दै हुनुहुन्छ।

-स्वादी परिवार सुखी परिवार जहाँ सबै इच्छा र चाहना पूरा गर्ने सकिन्छ अतः
परिवार नियोजन गर्नु नै बेला हुन्छ। तपाईंको १०जना छोरा भइसकेका छन्। अझ अझ अर्ने!
१२. तपाईं आफ्नो जर्डी लाई नयाँ व्यापार शुरू गर्न उत्साहित गर्दै हुनुहुन्छ।

-उद्योगधन्दा र पुनीपति बल्लो लागि लगाती गर्नु नै पढे हुन्छ। कार्य प्रारम्भ गर्दापछि
सफल अवस्था होस्, तपाईंको सोचा धेरै राम्रो छ। तर्ज व्यापार सक्नु होस्।
१३. एक संगीत प्रतियोगितामा तपाईंको साथी असाफल्य महसुस एव चिन्तित देखिन्छ।

-आत्मविश्वास र निरुत्साह नै प्रतियोगिताको सफलता है। तिम्रो संगीतकला
निर्देश प्रकृष्ट रहेको छ।

१४. तपाईं आफ्नो बुबालाई विज्ञान विज्ञान दौडन उत्साहित गर्दै हुनुहुन्छ।

-बुबाको मोरोपत गराउनुका लागि रौड आवश्यक लाग्दछ। तपासकाक शारीरिक
सन्तुलनका लागि रौड आवश्यक लाग्दछ।

१५. तपाईंको मालिकले राम्रो चित्र बनाएका छन्। तपाईं अझ राम्रो बनाउन उनलाई उत्साहित गर्दै
हुनुहुन्छ।

-वास्तवमा चित्र धेरै राम्रो छ अझ निरुत्साहका लागि अझ पक्के/सिद्धित
गर्नु हुने छ।

कृपया तल भएका निम्न अवस्थामा उपयुक्त वाक्यहरूको प्रयोग गरी चेतवनी दिनुहोस ।

१. एक रेष्टुरेन्टमा एक परिवारिकाले बाल भरी खाना लिएर यता उता नहेरी हिंड्दैछिन, र खाना तपाईं माथि पोखिन आइयो ।

माफी नछाड्नु ! तपाईंको खाता मूला फर्ति लाग्यो विचार पुन्याप पुनर्गर्ना की ?

२. तपाईं बगैचामा आफ्नो प्रेमी वा प्रेमीकासंग थिया पिउदै हुनुहुन्छ । एउटा ठूलो माहुरी उनको नाक माथी बस्न आइयो ।

सर ! हेर तिमी साहमा मारीले टोक्न लाग्यो !

३. एक औपचारिक बैठकमा समिति भित्रकै एक सदस्यले २५ प्रतिशत कामदार कटौति गर्न सल्लाह दिदै तन्त्राल स्विकृत गर्न भने ।

सर, केवलक २५ प्रतिशत कामदार निकालिएर किमीकुरो अविषयमाथि पनि किनार पुन्यापुन्या अन्वधा परिवारमा राम्रो हुने देन ।
६. बाँस आइ रहेको समयमा तपाईंको साथी श्रृज मर्मत गर्दैछन् ।

- 'डाम कुरी मकानिर् कुनो बोकी हिमीतिर' होल सर तआएँडा कसरी धासा पठेँदोछन त देन ।

४. तपाईं हिउमा चिफोट खेल सिक्दैहुनुहुन्छ । तपाईं पुरै अनिर्बन्धित भएर सिधै साथी भए तिर चिपलनु मयो ।

स्तर्क साथी ! म तिमीतिर चिफलेर आउदै छु । तिमी त्यहाबाट हट ल ।

५. तपाईं बस चढ्न भनेर चैठ्दै हुनुहुन्छ । एक वृद्ध महिला बस चढ्नका लागि भनेर तपाईं र बसको बिचमा छिन्न ।

आमा धिया गाडी चढनुहीन बसले अति गिड सडैडी छ । हामी बस चढ्न पाउने छौं ।

६. एक जना विचारपीले धेरै कलाकार र पारिका पनि छुट्टेको छ । उ संग तपाईं अफिसमा कुरा गर्दै हुनुहुन्छ ।

तिमी चण्ड धेरै चिन्ताजुल छ । तिमी निरन्तर विद्यालयमा संलग्न पनि हुदैना तिमी अविषय अन्वधा हुन सक्छ मसलाइ ध्यान दि सही बेलामा सही क्रिया गर्नु ।

७. तपाईं आफ्नो गुरुसंग बाटामा कुरा गर्दै हुनुहुन्छ । उहाँले यताउता नहेरी बाटो काट्न खोज्नुभयो ।

सर ! गाडी आउदैछ । म त यो धरियो बत्ती नबोल्दासम्म खारे क्यारिनि ।

९. तपाईं एम्बे अध्याय वाटोमा हिंदूई गर्दा २ नुटेराहस्ताट रोकिनुहुन्छ। तपाईं करतिमा दक्ष हुनुहुन्छ।

अन्धछा होला साक्षीस, मेरो बाटो होउ मफा पति श्रौतैकी दक्षता छ।

१०. तपाईंको घरछेउ बाटोमा दुपटनामा परि एक बालकको मृत्यु हुन्छ। तपाईं बालक एवं प्रहरी

लाई हडताल की बेतावनी दिंदै हुनुहुन्छ।

नाजठकी नाच सुनिवार अरकी नाजठकी मृत्युलाई हामी खुलेर छत्रेका हौं यामा
बाधा परमा जस्ता सुने कस पनि नालिने छ र अपराधीको कावेरी र ज्ञानप्रति काजगदे
सम्म हामी अपराजित मान्दछौं।

११. बिनमाजकी लागि आफ्ना साथीहरूसँग मिलेर तपाईंको छोरी सगरमाथा आधार क्षेत्रमा जाँदैहुनुहुन्छ।

छोरी लिप्री जति पढेलेखेकीलाई हेरात प्रयोग गर्नु पर्ने युक्तिसंगत लाग्दैन ता पनि
सज्जताका तिष्ठो बत भोज मलाइ समग्रमा छया आउनु।

१२. तपाईं प्रहरी निरीक्षक हुनुहुन्छ, तपाईं दुई नुटेराहरु बैकबाट रु. दश लाख लिएर भाग्दै गरेको देख्नु
हुन्छ।

म सले सिवासीलाई सचेत गरौं तथा ह्यासअदो अगाडि रेदेकी पुजासललाई प्रमेत
जानकारी गराउं

१३. आफ्ना क्षेत्रमा भएको प्रदूषित उद्योग बन्द गर्न तपाईं एक बैठकमा सरकारी अधिकारी

हरलाइ बेतावनी दिंदै हुनुहुन्छ।

प्रदूषणरहित वातावरणको कामता त्यसको लागि म जनेछु सम्रता। सम्पूर्ण सरसम्पत्ति
लाई प्रदूषणको आगोको शक्ति मा अव्यवस्थित प्रयोग बन्द गराउनुको लागि सहयोगको

१४. तपाईंको साथी परिक्षामा धेरै पटक असफल भएका छन्। उनी अन्तिम पटक परिक्षामा सहभागी अपेक्षा गर्नु।
हुन्छन्।

'पढि पाउनु होरै' पाउनु' मामपरक त अवश्य सफल गर्नुपर्दछ।

१५. दोकानमा बसेर तपाईंको साथी चुरोट खाँदैछन्। तपाईं उसको बुवालाई गेट बाट भित्र छिर्दै गरेको
देख्नुहुन्छ।

म। बुवा आउदै हुनुहुन्छ। सतर्क हुनु मात्र।

सहयोगको लागि धेरै धेरै धन्यवाद।

APPENDIX IV

QUESTIONNAIRE FOR NATIVE SPEAKERS OF ENGLISH

Name: Rachel Bowden

Age: 28

Sex: F.

Nationality: British

Academic Qualification: Degree

Occupation: Teacher

Email: rachel.bowden@britishcouncil.org.uk

Encourage the people by using appropriate exponents in following situation.

1. You are teaching how to play tennis to a newly introduced boss's wife. She has never served before.

Go on - You can't be as bad as me!

2. You are representing an international company's meeting in Nepal. You want to encourage International Donor Agencies to invest in hydropower sector.

This would be extremely beneficial.

3. Your brother is in horse race. He and next one are neck - neck near the finishing post.

Go on!

4. You are in picnic with your friends and professors. You are encouraging your professor to write a poem describing the beautiful scene.

Please try.

5. You are a PA of home minister. He is trying to have driving license but failed many times.

Have another go

6. Your friend failed many times in exam and wants to quit his/her study.

Maybe you should try something else

7. Your son is the best football player. He wants to join national team.

You can do it

8. One of your good students feels bad because he/she recently performed poor on test.

Don't worry, it happens to everyone

9. You are father/mother of a teenager. You are encouraging her not to take harmful drugs.

Because we love you too much

10. You are a manager of a factory. One of your workers is having hard time in learning a new job.

How can we help you?

11. One of your neighbors has 10 children. You are encouraging him/her to have family planning.

It would be better for everyone

12. You are encouraging your brother in law to start a new business.

You can do it

13. In a music competition your friend seems uncomfortable and nervous.

Take a deep breath!

14. You are encouraging your father to go for morning walk everyday.

You'll enjoy it

15. Your boss draws nice picture. You are encouraging him.

That's lovely

Please make warning by using appropriate exponents in following situations.

1. In a restaurant, a waitress, carrying a tray full of food is not looking where she is and about to empty over you.

Watch out!

2. You are in the garden having tea with your girl/boy friend. A large bee is about to land on his/her neck.

Bee!

3. In a formal meeting at your office. One of a member of the board has just suggested cutting the work force by 25% and asked for immediate approval.

I can't agree

4. A friend is about to mend a fuse while the electricity is still switched on.

Stop!

5. You are learning to ski with a friend. You go completely out of control and head straight towards him.

Heyyy!

6. You are running to catch a bus. An old lady doesn't see you and steps between you and bus.

Woh

7. One of your students has missed a lot of class and test also. You are talking with him/her in your office.

Please explain why...

8. You are talking with your teacher in the street. He/she begins to cross the road without looking.

Look out!

9. You are stopped by two muggers in a dark street. You are karate expert.

10. A child is dead in a road accident near your home. You are warning bus driver and police officer.

Listen...

11. Your daughter is going for picnic with her friends near the Sagarmatha Base camp.

Have fun, be careful

12. You are police inspector. You see two muggers are running after taking 1 million rupees from the bank

STOP POLICE

13. In a meeting, you are warning government authorities to stop the over polluted factory of your community.

This is very serious

14. Your friend failed many times in exam. This is last chance to appear.

You can do it

15. Your friend is having cigarette in a shop. You see his/her father is entering from the gate.

You're dad's coming

Thank you for your kind cooperation.