

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a system of communication widely used as the main means of expressing ideas thoughts, feelings and emotions of human beings. So, language is a unique human gift. Using ideas, only human beings can express their ideas and feelings. But the language they use varies according to different contexts. The expression used in one context may vary with the expression used in another context. So language is human and contextual as well.

Language is used to express different functions in our daily life. It is an abstract phenomenon as complex as human relationship in a society. In the absence of it, there is no possibility of human civilization. According to Sapir (1921), “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols” (as cited in Varshney 1998, p. 2).

In the same way, Finocchiaro (1964) defines language as “a system of arbitrary vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact”. Doff (1995 p. 21) states language as “the principal system of communication used by particular group of human being within the particular linguistic community of which they are members”. Likewise, Sweet says “Language is the expression of ideas by means of speech sounds combined into words” (as cited in Verma and Krishnaswamy, 1999, p. 16).

Language is the most highly developed and the most frequently used means of communication that human beings possess. Hall (1968, p.158) defines language

as "the institution whereby humans communicate and interact with each other by means of habitually used oral auditory, arbitrary symbols" (As cited in Yadava, 2001, p. 4). Similarly, Gimson (1974, p. 3) defines "A Language is a system of conventional signals used for communication by a whole community". In the same way, Chomsky (1957, p. 3) defines language as " a set (finite of infinite) of sentences, each finite in length and constructed out of a finite set of elements." Likewise, Lyons (1970, p. 3) defines "languages are the principal systems of communication used by particular groups of human beings within particular society of which they are the members."

From these definitions, we can say that language is a set of sentences used by human beings for certain function in their society for their daily life communication. In other words, it is a human phenomenon specially meant for communication with its own system and produced voluntarily through vocal apparatus.

1.1.1 Linguistic Situation of Nepal

Nepal is a multilingual, multicultural, multiracial, multireligious country. It is the country of linguistic diversity. Language diversity is one of the characteristics of Nepal. Within this diversity, all language groups are living with their own language identity. More than ninety-two languages are identified and spoken in Nepal (CBS Report 2002). Most of these living languages do not have their written scripts. These languages are classified in terms of their oral literacy tradition and orthography. In Nepal, According to Kansakar (1996), four language families, namely Tibeto-Burman, Indo-Aryan, Austro-Asiatic/Mund and Dravidian are spoken. The details can be presented in the following way:

A) Indo-Aryan Group

This group includes following languages:

Nepali	Awadi
Hindi	Maji
Maithili	Kumal
Bhojpuri	Darai
English	Rajbanshi
Marawadi	Danuwar
Tharu	Bangali

B) Tibeto-Burman Group

This group includes following languages:

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

C) Dravidian Group

Jhangad is the only one language of the Dravidian family, which is spoken on the Province of Koshi River in the eastern region of Nepal.

D) Astro-Asiatic Group

Satar is the only language in this family. It is spoken in Jhapa district of eastern part of Nepal. This family has two other branches, Mon-khemar and Munda.

On the basis of the prominent linguistic feature, Tibeto-burman languages spoken in Nepal are further categorized into the following the two sub-groups:

- i) Pronominalized Group: It includes Rai-Limbu languages. These are called Kirati languages. Because of their complexity in pronominal system, the Kirati languages are also called complex – pronominal zed languages.
- ii) Non-pronominalized Group: It includes Tamang, Gurung, Thakali, etc.

Most minority languages are declining because of the lack of language loyalty among native speakers. Only a few languages (e.g. Newari, Maithi etc) enjoy language loyalty. This will lead eventually to language shift to Nepali. For example, all the languages (eg. Dhimal, Kumal or Rai Kirati and so on) which are declining is due to the lack of language loyalty among their speakers. But this is not the only reason. We should also consider why they are not loyal to their mother tongue. It is because they are forced to learn Nepali, which is the official language of the country. They have to compete to survive and if they do not learn, they will lag behind. The government should provide bilingual education to non-Nepali speakers. Certainly, there are other reasons such as migration and inter-caste marriage, which play important role in the decline of one's mother tongue.

1.1.2 English and Nepali Languages: A Brief Introduction

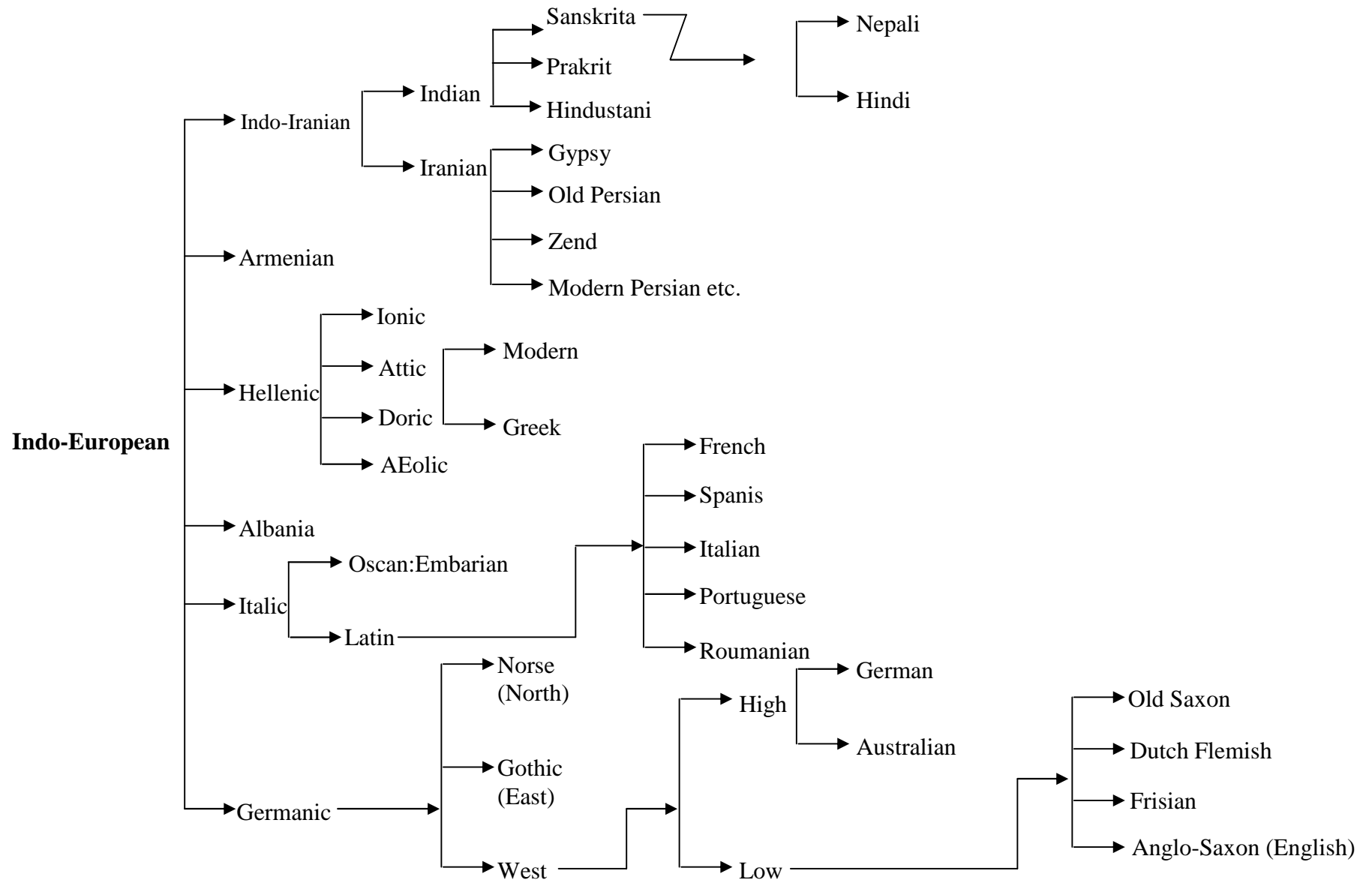
It is said that language is as old as human origin. Language came into existence simultaneously with human civilization. According Crystal (2002 p. 3) most reference books published since the 1980s give a figure of between 6,000 and 7,000, but estimates have varied in recent decades between 3000 and 10,000. Among them, English is the most widely used; the most highlighted and therefore, the most dominant language in the world. It is an international language, which is used in most of the places abroad, as lingua franca. About fourteen percent of people in the world can speak English. It is the most highly used language in the world because more than half of the books are written in English. Similarly, two third of the books of science are written in English. In e-mails and postal mails also it is very common. Now a days, most of the countries in the world practise and use the English language in one form or the other. It means, it's being popular day by day and glowing as the rising sun.

It is the treasure house of knowledge. The craze of using the English language can be seen in everybody's eyes today. Though English is the second language of most Nepali people, it has a prestigious reputation here. It is prestigious in the sense that it has occupied an important place even in the educational system of Nepal. Here it is taught as a compulsory subject up to bachelor level from grade- 1. Now it is enjoying as a prestigious language in Nepal where most of the youths have shown their keen interest not only in English language but also in English culture.

Nepali, on the other hand, is the national language of Nepal. It is the most common language spoken in Nepal because 48.6% Nepalese speak Nepali (population census 2001). It is official language as well as language of law (court), education, journalism, tourism, Commerce etc.

In the schools and colleges, it is taught as a compulsory subject from Grade-1 to bachelor level. Though it is taught as a compulsory subject in schools and colleges, the code mixing (i.e. use of English) is very high. Now a days, people prefer using English as the medium of instruction as well. Furthermore, it is the most widely used lingua franca here in Nepal between different speech communities. Although it is the national language, in some speech communities, it is taught and learnt as a second language. So, the importance of Nepali is still very high. Not only in Nepal but also in most part of Darjeeling, Sikkim and Bhutan, Nepali is spoken and taught and learnt in different schools.

Both the Nepali and English languages belong to the same language family i.e. Indo-European. This language family is divided into several different groups out of which the Nepali language belongs to the Indo-Iranian and English to the Germanic language family. Varshney (1995, p. 403) presents the following chart which shows the position of English and Nepali languages:



1.1.3 Language Functions

Language is a means of communication. It cannot be used in a vacuum and cannot be used purposelessly either. It means language must do some kind of function. So, what language does is its function. It refers to the purpose for which a unit of language is used in our daily life.

According to Sthapit (2000, p. 9),"A thing can be said to have at least three facets: substance, form and function. For example, the three facets of a glass can be described as:

Substance: glass, steel, paper and plastic

Form: cylindrical with one end open

Function: serving liquids

Similarly, a language can be said to have the following three facets:

Substance: sounds/letters/punctuation

Form: pattern of sounds/letters/words

Function: communicating messages."

Language function is defined as the purpose for which a unit of language is used in the society. It means what we do through the use of language is its function. We communicate through the use of language. Therefore, communication is primary function of language. Language functions are often described as categories of behaviors. It can be described as a constituent which establishes relationship with other constituents in a larger unit as a noun or noun phrase in relation to a sentence and can work or function as subject, object, complement modifier, etc. frequently seen in sociolinguistics.

Spratt et al. (2005, p. 7) define “A function is a reason why we communicate.”

It means every time we speak or write, we do so for a purpose or function.

Some examples of functions are as follows:

Advising	Greeting
Agreeing	Interrupting
Apologizing	Inviting
Clarifying	Refusing
Disagreeing	Seeking Information
Expressing Obligation	Seeking confirmation
Expressing Preferences	Thanking

Functions are a way of describing language use. When we describe language through functions we emphasise the use of the language and its meaning for the people who are in the context where it is used. Functions are understood by the exponents used by the language user. (ibid) define “The language we use to express a function is called an exponent”. The table below makes the concept clear about the function and exponents:

Context	Exponents (in speech marks)	Function
A boy wants to go to the cinema with his friend tonight	The boy says to his friend: 'Let's go to the cinema tonight.'	<u>Making a suggestion</u> about going to the cinema.
A girl meets some people for the first time. She wants to get to know them.	The girl says to the group: 'Hello my name's	<u>Introducing yourself</u>
A girl writes a letter to her relative thanking her for a birthday present.	The girl writes 'Thank you so much for my lovely.....'	<u>Thanking someone</u> for a present
A boss wants to know from his clerk how much of the task given to him has yet been completed.	The boss says: 'How much of the task have you finished yet?'	<u>Seeking information</u> from the clerk.

The pieces of direct speech in the middle column in the table above are all examples of exponents. Similarly, in the third column the underlined words are known as function. For example, 'how much of the task have you finished yet?' in the middle column above is an exponent to express the function of seeking information.

An exponent can express several different functions. It all depends on the context it is used in. For example, the exponent 'I am so tired' could be an exponent of the function of describing feelings. But it largely depends on who

is saying it? Who is s/he saying it to? In which context is it being said? In these two contexts: A boy talking to his mother while he does his homework, 'I am tired' means, requesting to stop doing homework; and a patient talking to her doctor 'I am tired' means describing feelings.

So, we can say that language is used to perform some functions. It is used to establish social relationship. As the definition of language suggests (i.e. system of communication) it throws light on the function of language. We communicate through the use of language. Therefore, communication is the primary function of language. There are two types of language functions: Grammatical function and communicative function. This research work is mainly concerned with communicative function.

Furthermore, function is defined as the purpose for which an utterance or unit of language is used. In language teaching, language functions are often described on categories of behaviour. For example, requests, apologies, complaints etc. Similarly, Richards et al. (1985, p.114) state, "The functional usage of language cannot be determined simply by studying the grammatical structure of sentences." For example; sentences in the imperative form may perform a variety of different functions:

Give me that book. (order)

Pass the salt. (request)

Turn right at the corner. (instruction)

Come round on Sunday. (invitation)

They further add that language often has three main functions: descriptive, expressive and social. Here, the proposed research work is concerned mainly with social function. Similarly, Blundell et al. (1997) defines "Language functions are the purposes for which people speak or write." The thing we do,

including using language, has a purpose. When we switch the radio or TV on, our purpose is to be amused or entertained, or to find some thing out. In the same way, we only speak or write a purpose in mind i.e. to help someone, to see our point of view, to take their advice, or to reach agreement with them. We call these purposes the functions of language.

Language is an instrument that is used to furnish our life style in the society through different functions. Our life style somehow depends upon what type of language we use. Furthermore, to fulfill our basic needs and meet our necessities we must use the language properly. Therefore, language plays different roles in the society. The same language structure can express different functions and same function can be expressed through different structures. So language function plays a very important role in our daily life communication.

1.1.4 Introduction to Seeking Information and Confirmation

There are several factors of communicative competence of which 'seeking information and confirmation' are two important language functions.

Information may be defined as the characteristics of the output of a process, these being informative about process and the input. Models of communication, perception, observation, belief, and knowledge are suggested that are consistent with this conceptual framework of information as the value of the output of any process in a hierarchy of processes. In other words, information is a message received and understood of a process. Furthermore, we can define 'information' as the knowledge acquired through study or experience or instruction (<http://wordnet.Princeton.edu/pearlwebwn>).

Information as a concept bears a diversity of meanings from everyday usage to technical settings. Generally speaking, the concept of information is closely

related to notions of constraint communication, control instruction, knowledge, and meaning.

Information may also be defined as a physical surrogate of knowledge (language, for instance) used for communication. In brief, information refers to something learned; facts that are gathered or a measure of the content of a message.

On the other hand, confirmation refers to the information that confirms or verifies. In other words, confirmation is the additional proof that something that was believed (some fact or hypothesis or theory) is correct. Confirmation is that which confirms; that which gives new strength or assurance; as to a statement or belief additional evidence; proof, convincing testimony (<http://en.wikipedia.org/wiki/information>).

In our daily life, confirmation plays a vital role. We need to be sure what someone says is correct or not. Now a days in every pace of our life we need to be careful towards the sayings of others whether they are true or not or we may suffer bitterly. So, to confirm, we need to use the structures used to perform confirmation.

In Nepali, the communicative functions like seeking information and confirmation are expressed in relation to the degree of honorificness. It is related to pronominal system in Nepali. Nepali pronominal system has first, second and third person pronouns as in the English language but there are multi levels of the first person singular 'I', second person 'You' and third person 'he/she'. These levels are related to a scale of politeness, or of honorific register, which indicate the relative status of speaker and hearer.

1.1.5 Seeking Information and Confirmation in Nepali

In Nepali, Seeking Information and confirmation play vital roles for getting required information and for being confirmed to what we are seeking for.

These communicative functions are expressed in relation to the degree of honorificness. It is related to pronominal system in Nepali. The Nepali pronominal system has first, second and third person pronouns as English does; but 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, or of honorific registers, which indicate the relative status of speaker and hearer.

There are four levels of honorificness: low (L), Middle (M), Honorific (H) and high honorific (HH). Schmidt (1993, p .15) presents the following scale of pronouns: the 1st person pronoun is not so important in Nepali from the point of view of politeness, respect and formality, the 2nd and 3rd person pronouns are shown in the following scales:

"2nd person pronoun

Least Honorific

T 'You'	low/intimate (L), collocates with the verb forms like garcha (x-cha)
Timi 'you'	middle/familiar (m), collocates with the verb forms like garchan (x- chau)
Tap i 'you'	Honorific (H), collocates with (x- nuhunchha)
yahaa 'you'	but yahaa is politer
Hajur, sir'you'	high honorific (HH)
Sarkar 'your highness'	Sarkar and mausuph are high honorific (HH)
Mausuph 'your majesty' –	collocating with the baksinu class king and queen

Most Honorific

"3rd Person Pronoun

Least Honorific

Tu, Tyo, Yo (s/he) -	low (l), collocates with x-cha, x-che
Uni, Tini, Yini (s/he)-	formal or respectful (M), collocates with x-chhan, x-chin
Wahaa (s/he) -	Honorific (H), collocates with x-hunuhuncha
Hajur 'sir' 'you' -	high honorific (HH), hajur
Sarkar 'your highness'-	Sarkar and mausuph are high honorific.
↓ Musuph 'your majesty'-	(HH) collocating with the baksinu class

Most Honorific

of Verbs However, 'mausuph' is reserved for king and Queen

The above scale shows that, in Nepali, the pronouns are addressed according to the people of different rank. The scale is convenient method for classifying gradation in honorific and respectful usage. The second person T , Timi, Tap i, Hajur, Sarkar and Maushuph indicate the least honorific to the most honorific, respectively. Likewise the third person pronouns, U, Tyo, Yo/Uni, Tini, /Wahaa/hajur/sarkar/mausuph indicate from least honorific to the most honorific. Tapai, Hajur and Mausuph are addressed to the honorific and high honorific ranks. So, these pronouns show the most polite form in communication.

In Nepali language, importance of politeness is not given to the first person pronoun. The pronouns *tapai*, *hajur*, *sarkar*, and *mausuph* are used to show high honorificness. So, these 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

Some research works have been carried out by the comparative study on different languages like English, Nepali, Limbu, Rai, Newari, Maithili, Tharu etc. However, a very few research works have been carried out on comparing communicative functions between English and other languages like Nepali, Tharu, etc. They are as follows:

Giri (1982) carried out a research on "English and Nepali Kinship Terms: A Comparative Study". The main purpose of the study was to determine the English and Nepali kinship relations and to find out their corresponding addressive forms and then to compare and contrast them. On her study, she found that most of the kinship relations are addressed by name in English and by kinship terms in Nepali. Furthermore, her next finding was that English kinship terms are less in number in comparison to Nepali (kinship terms). Similarly, Pandey (1997) carried out a research entitled "A Comparative Study of Apologies Between English and Nepali Languages". The purpose of the study was to enlist different forms of apologies and compare them. He found that English people use more apologetic terms compared to Nepali and women are more apologetic than their male counterparts in both English and Nepali.

Likewise, Kattel (2001) carried out a research on "A Comparative Study on Terms of Address Used by English and Nepali". His study shows that Nepali

native speakers use many terms of address than those of English native speakers. Furthermore, in his research work, it was found that English native speakers mostly use the first name to address someone whereas it is quite rare in Nepali speakers. In the same way, Chapagain (2002) carried out a research work on "Request Forms in the English and Nepali language: A Comparative Study". In her study, she found that English native speakers are more polite than those of Nepali native speakers. Likewise, Khanal (2004) conducted a research on "A comparative study on the forms of Address of Tharu and English language". In his study, he found that most of the kinship terms are used to address people in Tharu, but only a few kinship terms are used in English. Similarly, Basnet (2006) conducted a research on "Terms of Greeting and Taking Leave Used in English and Nepali Language". In his study, he found that English native speakers use the greeting terms good morning/afternoon/evening in formal as well as informal situation whereas Nepali native speakers use 'namaste/namaskar/abhibadan'. He also concluded that English people are habituated in saying first name kinship terms etc to greet family members either they are seniors or juniors whereas Nepali people very rarely use the first names of their seniors.

Although various researches have been carried out under various aspects of language functions, no research work has yet been carried out under the topic 'seeking information and confirmation'. Therefore, this research work will be the first attempt on language functions.

1.3 Objectives

The objectives of this study were as follows:

- a) To compare the forms of seeking information and confirmation used by the native speakers of English and Nepali in terms of honorificness.
- b) To suggest some pedagogical implications of the study.

1.4 Significance of the Study

This research work is expected to be significant to all who are involved in the field of language teaching and learning particularly in the English language teaching and learning. It is equally beneficial for the Nepali language teachers and learners, which helps them to compare Nepali and English culture. It will be useful to all the teachers, students, curriculum planners, syllabus designers, subject experts, textbook writers, material producers, native speakers of the English and Nepali language and those who are directly or indirectly involved in teaching English and Nepali.

CHAPTER TWO

METHODOLOGY

This chapter deals with the description of the source of data, sampling procedure, tools for data collection, process of data collection and limitations of the study. This is the chapter where all the processes and strategies taken by the researcher are reflected. To accomplish the objectives of the study, the researcher adopted the following methodology:

2.1 Source of Data

This research work was carried out using both primary and secondary sources. However, the basic source for the study was the primary one.

2.1.1 Primary Source

The primary source of data for the present study was the responses of the questionnaires distributed to the native speakers of the English and Nepali languages. This study was based on the primary data i.e. obtained from the primary source.

2.1.2 Secondary Source

Different research reports, related books, journals, newspapers, dictionaries and articles were the secondary source for this study. The main sources of secondary data were Van EK (1975), Wilkins (1976), Matreyek (1983), Blundell (1997) and Spratt (2005). The secondary sources were used as the major instrument for analysing and interpreting the data. Similarly, for setting the English questionnaire and listing the exponents, Matreyek(1983) and Blundell(1997) were used as the major sources for this research work.

2.2 Sampling Procedure

The sample population of the study consists of altogether 80 native speakers of the English and Nepali languages. There were 40 native speakers of English and other 40 were Nepali. The researcher selected the English people who were available in the British council, British embassy and Thamel, a major tourist area of Kathmandu valley. Out of them 22 were female and 18 were male. In the same way, the Nepali informants were selected from the students of masters' degree majoring in Nepali. Out of 40 Nepali informants, 24 were male and 16 were female.

Judgmental sampling procedure was used to select the sample. Only those informants who the researcher thought would supply with the required information to achieve the objectives of the study were contacted. The sample size was not pre-determined. The process of sample selection continued until the expected informants were met to provide the adequate and required information.

2.3 Tools for Data Collection

The main tool of the data collection was the questionnaire. For collecting data from the sample population, two sets of questionnaire were developed i.e. one set was in the Nepali medium, which was for Nepali native speakers, and the another one was in the English medium for English native speakers. Both the sets of questionnaire were equivalent in terms of linguistic weightage and covered varieties in terms of relationship between interlocutors.

2.4 Process of Data Collection

Using judgmental sampling procedure, the native English speakers were contacted who were available at the time of data collection in the major tourist areas of Kathmandu valley. And to get more accurate data, E-mail was also

used to collect the primary data. Similarly, he visited Central Department of Nepali and Department of Nepali Language Education T.U., Kirtipur, and distributed the questionnaire to the students in order to collect the data. Then the informants were explained what they were supposed to do.

2.5 Limitations of the Study

The proposed research work had the following limitations:

- a) The study was confined to 40 English native speakers of different tourist areas of Kathmandu valley and 40 Nepali native speakers of department of Nepali Language Education and Central Department of Nepali T.U., Kirtipur.
- b) The primary data were collected only from the questionnaires for this study.
- c) The analysis of the study was limited to the responses of the respondents only.
- d) The research was based on the subjective judgments drawn from the population of the study.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. The analysis was done on the subjective judgment of the researcher drawn from the population of the study. The responses provided by the native speakers of English and Nepali were analyzed, compared and contrasted and tabulated on the basis of the honorific, temperate(neither honorific nor non-honorific) and non-honorific forms of seeking information and seeking confirmation.

The division of the analysis was done on the basis of the relationship of the respondents themselves which was as follows:

3.1 Holistic Comparison

Chart No. 1

Exponents Used by English Speakers

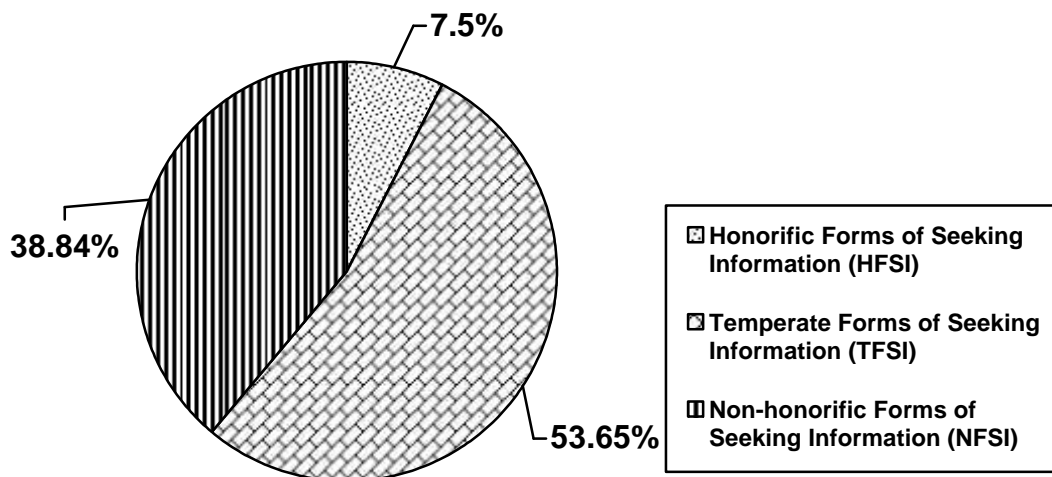
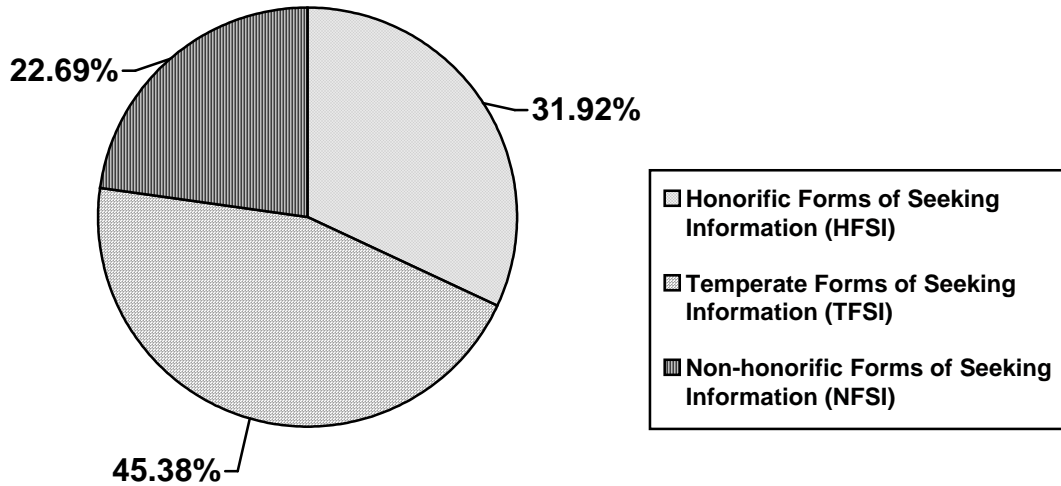


Chart No. 2
Exponents Used by Nepali Speakers



The information presented in the above pie charts shows that the native speakers of Nepali used more honorific forms for seeking information than the native speakers of English. The figure above shows that out of 520 exponents, 31.92% in Nepali were in honorific forms for seeking information while only 7.5% exponents were used in English for the same purpose. Very few native speakers of English used honorific forms but in Nepali, the honorific forms were found to be in greater number. Some of the examples from both English and Nepali are as follows:

1. Dad, could you give me the ticket I gave you? (S. No. 2a)
2. Can you please tell me more about what I need to do? (S. No. 13f)
3. Sar! Ekpatak sarsarti bhandinu hunthyoki? (S. No. 6c)
(Sir! Will you please tell me briefly about it?)
4. S p! Yo kasari tay r p rne, s p? (S. No. 13b)
(Sir, will you please tell me how to prepare it?)

In case of temperate form of seeking information, both English and Nepali native speakers used approximately the same percentage. It was found that 45.38% and 38.84% exponents were used in the temperate form for seeking information by native Nepali and English speakers respectively. These are the exponents which are neither honorific nor non-honorific but these are also used as exponents for seeking information. For example,

5. Can I have my ticket? (S.No. 2i)
6. How do I do this Mr./Mrs.....? (S. No. 6a)
7. Gata s t dinko grihak rya dekhau ta chhoro (S. No. 1g)
(Son, show me your homework of last seven days)
8. N nu Ko Ko j dai chhan timisanga? (S.No. 10c)
(Darling! Who else is going with you?)

The next type of responses has been categorized under non-honorific forms for seeking information. Out of total exponents, 22.69% and 53.65% were found to be in non-honorific forms for seeking information in the Nepali and English languages respectively. For example,

9. Have you finished up your job I gave you? (S. No. 8a)
10. Who are you going to marry? (S.No. 9a)
11. E R me, S m n tay r p ris? (S.No. 12e)
(Hey Ram, Have you prepared the luggage ready?)
12. Kosanga Kah n J ne ni? (S.No. 10b)
(Who are you going with and where?)

In this way, for seeking information, native English speakers used more non-honorific forms than Nepali speakers. Mostly, Nepali native speakers used the terms 'S p' for addressing their boss and used the terms like Buwa, ma, Didi to address their seniors in kinship relation but in case of English native speakers, they used non-honorific forms in greater number for seeking information from either boss or from their seniors in kinship relation. So, it

clearly shows that Nepali native speakers used more honorific, less temperate and less non-honorific terms than their English counterparts.

3.1.1 Forms of Seeking Information Found Between Father and Son

Table No. 1
Forms of Seeking Information Used by Fathers to Their Sons

S.N	NLS _s	HFSI		TFSI		NFSI	
		F	%	F	%	F	%
1	English	0	0	11	27.5	29	72.5
1	Nepali	0	0	29	72.5	11	27.5

The above table shows that native speakers of both English and Nepali did not use honorific forms for seeking information from their sons. But in case of temperate and non-honorific forms, the situation is reverse i.e. 27.5% and 72.5% native speakers used temperate forms for seeking information in English and Nepali respectively (see appendices II and VII). On the contrary, 72.5% and 27.5% native speakers of English and Nepali used non-honorific forms for seeking information (Appendices III and IX).

Some examples of temperate forms can be cited as follows:

1. What about your study? Are you regular to your school? (S.No. 1e)
2. Are you taking the class regularly? (S.No. 1f)
3. Babu, ja timi iskul kina nagayeko han?
(Dear, why didn't you go to school today?) (S.No. 1c)
4. Gata S t dinko grihak rya dekh u ta chhoro.
(Son, show me your homework of last seven days.) (S.No. 1g)

Similarly, some examples of non-honorific forms can be cited as follows:

1. Why are you bunking classes? (S.No. 1h)
2. Why have you been skiving from school?
What have you been doing? (S.No. 1i)
3. Tan jkal iskul j ndainas are ho? (Is it true that you are not going to school nowadays?) (S. No. 1.a)

In this way, the above table shows that English native speakers used more non-honorific forms than their Nepali counterparts for seeking information from their sons.

Table No. 2
Forms of Seeking Information Used by Sons to Their Fathers

S.No.	NLSs	HFSI		TFSI		NFSI	
		F	%	F	%	F	%
2	English	19	47.5	17	42.5	4	10
2	Nepali	40	100	0	0	0	0

The above table shows that while seeking information, the native speakers of Nepali used more honorific forms than English. In case of Nepali all the sons sought information from their father by using honorific forms. On the other hand, native English speakers used 47.5% honorific, 42.5% temperate and 10% non-honorific forms for the same purpose. For example,

1. Dad, could you give me the ticket I gave you? (S.No. 2a)
2. Hello dad! Can I get that ticket? (S.No. 2c)
3. Can I have my ticket? (S.No. 2j)
4. Buwa, maile r khna dieko tikat dinusna. (S.No. 2a)
(Dad, could you give me the ticket I gave you?)
5. Astiko tikat kah n chha, buwa? (S.No. 2d)

(Dad, where is the ticket I gave you the day before yesterday?)

In this way, the above table shows that native Nepali speakers used more honorific forms than native English speakers.

3.1.2 Forms of Seeking Information Found between Husband and Wife

Table No. 3

Forms of Seeking Information Used by Husbands to Their Wives

S.No.	NLSs	HFSI		TFSI		NFSI	
		F	%	F	%	F	%
3	English	0	0	11	27.5	29	72.5
3	Nepali	0	0	27	67.5	13	32.5

The table above shows that while seeking information, both English and Nepali native speakers did not use honorific forms to their wives. In case of temperate forms of seeking information, 27.5% and 67.5% English and Nepali speakers used it respectively. It means Nepali speakers used more honorific (though the forms are categorized under temperate form) forms for seeking information than English speakers for the same purpose (Appendices II and III).

For example,

1. Darling! What about the budget? (S.No. 3a)
2. My dear! How much money have you got? (S.No. 3g)
3. Priye! Timisanga paryapta pais ta chha ke! (S.No. 3a)
(Darling! Have you got enough money or not?)
4. Baj r ta j na lagyau pais chanhi kati chha ni?
(You are ready for shopping but what about the money you have got?)
(S.No. 3d)

Similarly, 72.5% and 32.5% English and Nepali speakers respectively used non-honorific forms for seeking information from their wives. It reveals the fact that English speakers used non-honorific forms more than their Nepali counterparts for the same purpose (Appendices III and IX). For example,

5. Do you need any money? (S.No. 3a)
6. Have you got enough money? (S.No. 3c)
7. Baj r garna kharcha pugchha ki pugdaina? (S.No. 3e)
(Is the money enough for shopping?)

From the above information, it is clear that, native English speakers used less, honorific forms than Nepali speakers for seeking information from their wives.

Table No. 4
Forms of Seeking Information Used by Wives to Their Husbands

S.No.	NLSs	HFSI		TFSI		NFSI	
		F	%	F	%	F	%
4	English	5	12.5	14	35	21	52.5
4	Nepali	13	32.5	23	57.5	4	10

The table above shows that both English and Nepali native speakers used honorific forms for seeking information from their husbands. But in comparison to English, Nepali speakers used more honorific forms for the same purpose. Out of 40 responses, 12.5% responses were used by English native speakers and 32.5% were by Nepali. So, this data clearly shows that Nepali speakers used more honorific forms for seeking information from their husbands than their English counterparts (Appendices I and VII).

Some examples are cited below from both languages:

1. Hello! Could you help me to operate it? (S.No. 4a)

2. (Name), will you please tell me how to operate it? (S.No. 4e)
3. My lord! I don't know how to operate it? (S. No. 4a)
(E Hajur! Malai ta yo misin chalauna udaina ta pheri)
4. E hajur! Yo kasari chalaune ho? (S.No. 4f)
(My lord! How is it operated?)

Similarly, out of 40 responses, 35% English and 57.5% Nepali native speakers used temperate forms of seeking information from their husbands (Appendices II and VIII). For example;

1. Can you show me how to use the washer? (S.No. 4b)
2. How is it operated, dear? (S.No. 4d)
3. Maile chalauna j neko chhaina sik i dinuna!
(I don't know how to operate, please tell me how to) (S. No. 4c)
4. E (Son's name) K b , ekpatak tap in phai chal unu ta heraun. (Hello!
Son's dad, Please operate once yourself and let me see how it works) (S. No. 4d)

The data presented in the table above shows that Nepali native speakers used more temperate forms for seeking information from their husbands than their English counterparts.

In the same way, out of 40 responses, 52.5% English and 10% Nepali native speakers used non- honorific forms for seeking information form their husbands (see appendices III and IX). For example;

1. How do you think this works? (S.No. 4c)
2. Do you have any idea how this works? (S.No. 4f)
3. Hya, yo chalauna pheri kosanga siknu khai?
(Shit, where to go to learn to operate it now?) (S.No. 4e)

The above table shows that English native speakers used more non-honorific forms than their Nepali counterparts for seeking information from their husbands.

3.1.3 Forms of Seeking Information Found Between Teacher and Student

Table No. 5
Forms of Seeking Information Used by Teachers to Their Students

S.No.	NLSs	HFSI		TFSI		NFSI	
		F	%	F	%	F	%
5	English	0	0	17	42.5	23	57.5
5	Nepali	0	0	40	100	0	0

The above table shows that native speakers of both English and Nepali did not use any honorific forms for seeking information from their students. In case of temperate forms, English native speakers used 42.5% while cent percent Nepali speakers used it (Appendices II and VIII). For example;

1. Well done! How did you prepare for your exam? (S.No. 5b)
2. Good job! Did you do anything different this time? (S.No. 5g)
3. Badh i Chha! Dinm kati ghant padhthya han?
(Congratulation! How long did you spend per day for your study?) (S. No. 5b)
4. E ..., timile ta kam lai gareu ta! Kasari tay r gareu han?
(Wow! You did wonderful job! How did you prepare?) (S.No. 5f)

On the other hand, out of 40 responses, 57.5% native English speakers used non-honorific forms for seeking information whereas none of the Nepali speakers used non-honorific forms for the same, purpose (Appendices III and IX). For example,

1. How did you do that? (S.No. 5c)
2. What's your secret? (S.No. 5d)

But it does not mean that Nepali native speakers never use non-honorific forms for seeking information from their students. In the above table, the data shows that cent percent Nepali used temperate forms for seeking information. It is because the student has done appreciable job and to fit the situation almost all the respondents used temperate forms only. But whatever may be the situation; the English speakers seemed to be constant for using different language functions than Nepali speakers.

So, it shows that situation affects the use of language function to native Nepali speakers more than English.

Table No. 6
Forms of Seeking Information Used by Students to Their Teachers

S.No.	NLSs	HFSI		TFSI		NFSI	
		F	%	F	%	F	%
6	English	7	17.5	21	52.5	12	30
6	Nepali	23	57.5	17	42.5	0	0

The table above shows that out of 40 responses, 17.5% native speakers of English and 57.5% Nepali speakers used honorific forms for seeking information from their teachers. It clearly shows that Nepali speakers used more honorific forms for their teachers for seeking information than their English counterparts (Appendices I and VII). For example,

1. Excuse me! Will you please give me some guidelines? (S.No. 6d)
2. Could you explain it again to me, please? (S. No. 6f)
3. Sar, ekpatak sarsarti bhanidinu hunthyo ki?
(Sir, could you please explain it in brief again?) (S. No. 6d)
4. Sir, ekpatak pheri bujai dinu na?
(Sir, will you please make me clear once?) (S. No. 6c)

Similarly, out of 40 responses, 52.5% English and 42.5 % Nepali native speakers used temperate forms for seeking information from their teachers. It is clear that more English speakers used temperate forms for this purpose than their Nepali counterparts (See Appendices II and VIII).

In the same way, 30% native English speakers used non-honorific forms for seeking information from their teachers whereas none of the Nepali speakers used the non-honorific forms for the same purpose. It clearly shows that English speakers used more non-honorific forms than their Nepali counterparts (Appendices III and IX). For example,

1. What exactly do I need to do here? (S. No. 6c)

3.1.4 Forms of Seeking Information Found Between Boss and Clerk

Table No. 7

Forms of Seeking Information Used by Clerks to Their Boss

S.No.	NLSs	HFSI		TFSI		NFSI	
		F	%	F	%	F	%
7	English	0	0	17	42.5	23	57.5
7	Nepali	25	62.5	15	37.5	0	0

The above table shows that, out of 40 responses, 62.5% Nepali speakers used honorific forms for seeking information from their boss whereas none of the English speakers used honorific forms for the same purpose (Appendices I and VII).Some examples are listed as follows:

1. Sar, hajurle bol ibaksya ho sar? Ke sew garaun sar? (Sir, did you call me? How can I serve you, sir?) (S. No. 7b)

2. Sarle malai bolauna path unu bhayeko ho, sar?

(Sir, did you send to call me?) (S. No. 7h)

The information from the above table shows that Nepali speakers used more honorific forms than their English counterparts for seeking information from their boss.

Similarly, 42.5% English and 37.5% Nepali native speakers used the temperate forms for seeking information from their boss. This data shows that English speakers used more temperate forms than their Nepali counterpart for the same purpose (Appendices II and VIII). For example,

1. Why did you call me Mr. Alfred? (S. No. 7e)
2. Mr. /Mrs. (name), is there anything specific you want to discuss? (S. No. 7g)
3. Bid ko din pani malai kina aphisma bol unu bhaeko sar? (Sir, why did you call me on a day off)? (S. No. 7d)
4. Sar, ke tyasto kasmik k m paryo? (Sir, what's the urgent?)

Likewise, 57.5% English speakers used non-honorific forms for seeking information from their boss whereas none of the native speakers of Nepali used it for the same purpose. It is clear that, in case of honorificity, Nepali native speakers used more honorific forms than their English counterparts (Appendices III and IX). For example,

1. Why do I need to come in at the weekend? (S. No. 7a)
2. Is there any emergency at the office? (S. No. 7b)

Table No. 8
Forms of Seeking Information Used by Boss to Their Clerks

S.No.	NLSs	HFSI		TFSI		NFSI	
		F	%	F	%	F	%
8	English	0	0	21	52.5	19	47.5
8	Nepali	0	0	27	67.5	13	32.5

The table shows that the native speakers of both Nepali and English used no honorific forms for seeking information from their clerks (See appendices I and VII). On the other hand, out of 40 responses, 52.5% English and 67.5% Nepali native speakers used the temperate forms of seeking information from their clerks. It shows that native Nepali speakers used temperate forms more than their English counterparts for seeking information from their clerks (Appendices II and VIII).

For example,

1. How are you getting on with the task? (S. No. 8c)
2. Have you prepared the task, Jolly? (S. No. 8f)
3. Asti maile tay r garna dieko ph il dinus ta. (s. No. 8f)

(Give me the file that I gave you 2 days ago)

Similarly, out of 40 responses, 47.5% English and 32.5% Nepali native speakers used non-honorific forms for seeking information from their clerks. It shows that English speakers used more non-honorific forms for the same purpose than their Nepali counterparts (Appendices III and IX). Some examples from both languages are as follows:

1. How much have you finished, ...? (S. No. 8b)
2. How is it going? (S. No. 8e)
3. Ph il tay r bhayo ki bhaena?

(Is the file ready?) (S. No. 8c)

3.1.5 Forms of Seeking Information Found Between friends

Table No. 9
Forms of Seeking Information Used by Friends

S.No.	NLSs	HFSI		TFSI		NFSI	
		F	%	F	%	F	%
9	English	0	0	10	25	30	75
9	Nepali	0	0	5	12.5	35	87.5

The table above shows that native speakers of neither English nor Nepali used honorific forms for seeking information from their friends (Appendices I and VII).

On the other hand, out of 40 responses, 25% English and 12.5% Nepali native speakers used temperate forms for seeking information from their friends. It proves that Nepali speakers were more non-honorific than their English counterparts for the same purpose (Appendices II and VIII).

Some examples are as follows:

1. Please tell me all about her. (S. No. 9e)
2. Tell me more! Why have you decided to marry this month? (S. No. 9g)
3. Ani kasti Chhin ta hunew l bh uju? (S. No. 9d)

(And how is the would be sister-in-law?)

Likewise, 75% English and 87.5% Nepali used non-honorific forms to address their friends. It shows that Nepali speakers used more non-honorific forms than their English counterparts for seeking information from their friends.

(Appendices III and IX). For example,

1. How is your fiancé? (S. No. 9d)

2. What's she like? (S. No. 9f)
3. Tero hunew l ... Ko b rem bat na ta y r.
(Tell me about you're would be ... Yar) (S. No. 9c)
4. S nchai unko b rema r mrai bujheko chhas ta?
(Have you got enough information about her?) (S. No. 9f)

3.1.6 Forms of Seeking Information Found Between Daughter and Parent

Table No. 10

Forms of Seeking Information Used by Parents to Their Daughters

S.No.	NLSs	HFSI		TFSI		NFSI	
		F	%	F	%	F	%
10	English	0	0	18	45	22	55
10	Nepali	0	0	32	80	8	20

The above table shows that native speakers of neither English nor Nepali used honorific forms for seeking information from their daughters (Appendices I and VII). On the other hand, out of 40 responses, 45% English and 80% Nepali speakers used the temperate forms of seeking information for the same purpose. It shows that Nepali speakers used more temperate forms (i.e. more honorific forms) for their daughters (See Appendices II and VIII).

Some examples are listed as follows:

1. (Name), who are you going with? (S. No. 10e)
2. Who else is going to be there? Do I know any of them? (S.NO. 10g)
3. N nu, ko ko j ndaichhan timisanga? (S. No. 10c)
(Darling, who else is going with you?)
4. Chhori, timi kosanga j na l geki han? (S. No. 10e)

(Daughter, who are you going with?)

Likewise, the data presented in the above table shows that 55% English and 20% Nepali speakers used the non-honorific forms for the same purpose. The information presented in the above table shows that in comparison to Nepali, English speakers used more non-honorific forms for their daughter (see appendices III and IX). Some examples are cited as follows:

1. Who's going to be there? (S. No. 10a)
2. Who else is going? (S. No. 10d)
3. Kosanga Kah n j ne ni? (S. No. 10b)
(Who are you going with and where?)

Table No. 11

Forms of Seeking Information Used by Daughters to Their Mothers

S.No.	NLSs	HFSI		TFSI		NFSI	
		F	%	F	%	F	%
11	English	0	0	7	17.5	33	82.5
11	Nepali	23	57.5	17	42.5	0	0

The above table shows that 57.5% Nepali speakers used honorific forms for seeking information from their mothers whereas nil percent English speakers used honorific forms for the same purpose. So, it shows that Nepali speakers used far more honorific forms in this situation (Appendices I and VII). Some examples from only Nepali are as follows:

1. ma, ke u yogya chha ta? (S. No. 11a)
(Mum, is he ok from your point of view?)
2. ma, uslai rojnu ko k ran ke ho? (S.No. 11g)
(Mum, what is the reason behind choosing him?)

Similarly, out of 40 responses, 17.5% English and 42.5% Nepali used temperate forms of seeking information from their mothers. Here the data presented in the above table shows that English speakers used less temperate forms for the same purpose than their Nepali counter parts (Appendices II and VIII).

For example,

1. What's the secret behind your sudden decision, mum? (S. No. 11f)
2. Usko b rema r mrari bujhnu bhaeko ta chha ke? (S. No. 11d)
(Have you got detail information about him?)
3. Ket ko j gir chha ki chhaina? (S. No. 11e)
(Is he job holder or not?)

Likewise, 82.5% English speakers used non-honorific forms for seeking information from their mothers whereas nil percent Nepali counterparts used non-honorific forms. So, English speakers used more non-honorific forms than Nepali (Appendices III and IX). Some examples from English are as follows:

1. What is he like? (S. No. 11d)
2. Who is he? (S. No. 11e)
3. Do you think he will understand me? (S. No. 11b)

3.1.7 Forms of Seeking Information Found Between Policeman and Police Officer

Table No. 12

Forms of Seeking Information Used by Police Officers to the Policemen

S.No.	NLSs	HFSI		TFSI		NFSI	
		F	%	F	%	F	%
12	English	0	0	16	40	24	60
12	Nepali	2	5	11	27.5	27	67.5

The above table shows that 5% Nepali native speakers used the honorific forms for seeking information from the policeman whereas none of the native speakers of English used the honorific forms. It shows that both language speakers used honorific forms very rarely (i.e. only 2 responses out of 40 in Nepali and none in English) for the same purpose (Appendices I and VII). An example from Nepali is as follows:

1. Tap inlai Sumpieko jimmeb ri pur bhayo? (S. No. 12d)
(Have you done the task given to you?)

Likewise, out of 40 responses, 40% English and 27.5% Nepali speakers used the temperate forms for the same purpose. It reveals that English speakers used greater number of temperate forms than Nepali (See Appendices II and VIII). Some examples from both languages are listed below:

1. Did you prepare my luggage, (name)? (S. No. 12b)
2. Have you finished getting my luggage ready? (S. No. 12d)
3. Timile maile bhaneko k m garyau ta? (S. No. 12b)
(Have you done the work given by me?)

The table above reveals that 60% English and 67.5% Nepali speakers used the non-horrific forms for seeking information from the policemen by their officers. Here, nearly the same number of informants (i.e. out of 40 respondents, 24 English and 27 Nepali) used non-honorific forms for the same purpose (Appendices III and IX).

Some examples from both languages are listed below:

1. Hey (name), is my luggage ready? (S. No. 12c)
2. All done? (S. No. 12e)
3. E (name), S m nharu tay r bhayo? (S. No. 12a)
(Hey (name), is the luggage ready?)
4. E (R me). S m n tay r paris? (S. No. 12e)
(Hey (name), have you got the luggage ready?)

Table No. 13
Forms of Seeking Information Used by Policemen to Their Officers

S.No.	NLSs	HFSI		TFSI		NFSI	
		F	%	F	%	F	%
13	English	8	20	22	55	10	25
13	Nepali	40	100	0	0	0	0

The above table shows that out of 40 responses, cent percent Nepali native speakers used the honorific forms for seeking information from their police officers while only 20% native speakers of English used the honorific forms. It reveals that Nepali native speakers used more honorific forms than their English counterparts (Appendices I and VII).

Some examples from both languages are listed as follows:

1. Can you please tell me more about what I need to do? (S. No. 13f)
2. S p! Yo kasari tay r p rne, s p? (S. No. 13b)
(Sir! How can I prepare this, Sir?)
3. S p! Yastai kisimko hunthyo, s p? (S. No. 13a)
(Sir! It would be easier if I could, Sir!)

The above information reveals the fact that Nepali speakers use ‘S p’ (the most honorific term used in police force) twice to express their honorificness while seeking information from their officers.

On the other hand, out of 40 responses, English speakers used 55% temperate forms and 25% non-honorific forms for seeking information from their officers while none of the Nepali speakers used temperate and non-honorific forms for the same purpose (Appendices II and III, VIII and IX). Some examples from English are as follows:

1. What information should I include? (S. No. 13d)

2. Can you tell me what I need to do? (S. No. 13e)
3. How exactly do I do it? (S. No. 13c)

3.2 Forms of Seeking Confirmation Used by Native English and Nepali Speakers

Chart No. 3

Exponents Used by English Speakers

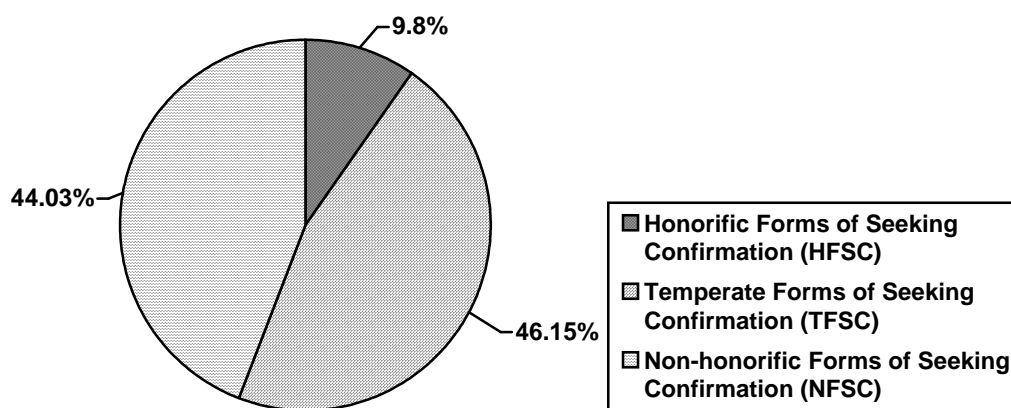
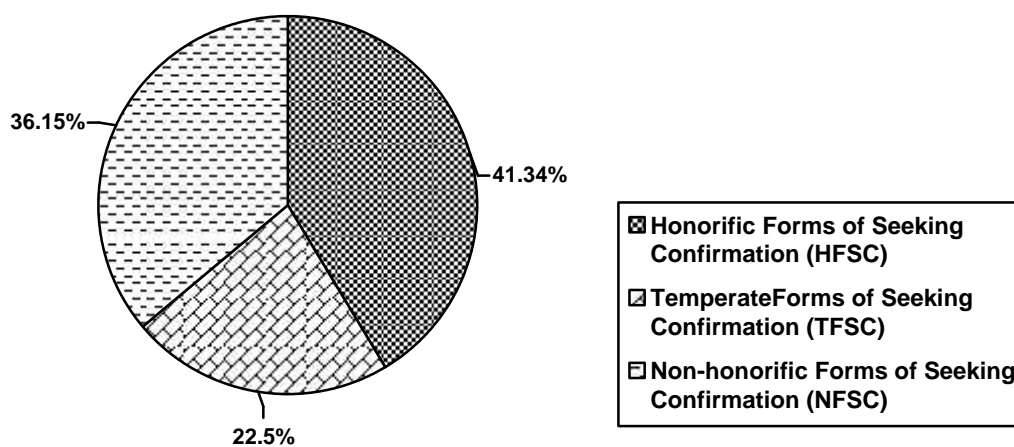


Chart No. 4

Exponents Used by Nepali Speakers



The charts above show that Nepali speakers used more honorific forms than their English counterparts for seeking confirmation. Out of 520 responses 9.8% English and 41.34% used honorific forms. This fact proves that Nepali speakers used greater number of honorific forms in comparison to English native speakers (Appendices IV and X). Following are the examples from both the languages:

1. Dad, is it true that you've got me a bike? (S. No. 2a)
2. Really? Is it true, mum? (S. No. 11c)
3. E hajur! Kaslai bol unu bhaeko tapaile? (S. No. 4a)
(My loard! Who are you calling?)
4. Ho ra s p! S hrai Khusi L gyo s p! (s. No. 12a)
(Really Sir!? I'm really overjoyed, sir!)

Similarly, out of 520 responses, 46.15% English and 22.5% Nepali native speakers used the temperate form for seeking confirmation. It reveals the fact that more English speakers used temperate forms than those of Nepali counterparts (Appendices V and XI). Some of the examples from both languages are as follows:

5. Dear, you broke the aquarium, didn't you? (S. No. 3a)
6. Can you tell me more about this bonus? (S. no. 6f)
7. Ho ra Chhor !? (s. No. 1a)
(Really, son!?)
8. S nchai timile nphai gareko ho ta? (S. No. 7a)
(It is true that you've done it yourself?)

From the data presented in the charts above also makes clear that 44.03% English and 36.15% Nepali speakers used non-honorific forms. It means English speakers used more non-honorific forms than Nepali counterparts for seeking confirmation (see appendices VI and XII). To cite some examples:

9. Is that the truth? (S. No. 9d)

10. Are you kidding? (S. No. 9d)
11. Tainle nphai gareko hos ta? (S. no. 7e)
(Have you done it yourself?)
12. Nach hine Kur garchha! (S. No. 9d)
(Nonsense!)

To summarize the charts above, English speakers used the honorific forms the least (i.e. only 9.8%) whereas Nepali speakers used the temperate forms the least (i.e. 22.5%). Similarly, English speakers used the temperate form the most (i.e. 46.15%) but Nepali speakers used the honorific forms the most (i.e. 41.34%).

3.2.1 Forms of Seeking Confirmation Found Between Father and Son

Table No. 14

Forms of Seeking Confirmation Used by Fathers to Their Sons

S.No.	NLSs	HFSC		TFSC		NFSC	
		F	%	F	%	F	%
1	English	0	0	29	72.5	11	27.5
1	Nepali	0	0	31	77.5	9	22.5

The table shows that both English and Nepali native speakers did not use any honorific forms for seeking confirmation from their sons.

But out of 40 responses, 72.5% English and 77.5% Nepali speakers used the temperate forms for seeking confirmation from their sons. It makes clear that Nepali speakers used more temperate forms than their English counterparts for the same purpose (Appendices V and VI).

Some examples from both languages are cited as follows:

1. Really!/? That's great. Can I see your report card? (S. No. 1a)
2. First!/? Really? (S. No. 1e)
3. S nchai ho ta, Chhor ? (S. No. 1b)
(Is it true, son?)
4. E b bu, s nchai timi pratham bhaekai ho ta? (S. No. 1e)
(My Son, is it true that you stood first?)

Similarly, 27.5% English and 22.2% Nepali native speakers used the non-honorific forms for seeking confirmation from their sons. This shows that English speakers used more non-honorific forms than their Nepali counterparts for the same purpose (Appendices VI and XII). Some examples can be cited as follows:

5. Can I see it? (S. No. 1b)
6. Telling the truth? Or joking? (S. No. 1c)
7. Thatt garchha ki kyaho? (S. No. 1f)
(Are you kidding?)

Table No. 15

Forms of Seeking Confirmation Used by Sons to Their Fathers

S.No.	NLSs	HFSC		TFSC		NFSC	
		F	%	F	%	F	%
2	English	18	45	15	37.5	7	17.5
2	Nepali	29	72.5	4	10	7	17.5

The data presented in the above table shows that out of 40 responses, 72.5% Nepali and 45% English speakers used the honorific forms. It makes the fact clear that Nepali speakers used more honorific forms than English speakers for

seeking confirmation from their fathers (see appendices IV and X). We can cite some examples from both languages as follows:

1. Dad, is it true that? (S. No. 2a)
2. Dad, is it true what sister says? A bike!! (S. No. 2c)
3. S nchai ho buwa? (S. No. 2b)
(Really, Father?)
4. S nchai ho ra buw ? Bisw sai l geko chhaina bhanya. (S. No. 2e)
(Really father! How can I believe it?)

Similarly, 37.5% English and 10% Nepali speakers used the temperate form. It means English native speakers used more temperate form than their Nepali counterparts for seeking confirmation from their fathers (Appendices V and XI). For example,

5. You bought me a bike, didn't you, dad? (S. No. 2e)
6. Motars ikal kinidinu bhaeko ho ta? (S. No. 2f)
(Have you bought me a bike, father?)

Likewise, both English and Nepali speakers used equal number of non-honorific forms i.e. 17.5% each for seeking confirmation from their father (see appendices VI and XII). Following are the examples from both the languages:

7. Did you buy me a bike? (S. No. 2d)
8. Khai malai ta biswasai l gena. (S. No. 2d)
(How can I believe it?)

3.2.2 Forms of Seeking Confirmation Found Between Husband and Wife

Table No. 16

Forms of Seeking Confirmation Used by Husbands to Their Wives

S.No.	NLSs	HFSC		TFSC		NFSC	
		F	%	F	%	F	%
3	English	0	0	12	30	28	70
3	Nepali	0	0	12	30	28	70

The above table shows that native speakers of neither English nor Nepali used the honorific forms for seeking confirmation from their wives.

Similarly, out of 40 responses, equal 30% exponents were found to be in the temperate forms in both English and Nepali languages for seeking confirmation from their wives (Appendices V and XI). Some examples from both languages are given below:

1. Dear, you broke the aquarium, didn't you? (S. No. 3a)
2. Haina yo m chha p leko bhandolai ke bhayechha?
(What happened to this aquarium?) (S. No. 3a)
3. Timile sis ko bh ndo phut eko ho? (S. No. 3d)
(You broke the aquarium, didn't you?)

Likewise, out of 40 responses, equal 70% exponents were found to be used as the non-honorific forms by both English and Nepali speakers for the same purpose (Appendices VI and XII). It is clear from the data presented in the above table that both English and Nepali native speakers used the forms for seeking confirmation in equal ratio for all the three types of exponents i.e.

honorific, temperate and non-honorific. Some examples of non-honorific forms are listed as follows:

4. What happened to the aquarium? (S. No. 3d)
5. Was it you who broke it? (S. No. 3f)
6. Sis phut is tainle? (S. No. 3c)
(Did you break the aquarium?)

Table No. 17
Forms of Seeking Confirmation Used by Wives to Their Husbands

S.No.	NLSs	HFSC		TFSC		NFSC	
		F	%	F	%	F	%
4	English	0	0	15	37.5	25	62.5
4	Nepali	30	75	1	2.5	9	22.5

The table above shows that out of 40 responses, 75% Nepali native speakers used honorific forms for seeking confirmation from their husbands while none of their English counterparts used the honorific forms. It proves that Nepali native speakers used far more honorific forms than their English counterparts for seeking confirmation from their husbands (see appendices IV and X). Some examples from Nepali are as follows:

1. E hajur, kaslai bol unu bhaeko tapainle?
(My lord, who are you calling for? (S. No. 4a)
2. Tapaile mal i bol unu bhaeko ho? (S. No. 4f)
(Have you called me?)

On the other hand, 2.5% Nepali and 37.5% English speakers used the temperate forms for seeking information from their husband. It means English people used a greater number of temperate forms in comparison to the Nepali speakers (Appendices V and XI). Some of the examples are listed below:

3. Did you call me? (S. No. 4a)
4. Did you mean to call me or (daughter's name)? (S. No. 4g)
5. Timile kaslai bol ko, (husband's name)? (S. No. 4d)
(whom did you call, (husband's name)?)

Similarly, 62.5% English and 22.5% Nepali speakers used the non-honorific forms for seeking confirmation from their husbands. It means, English speakers used far more non-honorific forms than Nepali speakers (see appendix VI and XII). Following are some examples from both languages:

6. Who were you calling? (S. No. 4b)
7. Hey! Do you want to talk to me? (S. No. 4e)
8. Haina Kaslai bol ko bhanya? (S. No. 4b)
(Who are you calling for?)

3.2.3 Forms of Seeking Confirmation Found Between Boss and Clerk

Table No. 18

Forms of seeking Confirmation Used by Boss to Their Clerks

S.No.	NLSs	HFSC		TFSC		NFSC	
		F	%	F	%	F	%
5	English	2	5	21	52.5	17	42.5
5	Nepali	3	7.5	11	27.5	26	65

The table above shows that, out of 40 responses, 5% English and 7.5% Nepali native speakers used the honorific forms. It shows that both English and Nepali native speakers used the honorific forms very rarely while seeking confirmation from their clerks (Appendix IV and X). Some examples from both the languages can be listed as follows:

1. Finished already!? Can you please check that it's really complete? (S. No. 5g)
2. Can I just run through this file please? (S. No. 5i)
3. Haina kati ch ndai saknubhayo? Pura saknu bheko ta chha ke? (S. No. 5d)

(How fast did you complete? Are you sure you have completed all?)

Likewise, 52.5% English and 27.5% Nepali speakers used the temperate form for seeking confirmation from their clerks. From this information we can say that English speakers used more temperate forms in comparison to the Nepali speakers (Appendices V and XI). Some examples from both languages of temperate forms are as follows:

4. Have you got everything done? (S. No. 5e)
5. All done! You didn't miss anything, did you? (S. No. 5f)
6. Haina tayar bhaisakyo bhaneko? (S. No. 5f)

(Have you really prepared already?)

Similarly, 42.5% English and 65% Nepali native speakers used the non-honorific forms for seeking confirmation from their office clerks. It means Nepali speakers used a greater number of non-honorific forms as compared to their English counterparts (see appendices VI and XII). For example,

7. Hey (name), may I see that file? (S. No. 5a)
8. How come you finished so soon? (S. No. 5h)
9. Sabai ta sakiyo ke yati chhittai? (S. No. 5c)

(Are you sure that you have finished so fast?)

10. Yati chhittai kasari sakiyo han? (S. No. 5e)

(How come you finished so soon?)

Table No. 19

Forms of Seeking Confirmation Used by Clerks to Their Boss

S.No.	NLSs	HFSC		TFSC		NFSC	
		F	%	F	%	F	%
6	English	8	20	21	52.5	11	27.5
6	Nepali	37	92.5	3	7.5	0	0

The table above reveals the fact that, out of 40 responses 20% English and 92.5% Nepali speakers used the honorific forms. It shows that Nepali speakers used for greater number of honorific forms for seeking confirmation from their boss (Appendix IV and X). Some examples from both languages are listed as follow:

1. Excuse me, Mr. (name), what I hear about? (S. No. 6c)
2. Can you please tell me more? (S. No. 6g)
3. S nchai motars ikal kinidinu bhaeko ho, buwa? (S. No. ba)
(Dad, is it true that you bought me a bike?)
4. Didile bhaneko kura thik ho, buwa? (S. No. 6c)
(Is what sister says true, dad?)

In the same way, 52.5% English and 7.5% Nepali speakers used the temperate forms. From this data, it is clear that English speakers used the temperate forms more than Nepali for seeking confirmation from their boss (Appendices V and XI). For example,

5. We are getting a bonus aren't we? (S. No. 6b)
6. Can you tell.....? (S. No. 6f)

7. Kampani dherai n ph m chha ni hagi sar? (S. No. 6c)

(Company is making a good profit, isn't it, sir?)

On the other hand, 27.5% English used the non-honorific forms whereas none of the Nepali speakers used the non-honorific forms for seeking confirmation from their boss. It shows that English speakers used more non-honorific forms than Nepali speakers for the same purpose (Appendices VI and XII). For example,

8. I heard you are giving us a bonus, is that true? (S. No. 6d)

9. I heard something about the bonus, is that true? (S. No. 6e)

3.2.4 Forms of Seeking Confirmation Found Between Teacher and Student

Table No. 20

Forms of Seeking Confirmation Used by Teacher to Their Students

S.No.	NLSs	HFSC		TFSC		NFSC	
		F	%	F	%	F	%
7	English	0	0	7	17.5	33	82.5
7	Nepali	0	0	24	60	16	40

The table above shows that neither the native speakers of English nor Nepali used the honorific forms for seeking confirmation from their students. On the other hand, out of 40 responses, 17.5% English and 60% Nepali native speakers used the temperate forms. It shows that Nepali speakers used more temperate forms than English speakers for seeking confirmation from their students (Appendices V and XI). For example,

1. Well done! You did it yourself, didn't you? (S. No. 7d)

2. S nchchai timile phai gareko ho ta? (S. No. 7a)
(Is it true that you have done it yourself?)
3. Oho! nphai gareko ho ta? (S. No. 7c)
(Wow! Done it yourself?)

Similarly, 82.5% English and 40% Nepali native speakers used the non-honorific forms. This reveals the fact that English speakers used a greater number of non-honorific forms in comparison to their Nepali counterparts for seeking confirmation from their student (see appendices VI and XII). Some examples from both languages are as follows:

4. Did you really? (S. No. 7a)
5. Really? Or trying to make me a fool? (S. no. 7c)
6. Taile nphai gareko hos ta? (S. No. 7e)
(Did you do it yourself?)
7. ja kat b ta gh m jhulkiyo han? (S. No. 7g)
(Where did the Sun rise from today?)

While using non-honorific forms for the students, the data shows that, Nepali speakers used proverbs as well (Example No. 7 above).

Table No. 21
Forms of Seeking Confirmation Used by Students to Their Teachers

S.No.	NLSs	HFSC		TFSC		NFSC	
		F	%	F	%	F	%
8	English	0	0	19	47.5	21	52.5
8	Nepali	36	90	4	10	0	0

The table above shows that 90% Nepali native speakers used the honorific forms for seeking confirmation from their teachers while none of the English speakers used honorific forms for the same purpose. It means, Nepali Speakers used far more honorific forms in comparison to their English counterparts for the same purpose (Appendices IV and X). Some examples from Nepali language are as follows:

1. Ho ra sar, tap inle kasari th h p unu bhayo?
(Really sir!? How did you Know it?) (S. No. 8a)
2. S nchchai ho ra sar? (S. No. 8d)
(Really, sir?)

It shows that almost all Nepali speakers use the honorific forms for seeking confirmation from their teachers.

In the same way, 47.5% English and 10% Nepali native speakers used the temperate forms. It means English speakers used more temperate forms in comparison to their Nepali counterparts for seeking confirmation from their students (Appendices V and XI). Some examples from both languages can be cited as follows:

3. Really! Are you sure? (S. No. 8a)
4. How can I believe it? (S. No. 8b)
5. Mal i ta bishwasai l geko chhaina bhanya. (S. No. 8e)

On the other hand, out of 40 responses, 52.5% English speakers used the non-honorific forms whereas none of the Nepali speakers used it. It shows that English speakers used even non-honorific forms for seeking confirmation from their teachers but such provision is not found in case of Nepali speakers (See appendices VI and XII). For example,

6. Did he really win? (S. No. 8d)

7. Really! How did you come to know? (S. No. 8f)
8. I just want to clear things up about my dad's visa (S. No. 8g)

3.2.5 Forms of Seeking Confirmation Found Between Friends

Table No. 22

Forms of Seeking Confirmation Used by Friends to Their Friends

S.No.	NLSs	HFSC		TFSC		NFSC	
		F	%	F	%	F	%
9	English	0	0	26	65	14	35
9	Nepali	0	0	0	0	40	100

The above table shows that neither English nor Nepali native speakers used the honorific forms for seeking confirmation from their friends. Likewise, Nepali native speakers did not use even temperate form for their friends whereas 65% English speakers used it. It shows that English speakers used more temperate (honorific) forms while seeking confirmation from their friends than their Nepali counterparts (Appendices V and XI). Some examples from English are as follows;

1. So, you're really going to do it? (S. No. 9a)
2. It is true that you're going to marry your ex? (S. No. 9b)

Similarly, out of 40 responses, 35% English native speakers used non-honorific forms whereas cent percent Nepali speakers used the form. This shows that Nepali speakers usually use non-honorific forms for seeking confirmation from their friends but English speakers preferably used temperate forms as well. So, it is clear that Nepali speakers used more non-honorific forms than those of

English speakers (Appendix VI and XII). Some examples from both languages are as follows:

3. Are you kidding? (S. No. 9d)
4. You what!?! (S. No. 9e)
5. Thatt nagarna y r! Haina tero dim g ta thik chha?
(Don't make a joke! Is your mental state ok?) (S. No. 9b)
6. Nachch ine kur garchha. (S. No. 9d)
7. (What a nonsense!)

3.2.6 Forms of Seeking Confirmation Found Between Parent and Child

Table No. 23

Forms of Seeking Confirmation Used by Parents to Their Sons

S.No.	NLSs	HFSC		TFSC		NFSC	
		F	%	F	%	F	%
10	English	0	0	5	12.5	35	87.5
10	Nepali	0	0	0	0	40	100

The information presented in the above table shows that neither English nor Nepali native speakers used the honorific forms. It means they did not use honorific forms for seeking confirmation from their sons. Similarly, out of 40 responses, only 12.5% English speakers used it. So, we can say that English speakers used a greater number of temperate forms for the same purpose (Appendices V and XI). For example,

1. So, you're telling me that she's going to elope? (S. No. 10a)

On the other hand, most of the speakers of both English and Nepali used non-honorific forms for seeking confirmation from their sons. The table above shows that 87.5% English and cent percent Nepali speakers used the forms for the same purpose (Appendices VI and XII).

Some examples are cited below:

2. Is it true? (S. No. 10c)
3. What a nonsense!/? Are you joking? (S. No. 10f)
4. Are ke bhanchha yo? Kasari th h p is tainle? (S. No. 10c)
(What are you saying? How did you find this?)

Table No. 24

Forms of Seeking Confirmation Used by Children to Their Mothers

S.No.	NLSs	HFSC		TFSC		NFSC	
		F	%	F	%	F	%
11	English	16	40	14	35	10	25
11	Nepali	40	100	0	0	0	0

The data presented in the above table shows that 40% English speakers used honorific forms for seeking confirmation from their mothers whereas cent percent Nepali speakers used the forms for the same purpose. It means Nepali speakers used more honorific forms for seeking information from their mothers than their English counterparts (Appendices IV and X). For example,

1. Really? Is it true, mum? (S. No. 11c)
2. You're telling the truth, aren't you mum? (S. No. 11g)
3. h ! Ho ra m ? (S. No. 11c)
(Wow! Is it so, mum?)
4. S nchai ho m ? Kasari th h p unu bhayo? (S. No. 11d)

(Really, mum!?! How did you find?)

Similarly, the table above shows that English speakers used 35% temperate and 25% non-honorific forms for seeking confirmation from their mothers whereas Nepali speakers used neither temperate nor non-honorific forms for the same purpose, so it proves that Nepali speakers used more honorific forms to their mothers for seeking confirmation (Appendices V and VI). For example,

5. So, he really won? (S. No. 11a)
6. Him! Mr. Handsome?? You must be joking. (S. No. 11e)
7. How did you find that out? (S. No. 11d)
8. Really? How can I believe? (S. No. 11d)

3.2.7 Forms of Seeking Confirmation Found Between Policeman and Police officer.

Table No. 25

Forms of Seeking Confirmation Used by Policemen to their Police officers

S.No.	NLSs	HFSC		TFSC		NFSC	
		F	%	F	%	F	%
12	English	7	17.5	33	82.5	0	0
12	Nepali	40	100	0	0	0	0

The above table shows that out of 40 responses 17.5% English speakers used honorific forms whereas Nepali speakers used cent percent. It means, Nepali speakers used far greater number of honorific forms than English speakers for

seeking confirmation from their police officers (Appendices IV and X). We can cite some examples from both languages as follows:

1. Sir, I wanted to speak to you about my promotion. (S. No. 12c)
2. Ho ra s p! S hrai Khushi L gyo s p!
(Really sir! I am really overjoyed sir!) (S. No. 12a)
3. Ho ra s p! Ki jiskyaunu bhaeko s p! (S. No. 12d)
(Really Sir! Or just kidding sir?)

It is also notable that Nepali speakers used ‘s p’ as an honorific forms to show their honorificness to the police officers.

Similarly, 82.5% English speakers used the temperate forms whereas Nepali speakers used no any temperate forms. On the other hand, both English and Nepali native speakers did not use non-honorific forms for seeking confirmation from their police officers. Here, we can cite some examples of temperate forms used by English speakers as follows:

4. They really picked me? (S. No. 12a)
5. I got picked up, didn’t I? (S. No. 12f)

Table No. 26

Forms of Seeking Confirmation Used by Police Officers to Their Juniors

S.No.	NLSs	HFSC		TFSC		NFSC	
		F	%	F	%	F	%
13	English	0	0	23	57.5	17	42.5
13	Nepali	0	0	27	67.5	13	32.5

The table above shows that neither English nor Nepali native speakers (police officers) used the honorific forms for seeking confirmation from their policemen. On the other hand, out of 40 responses, 57.5% English and 67.5%

Nepali speakers used the temperate forms for the same purpose. It means Nepali speakers used more temperate (honorific) forms than their English counterparts (Appendices V and XI). Some examples from both languages are listed as follows:

1. You're sure it's the home minister? (S. No. 13a)
2. He hasn't come, has he? (S. no. 13e)
3. Ho ra bhaneko? (S. No. 13c)
(Are you telling the truth?)

Similarly, 42.5% English and 32.5% Nepali speakers used the non-honorific forms. It shows that English speakers used more non-honorific forms than Nepali for seeking confirmation from the policemen (Appendices VI and XII). For example,

4. Are you sure? (S. No. 13c)
5. Are you kidding? (S. No. 13d)
6. Ho ra bhaneko!? Ki jhuto boleko han? (S. No. 13d)
(Is it true!? Or just kidding?)

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

From the analysis of the collected data, the following findings were revealed about the forms of seeking information and confirmation used by the English and Nepali native speakers:

4.1.1 Findings of Seeking Information

1. On the whole, 7.5% English and 31.92% Nepali speakers used the honorific forms for seeking information. It shows that Nepali speakers used more honorific forms than English speakers for seeking information.
2. While seeking information from their sons, none of the native speakers of English and Nepali used honorific forms. Most of the Nepali speakers (i.e. 72.5%) used the temperate forms while the same percent (i.e. 72.5%) of English speakers used non-honorific forms for seeking information from their sons. So, it is clear that Nepali speakers were found to be using temperate forms in greater number whereas greater number of English speakers was found to be using non-honorific forms.
3. Nepali native speakers used cent percent honorific forms whereas only 47.5% English speakers used the form for seeking information from their fathers. So, it shows that Nepali Speakers used more honorific forms than English speakers for seeking information from their fathers.
4. Both the English and Nepali speakers did not use honorific forms for seeking information from their wives. Most of the Nepali speakers used the non-honorific forms. It shows that English people used more non-

honorific forms than their Nepali counterparts for seeking information from their wives.

5. In case of seeking information from their husbands, 35.5% Nepali and 12.5% English speakers used the honorific forms. Majority of Nepali speakers (i.e. 57.5%) used the temperate forms but majority of the English speakers (i.e. 52.5%) used the non-honorific forms. So the Nepali speakers used more honorific forms than the English speakers for seeking information from their husbands.
6. In case of teacher-student relationship, neither English nor Nepali speakers used the honorific forms. On the other hand, 57.5% English speakers used non-honorific forms whereas cent percent Nepali speakers used the temperate forms. It shows that English speakers used more non-honorific forms than Nepali for seeking information from their students.
7. Similarly, in case of student-teacher relationship, majority of the Nepali speakers (57.5%) used the honorific forms whereas majority of the English speakers (52.5%) used the temperate forms. So, it is clear that Nepali speakers used honorific forms more than English speakers for seeking information from their teachers.
8. In case of clerk - boss relationship, majority of the Nepali speakers (i.e. 62.5%) used the honorific forms whereas majority of the English speakers 57.5% used the non-honorific forms. It shows that Nepali speakers used honorific forms more than English speakers for seeking information from their boss.
9. In case of boss-clerk relationship, English speakers used more non-honorific forms than Nepali speakers.
10. In case of friend-friend relationship, 87.5% Nepali speakers used the non-honorific forms while only 75% English speakers used it. So, Nepali speakers used more non-honorific forms than English speakers for seeking information from their friends.

11. The English speakers were found to be using more non-honorific forms than the Nepali speakers for seeking information from their daughters.
12. In the same way, 57.5% Nepali speakers used honorific forms whereas 82.5% English speakers used the non-honorific forms. It shows that the Nepali speakers used far greater number of honorific forms than English speakers for seeking information from their mothers.
13. In case of officer-policeman relationship, Nepali speakers used more non-honorific forms than English speakers for seeking information by police officers to their juniors (i.e. policemen).
14. Similarly, while seeking information from police officers, cent percent Nepali speakers used the honorific forms while most of the English speakers used the temperate forms. So, it is clear that Nepali speakers used more honorific forms than the English speakers for seeking information from their police officers.

4.1.2 Findings of Seeking Confirmation

1. On the whole, 9.8% English and 41.34% Nepali speakers used the honorific forms. It shows that more Nepali speakers used the honorific forms than English speakers for seeking confirmation.
2. In case of the father-son relationship, none of the native speakers used the honorific forms whereas 72.5% English and 77.5% Nepali speakers used the non-honorific forms. It shows that the honorific form was found to be in equal ratio in both the languages while seeking confirmation from their sons.
3. Similarly, in case of son-father relationship, 72.5% Nepali and 45% English speakers used the honorific forms whereas equal 17.5% speakers of both the languages used the non-honorific forms. So it is clear that Nepali speakers used more honorific forms than the English speakers for seeking confirmation from their father.

4. In case of husband-wife relationship, the native speakers of both the languages used the equal ratio i.e. honorific forms zero percent, temperate forms 30% and non-honorific forms 70% for seeking confirmation.
5. Seventy-five percent Nepali speakers used the honorific forms whereas majority of the English speakers (i.e. 62.5%) used the non-honorific forms. It shows that Nepali speakers used far greater number of honorific forms than English speakers for seeking confirmation from their husbands.
6. In terms of boss-clerk relationship, majority of Nepali speakers (i.e. 65%) used the non-honorific forms whereas 52.5% English speakers used the temperate forms. So, Nepali speakers used more non-honorific forms than English speakers for seeking confirmation from their clerks.
7. Similarly, in case of clerk-boss relationship, 92.5% Nepali speakers used the honorific forms whereas English speakers used 20% honorific, 52.5% temperate and 27.5% non-honorific forms. It means, Nepali speakers used more honorific forms than English speakers for seeking confirmation from their boss.
8. English speakers were found to be using more non-honorific forms in the relationship with their students as 82.5% exponents were found to be in the non-honorific forms. But in Nepali 60% exponents were in temperate forms. So, it is clear that Nepali speakers used more honorific forms than English speakers.
9. Most of the speakers (i.e. 90%) used the honorific forms whereas majority of the English speakers (i.e. 52.5%) used the non-honorific forms for seeking confirmation. It means Nepali speakers used far greater number of honorific forms than English speaker for seeking confirmation from their teachers.

10. Cent percent Nepali speakers used the non-honorific forms whereas 65% temperate and 35% non-honorific forms were used by English speakers. It shows that Nepali speakers used far more non-honorific forms than English speakers for seeking confirmation from their friends.
11. In case of parent-son relationship, most of the speakers of both the languages (i.e. 87.5% English and 100% Nepali) used the non-honorific forms for seeking confirmation from their sons.
12. Similarly, in case of child-mother relationship, cent percent Nepali and only 40% English speakers used the honorific forms. It shows that Nepali speakers used honorific forms more than English speakers.
13. Most of the Nepali speakers used the honorific forms whereas majority of the English speakers used the temperate forms. It is clear that Nepali speakers used the honorific forms more than English speakers (policemen) for seeking confirmation from their police officers.
14. Likewise, in case of officer-policeman relationship, 67.5% Nepali and 57.5% English speakers used the temperate forms whereas neither of them used the honorific forms. Similarly, 42.5% English and 32.5% Nepali speakers used the non-honorific forms. It shows that English speakers police officers used more honorific forms than Nepali for seeking confirmation from their juniors (policemen).

The researcher, in addition, found during the analysis that Nepali speakers responses were affected according to the context (i.e. in which situation they are seeking information and confirmation with their interlocutors) as well whereas English responses were constant in comparison to Nepali.

4.2 Recommendations

What sort of exponents we use while seeking information and confirmation determines our getting correct information and being confirmed to what we are

seeking for. The exponents used in one situation within our relationship may vary in another with the same interlocutors because of which it is difficult to find the same exponents found in the same situation still they (such exponents) play a crucial role in establishing good relation and seeking correct and factual information from the target individual or group. This is why it is essential to teach these language functions from the beginning of the school level.

From the analysis and findings of this research work, the researcher seeks to bring forward some suggestions for teaching information and confirmation, as mentioned below:

1. Role –play, simulation and language games are the best way of teaching different language functions like seeking information and confirmation.
2. Before involving the students into different language activities, the teacher should create proper situation in the classroom in different contexts so that they would understand which exponents are used in which situations.
3. Students of both the languages should make the list of exponents used while seeking information and confirmation of their respective language.
4. The teacher can take the students to different offices, institutions and private places where they can observe the real use of different language functions and get a chance to experience different suprasegmental features like intonation, tone, juncture and facial expressions which help develop a clear concept of using different language functions appropriately.
5. The teacher can play a pivotal role for creating a suitable situation and involve the students in different roles and act accordingly.
6. If required, the teacher should be a model himself/herself.

7. Pair work and group work through different language games would be the best way of learning/teaching different functions like seeking information and confirmation which really helps the learners to internalize which exponents are suitable in which situation and act accordingly.
8. Audio-visual devices are also equally helpful for the students to get into different situations and perform a role by themselves.
9. Student-centered class where students interact with their partners independently (i.e. without the direct involvement and help of the teachers) is a must for better learning.

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APPENDIX I

S.N.	Honorific forms of Seeking Information in English	Frequency	Percentage
2.	a. Dad, could you give me the ticket I gave you?	2	5
	b. Can I please have my ticket I gave you?	5	12.5
	d. Excuse me dad, where is the plane ticket?	6	15
	f. Can I have that ticket back, please?	3	7.5
	g. Where did you put the ticket please, dad?	3	7.5
4.	b. Hello (name)! Could you please help me to operate it?	3	7.5
	e. (Name), will you please tell.....?	2	5
6.	d. Excuse me! Will you please give?	6	15
	f. Could you explain.....please?	1	2.5
13.	f. Can you please tell.....	8	20

APPENDIX II

S.N.	Temperate forms of Seeking Information in English	Frequency	Percentage
1.	a. Why aren't you punctual to your School nowadays?	3	7.5
	e. What about your study? Are you regular to your School?	5	12.5
	f. Are you taking the class regularly?	3	7.5
2.	c. Hello dad, can I get?	4	10
	e. Where is the plane ticket, dad?	5	12.5
	h. Dad, where is the ticket.....?	3	7.5
	i. Can I have my ticket, please?	5	12.5
3.	b. Darling! What about.....?	4	10
	f. (Name), is the money enough?	3	7.5
	g. My dear! How much money.....?	4	10
4.	b. Can you show me how.....?	5	12.5
	d. How is it operated, dear?	9	22.5
5.	a. (Name), how did you prepare.....?	6	15
	b. Well done! How did you.....?	4	10
	e. Hello (name)! Can you tell.....?	2	5
	g. Good job! Did you do anything.....?	2	5
	i. Well done! Did you study.....?	3	7.5
6.	a. How do I do this Mr/Mrs. (name)?	3	7.5
	b. Can you give me the protocol.....?	4	10
	e. I don't really understand exactly?	4	10

	g. Can you tell me	5	12.5
	h. How'll I do Mr./Mrs. (name)?	5	12.5
7.	d. I was wondering why.....?	1	2.5
	e. Why did you call me, Mr. (name)?	8	20
	g. Mr. /Mrs. (name), is there anything?	8	20
8.	c. How are you getting on	9	22.5
	d. Can you tell me how you are	3	7.5
	f. Have you prepared the task, (name)?	9	22.5
9.	e. Please tell me all about her.	4	10
	g. Tell me more! Why have you decided?	3	7.5
	h. Tell me more! That's very short notice, isn't it?	3	7.5
10.	c. (Name), who are you going with?	6	15
	f. Who are you going with, darling?	6	15
	g. Who else is going to be there? Do I know any of them?	6	15
11.	f. What's the secret behind your sudden decision, mum?	7	17.5
12.	b. Did you prepare my luggage, (name)?		
	d. Have you finished getting my	8	20
		8	20
13.	a. What exactly do I need to do for this?	10	25
	b. What information do we need.....?	3	7.5
	d. What information should I	4	10
	e. Can you tell me what	5	12.5

APPENDIX III

S.N.	Non-honorific forms of Seeking Information in English	Frequency	Percentage
1.	b. What's this I hear about you.....?	1	2.5
	c. Are you regular to your school?	1	2.5
	d. Are you going to the	3	7.5
	g. How is your study going?	4	10
	h. Why are you bunking classes?	12	30
	i. Why have you been skiving	8	20
2.	j. Can I have my ticket?	4	10
3.	a. Do you need any money?	5	12.5
	c. Have you got enough money?	6	15
	d. Is the money you have	5	12.5
	e. How much money have you got?	5	12.5
	h. How much do you think.....?	4	10
	i. Have you got or need more?	6	15
4.	c. How do you think this works?	8	20
	f. Do you have any idea.....?	8	20
	g. Can you show me how	4	10
	h. Do you know how to operate	1	2.5
5.	c. How did you do that?	10	25
	d. What's your secret?	2	5
	f. How did you do so well?	8	20
	h. Did you use any special	3	7.5
6.	c. What exactly do I need to do here?	12	30
7.	a. Why do I need to come	4	10
	b. Is there an emergency at the office?	6	15

	c. Is there anything urgent today?	7	17.5
	f. What's the occasion.....?	3	7.5
	h. Is there anything specific	3	7.5
8.	a. Have you finished up your job I gave you?	5	12.5
	b. How much have you finished, (name)?		
	e. How is it going?	4	10
		10	25
9.	a. Who are you going to marry?	5	12.5
	b. So, tell me more! Who is	10	25
	c. How is your match?	2	5
	d. How is you fiance?	6	15
	f. What's she like?	7	17.5
10.	a. Who's going to be there?	5	12.5
	b. Who all will be attending?	4	10
	d. Who else is going?	9	22.5
	e. Who are you going with?	4	10
11.	a. Who is it?	7	17.5
	b. Do you think he'll understand me?	5	12.5
	c. How do you know him & what's he like?	6	15
	d. What is he like?	7	17.5
	e. who is he?	8	20
12.	a. Have you got all my luggage prepared?		
	c. Hey (name), is my luggage ready?	7	17.5
	e. All done?	10	25
		7	17.5
13.	c. How exactly do I do it?	10	25

APPENDIX IV

S.N.	Honorific forms of Seeking Confirmation in English	Frequency	Percentage
2.	a. Dad, is it true that? b. Dad, are there any surprise gifts for me? c. Dad, is it true what sister says? A bike!!	4 5 9	10 12.5 22.5
5.	g. Finished already? Can you please check that it's? i. Can I just run through this file please?	1 1	2.5 2.5
6.	c. Excuse me Mr. (name), what I heard about? g. Can you please tell me more?	5 3	12.5 7.5
11.	c. Really! Is it true, mum? g. You're telling the truth, aren't you, mum?	10 6	25 15
12.	c. Sir, I wanted to speak to you about my promotion.	7	17.5

APPENDIX V

S.N.	Temperate forms of Seeking Confirmation in English	Frequency	Percentage
1.	a. Really!?! That's great. Can I?	10	25
	d. Really!?!	13	32.5
	e. First!?! Really?	6	15
2.	e. You bought me a bike, didn't you, dad?	15	37.5
3.	a. Dear, you broke the aquarium, didn't you?	12	30
4.	a. Did you call me?	5	12.5
	f. Did you want to speak?	5	12.5
	g. Did you mean to call me or?	5	12.5
5.	b. Can I check?	3	7.5
	d. You haven't completed the task yet, have you?	8	20
	e. Have you got everything done?	2	5
	f. All done! You didn't miss anything, did you?	8	20
6.	a. I missed the announcement about the bonus what's the deal?	3	7.5
	b. We are getting a bonus aren't we?	10	25
	f. Can you tell?	8	20
7.	d. Well done! You did it yourself, didn't you?	7	17.5
8.	a. Really! Are you sure?	12	30

	b. How can I believe it?	3	7.5
	c. He didn't, did he?	4	10
9.	a. So, you are really.....?	6	15
	b. It is true that you are.....?	7	17.5
	c. Really!? Are you sure?	8	20
	f. You are kidding, aren't you?	8	20
10.	a. So, you're telling	5	12.5
11.	a. So, he really won?	6	15
	e. Him, Mr. Handsome?? You must be joking?	8	20
12.	a. They really picked me?		
	b. Promotion! Really?		
	d. Really!? Have I got		
	e. That's brilliant! Is it official yet?		
	f. I got picked up, didn't I?		
13.	a. You're Sure it's the home minister?	3	7.5
	b. Are you sure it's the home minister?	6	15
	e. He hasn't come, has he?	10	25
	g. Oh god! Are you sure?	4	10

APPENDIX VI

S.N.	Non-Honorific forms of Seeking Confirmation in English	Frequency	Percentage
1.	a. Can I see it?	3	7.5
	c. Telling the truth? Or joking?	8	20
2.	d. Did you buy me a bike?	7	17.5
3.	b. What happened?	5	12.5
	c. How did you break it?	8	20
	d. What happened to.....?	3	7.5
	e. Did you break the aquarium?	5	12.5
	f. Was it you who broke it?	7	17.5
4.	b. You called me, didn't you?	10	25
	c. Did you call me or?	9	22.5
	d. Who were you calling?	4	10
	e. Hey! Do you want?	2	5
5.	a. Hey hurray! May I see that file?	6	15
	c. Have you already finished?	4	10
	h. How come you finished so soon?	7	17.5
6.	d. I heard you are giving us a bonus, is that true?	8	20
	e. I heard something about the bonus, is that true?	3	7.5
7.	a. Did you really?	10	25
	b. Is that the truth?	8	20
	c. Really? Or trying to make me a fool?	3	7.5
	e. Is this really your?	5	12.5
	f. Did anyone help you.....?	4	10

	g. Is it really.....?	3	7.5
8.	d. Did he really win?	7	17.5
	e. Are you sure he won the visa?	8	20
	f. Really!? How did you	3	7.5
	g. I just want to clear things	3	7.5
9.	d. Are you kidding?	8	20
	e. You what??	6	15
10.	b. What's this I hear	1	2.5
	c. Is it true?	10	25
	d. Shut up! You're	8	20
	e. Hang on a minute	5	12.5
	f. What a nonsense! Are you joking?	11	27.5
11.	b. How did you find that out?	3	7.5
	d. Really!? How can I believe?	6	15
	f. Hurrah! Are you telling	1	2.5
13.	c. Are you sure?	10	25
	d. Are you kidding?	3	7.5
	f. The home minister? Are you sure?	4	10

APPENDIX VII

S.N.	Honorific forms of seeking information in Nepali	(F)	(%)
2	a. बुवा, मैले राख्न दिएको टिकट दिनोस् न ।	8	20
	b. बुवा, अस्तित् राख्न दिनोस् न ।	8	20
	c. बुवाहजुर, मेरो हवाइ उडान टिकट कहाँ छ होला ?	2	5
	d. अस्तिको टिकट कहाँ छ, बुवा ?	12	30
	e. हवाइ टिकट दिनोस् न, बुवा ।	10	25
4	a. हजुर ! मलाई त यो मिसिन चलाउन आउँदैन त फेरी ।	3	7.5
	f. ए हजुर ! यो कसरी चालउने हो ?	10	25
6	a. सर, कसरी गर्ने अलि राम्ररी सिकाइ दिनु न ।	3	7.5
	b. सर, यसको बारेमा सामान्य जानकारी दिनु न ।	2	5
	c. सर, एकपटक फेरी बुझाइदिनु न ।	12	30
	d. सर, एकपटक सरसर्ती भनिदिनु हुन्थ्यो कि ?	6	15
7	a. सर, आज के कामले बोलाउनु भयो ?	10	25
	b. सर, हजुरले बोलाइवकस्या हो, सर ?	3	7.5
	c. सर, आज पनि अफिसमा ? तर किन सर ?	5	12.5
	e. सर, म यहाँ बोलाइनुको कारण थाहा पाउन सक्छु ?	4	10
	h. सरले मलाई बोलाउन पठाउनु भएको हो, सर ?	3	7.5
	d. तपाईंलाई तयार गर्न दिएको फाइल पाउँ न ।	5	12.5
8	e. खर्साप, मैले भनेको फाइल तयार भयो ?	9	22.5
	a. आमा, के ऊ योग्य छ त ?	7	17.5
11	c. आमा, को भेट्नु भयो र यति	4	10
	f. आमा, मसँग जोडा मिल्छ त ?	3	7.5
		2	5

	g. आमा, उसलाई रोज्नुको कारण के होला ?	7	17.5
	h. आमा, मैले के देख्नु हुन्छ ?		
12	d. तपाईंलाई सुम्पिएको जिम्मेवारी पुरा भयो ?	2	5
13	a. साप, यस्तै किसिमको सजिलो हुन्थ्यो, साप ?	3	7.5
	b. साप, यो कसरी तयार पार्ने, साप ?	13	32.5
	c. साप, यो पनि?	7	17.5
	d. कुन सूचना राख्ने यो फाइलमा, साप ?	6	15
	e. यो फाइल जान्न पाए हुन्थ्यो, साप ।	5	12.5

APPENDIX VIII

S.N.	Temperate forms of seeking information in Nepali	(F)	(%)
1	<p>b. बाबु, आज तिमी स्कूल किन नगएको हँ ?</p> <p>c. बाबु, तेरो गृहकार्यको डायरी ले त हेरुँ ।</p> <p>d. तिम्रो पढाई कस्तो ?</p> <p>g. गत सात दिनको गृहकार्य देखाउ त छोरो ।</p>	4 5 3 10	10 12.5 7.5 25
3	<p>a. प्रिये ! तिमीसँग पर्याप्त पैसा त छ, के ?</p> <p>b. (नाम), बजार गर्न तिमीसँग पर्याप्त ?</p> <p>c. पैसाले पुग्ला त ? के कति छ तिमीसँग ?</p> <p>d. बजार त जान लाग्यो?</p> <p>e. थैलीको हाल खबर त ठीक छ नि ?</p>	5 7 3 8 4	12.5 17.5 7.5 20 10
4	<p>b. मिसिन त किनेर ल्याउनु भयो तर?</p> <p>c. मैले चलाउन जानेको छैन सिकाइदिनु न ।</p> <p>d. ए का बा, एकपटक तपाई आफै ।</p>	5 12 6	12.5 30 15
5	<p>a. तिमीले परीक्षाको तयारी कसरी गर्नु ?</p> <p>b. बधाई छ । दिनमा कति घण्टा पढ्थ्यौ हँ ?</p> <p>c. यसको श्रेय तिमी कसलाई दिन चाहन्छौ ?</p> <p>d. तिमी कुन-कुन ?</p> <p>e. ल बधाई छ । हैन कसरी यति राम्रो गर्नु हँ ?</p> <p>f. ए, तिमीले । कसरी तयार गर्नु हँ ?</p>	4 3 5 8 12 8	10 7.5 12.5 20 30 20
6	<p>e. सर, यो पनि हिजो गरे जस्तै गर्ने हो ?</p> <p>f. सर, म अबै कसरी गर्ने भन्ने स्पष्ट छैन ।</p>	7 10	17.5 25
7	<p>e. बिदाको दिनपनि किन बोलाउनु भएको सर ?</p> <p>f. त्यस्तो के र बोलाउनु भयो, सर ?</p>	5 8	12.5 20

	g. सर, के त्यस्तो आकस्मिक काम पच्यो ?	2	5
8	a. मैले तयार गर्न तयार भयो त ?	8	20
	b. जी, फाइल तयार भयो ?	9	22.5
	f. अस्तै मैले फाइल दिनुस् त ।	9	22.5
9	d. अनि कस्तै छिन् त हुनेवाला भाउनु ?	5	12.5
10	a. छोरी, साथिहरु को को छन् नि ?	5	12.5
	c. नानु, को को जादैछन् तिमिसँग ?	7	17.5
	e. छोरी, तिमि को सँग लागेकी ?	12	30
	f. छोरी, को को जादैछन् त साथिहरु ?	8	20
	b. त्यो केटाको अरु केटीसँग छ छैन ?	3	7.5
11	d. उसको वारेमा राम्ररी बुझ्नु भएको छ के ?	6	15
	e. केटाको जागिर छ कि छैन ?	8	20
	b. तिमिले गयौ त ?	5	12.5
12	f. ए (पद) साप, सामान तयार भयो ?	6	15
	f. साप ! यो फाइल के सँग सम्बन्धित छ ?	6	15

APPENDIX IX

S.No.	Non-honorific forms of Seeking Information in Nepali	(F)	(%)
1	a. तँ आजकल स्कूल जाँदैनस् अरे हो ?	10	25
	e. ए केटा, तँ त अचेल कहाँ जान्छस् हँ ?	3	7.5
	f. के हो केटा, आजकल स्कूलमा पढाई ?	5	12.5
3	e. बजार गर्न खर्च पुग्छ कि पुग्दैन ?	13	32.5
4	e. ह्या, यो चलाउन फेरी कोसँग सिक्नु खै ?	4	10
8	c. फाइल तयार भयो कि भएन ?	4	10
9	a. हैन बिहे गर्ने भन्छस् तर तेरो हुने वालाको बारेमा पनि बताउने हो कि	1	2.5
	b. केटी कहाँ कि हो ? कति पढेकी छे ?	7	17.5
	c. तेरो हुने वालाको बारेमा बता न त यार ।	8	20
	e. अनि भाउजुको बारेमा पनि बता न त ?	12	30
	f. साँच्चै उनको बारेमा राम्ररी बुझेको छस् त ?	7	17.5
10	b. कोसँग कहाँ जाने नि ?	6	15
	d. कसले आयोजना गरेको अनि अरु को को जाँदैछन् नि ?	2	5
12	a. ए (नाम), सामानहरु तयार भयो ?	8	20
	c. गुण्टा पुरा तयार भयो, (राम) ?	9	22.5
	e. ए (रामे), सामान तयार पारिस् ?	10	25

APPENDIX X

S.No.	Honorific forms of Seeking Confirmation in Nepali	(F)	(%)
2	a. साँच्चै मोटरसाइकल किनिदिनु भएको हो, बुवा ?	10	25
	b. साँच्चै हो बुवा ?	8	20
	c. दिदीले भनेको कुरा ठीक हो, बुवा ?	6	15
	e. साँच्चै हो र बुवा ? विश्वासै लागेको छैन भन्या ।	5	12.5
4	a. ए हजुर ! कसलाई तपाईंले ?		
	c. तपाईंले कसलाई बोलाएको हो ?		
	f. तपाईंले मलाई बोलाउनु भएको हो ?		
5	d. हैन कति सक्नु भयो ?	3	7.5
6	a. साँच्चै हो र सर !	10	25
	b. साँच्चै सर !	12	30
	d. हो र सर ! मलाई त आशै थिएन भनेको ।	8	20
	e. हो र सर ! साह्र खुशी लाग्यो सुनेर ।	7	17.5
8	a. हो र सर, तपाईंले कसरी थाहा पाउनु भयो ?	8	20
	b. हो र सर, पक्का हो त ?	13	32.5
	c. सर भुक्किनु भएको त हैन , हगि सर ?	7	17.5
	d. साँच्चै हो र सर ?	8	20
11	a. आमा साच्चै हो त ?	8	20
	b. हो र आमा ? कि भुक्क्याउनु भएको ?	14	35
	c. आहा ! हो र आमा ?	10	25
	d. साँच्चै हो आमा ? कसरी थाहा पाउनु भयो ?	8	20
12	a. हो र साप, साह्रै खुसी लाग्यो, साप !	10	25
	b. पक्का हो त साप ! ?	8	20
	c. साँच्चै हो साप ! ?	14	35
	d. हो र साप ! ? कि जिस्क्याउनु भएको, साप ?	8	20

APPENDIX XI

S.N.	Temperate forms of Seeking Confirmation in Nepali	(F)	(%)
1	a. हो र छोरा ! ?	7	17.5
	b. साँच्चै हो त, छोरा ?	5	12.5
	c. हो र बाबु ! ? कि भुटो बोलेको ?	8	20
	d. आहो ! हो र ? मैले त ?	3	7.5
	e. ए बाबु साँच्चै तिमी ?	8	20
2	f. मोटर साइकल किनिदिनु भएको हो र ?	4	10
3	a. हैन यो माछा पालेको भाँडो ?	4	10
	d. तिमीले सिसाको भाँडा फुटाएको हो ?	8	20
4	d. तिमीले कसलाई बोलाएको (श्रीमान् को नाम) ?	1	2.5
5	f. हैन तयार भैसक्यो भनेको ?	7	17.5
	g. ओहो अरुले सहयोग गर्‍यो क्या हो ?	4	10
6	c. कम्पनी धेरै नाफामा छ नि हगि सर ?	3	7.5
7	a. साँच्चै तिमीले आफैले गरेका हो त ?	10	25
	b. आज त पश्चिमवाट घाम भुल्किएछ त ?	4	10
	c. ओहो ! आफै गरेको हो त ?	10	25
8	e. मलाई त विश्वासै लागेको छैन भन्या ?	4	10
13	b. (ओहो ! वर्वाद भयो) हैन होला ?	8	20
	c. हो र भनेको ! ?	13	32.5
	e. हैन के भनेको ? साँच्चै हो कि क्या हो ?	6	15

APPENDIX XII

S.N.	Non-honorific forms of Seeking Confirmation in Nepali	(F)	(%)
1	f. ठट्टा गर्छ कि क्या हो ?	9	22.5
2	d. खै मलाई त विश्वासै लागेन ।	7	17.5
3	b. आज किन माछाहरु कुसी माथि बसेका छन् हँ ?	1	2.5
	c. सिसा फुटाइस तैले ?	12	30
	e. ए बुढी, माछा पालेको भाँडो ?	7	17.5
	f. आज घर भित्रको हाल खबर त ठीक छ के ?	8	20
4	b. हैन कसलाई बोलाको भन्या ?	3	7.5
	e. कति कराएको भनेको ? कसलाई बोलाएको ?	6	15
5	a. ओहो ! यति छिट्टै ?	9	22.5
	b. सकिसक्यौ त ?	7	17.5
	c. सबै त सकियो के यति छिट्टै ?	8	20
	e. यति छिट्टै कसरी सकियो हँ ?	2	5
7	d. आफै गरेजस्तो त लागेन मलाई ?	3	7.5
	e. तैले आफै गरेको होस् त ?	4	10
	f. साँच्चै हो त ? हैन होला ?	6	15
	g. आज कतावाट घाम भुल्कियो हँ ?	3	7.5
9	a. हैन तैले साँच्चै नै ?	8	20
	b. ठट्टा नगर्न यार ! हैन तेरो ?	9	22.5
	c. के कुरा गर्छ यो ?	6	15
	d. नच्चाहिने कुरा गर्छ ।	12	30
	e. हो र भन्या ?	5	12.5
10	a. हैन के गर्छ ? चुप लाग !	4	10

	b. बद्मास ! नचाहिने कुरा गर्छस् ?	5	12.5
	c. अरे के भन्छ यो ? कसरी तैले ?	7	17.5
	d. धत फटाहा ! मुख सम्हालेर बोल ।	5	12.5
	e. धत ! विश्वासै नलाग्ने कुरा गर्छ ।	8	20
	f. हो र भन्या ! ? हैन के बोल्छ यो ?	8	20
	g. के अरे ! ?	3	7.5
13	a. हैन के नचाहिने कुरा गरेको ? जानकारी ?	7	17.5
	d. हो र भनेको ! ? कि भुटो बोलेको हँ ?	6	15

Appendix XIII

Dear informants,

This questionnaire has been prepared in order to carry out the research entitled "Expressions for seeking information and confirmation in English and Nepali", under the guidance of Dr. Chandreshwar Mishra, Head, Central Department of English Education, T.U. Kirtipur. It aims to collect information for comparing various components of seeking information and confirmation in English and Nepali languages. Your personal information and responses will be confidential and used only for the research purpose but not otherwise.

I eagerly wait for your kind co-operation.

Thanking you.

Kamal Prasad Adhikari

Questionnaire for native speakers of English

Name:

Nationality:

Age:

Sex:

E-mail:

Please make responses in the following situation for seeking information:

- 1) Your son's school principal informed you about his frequently being absent in school. You are now at home back from office and want to know the reality.

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- 2) You had given your plane ticket to your father to keep it safe. Now you need it.

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- 3) Your wife is going to the market for shopping. You want to know about the amount she has got.

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- 4) Your husband has bought a washing machine. You don't know how to operate it. So you want to know from him.

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5) One of your students secured distinction in the exam. You want to know the secret behind it.

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6) Your science teacher asked you to conduct an experiment in the science lab. You want to know more about conducting the experiment from your teacher.

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7) Your boss sent a message to you to present in the office on a day off/weekend. You approach there and want to know the reason.

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8) You have given a task to one of your clerks and you want to know about the task from him now.

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9) One of your friends told you that he decided to marry this month. You want to know more about his match.

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10) Your daughter wants to go to a picnic with her friends. You want to know more about who she is going with.

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11) Your mother informed you that she has found a match for you. You want to know more about him from her.

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12) You are a police officer. You have ordered a policeman to prepare your luggage. Now you want to check him.

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13) You are a policeman. Your officer asked you to prepare a file but you do not know how to. Now you want to get more information from him.

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Please make responses in the following situation for seeking Confirmation:

1) Your son informed you that he stood first in the exam. You want to be sure about it from him.

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2) your sister informed you that your father has bought you a bike. You want to be sure about it from your father.

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3) Your wife has broken an aquarium. You want to be confirmed from her.

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4) Your husband called you. But you are not sure whether he called you or your daughter. And now you want to be clear.

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5) You had given one of your clerks a file to complete after 5 hours. But he completed it after 3 hours and returned the file. Now you want to be sure of his doing.

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6) Your boss announced a handsome bonus for all in the factory. You were absent then. Now you are with your boss and want to be clear.

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7) One of your students rarely does his home assignment. But today he has done it quite well and claims that he has done it himself. Now you want to be sure.

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8) Your teacher informed you that your father won a diversity visa for the USA. You want to be clear and sure from the teacher.

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9) One of your friends informed you that he is going to marry his ex-girl friend. You want to be sure of it.

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10) Your son informed you that your daughter is planning to elope with her boy friend whom you dislike. You want to be clear about it.

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11) Your mother informed you that your brother own the title 'Mr. Handsome'. You want to be sure from her.

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12) You are a policeman. Your officer informed you that you have got a promotion. You want to be sure of it.

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13) You are a police officer. One of your policemen informed you that home minister is in your office for cross checking. You want to be sure about it from him.

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Appendix XIV

Questionnaire for Native Speakers of Nepali

नाम:

उमेर:

लिङ्ग:

ईमेल:

कृपया निम्न अवस्थामा आवश्यक सूचना प्राप्त गर्नको लागि आफ्ना जिज्ञासाहरु व्यक्त गरिदिनु होला ।

१) तपाईंको छोराको स्कूलको प्रिन्सिपलले ऊ प्रायःजसो स्कूलमा अनुपस्थित रहने कुराको जानकारी गराए । तपाईं अहिले अफिसवाट घर आउनुभएको छ र छोरावाट वास्तविकता जान्न चाहनुहुन्छ ।

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२) तपाईंले आफ्नो बुवालाई हवाई टिकट सुरक्षित राख्न दिनुभएको थियो । अहिले तपाइलाई त्यसको आवश्यकता प्यो ।

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३) तपाईंको श्रीमति वजार जान लागेका छन् र तपाईं उनीसँग कति पैसा छ भनि जान्न चाहनुहुन्छ ।

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४) तपाईंको श्रीमानले एउटा लुगा धुने मिसिन किनेर ल्याउनु भयो । तपाईंलाई यो कसरी चलाउने थाहा भएन र आफ्नो श्रीमानसँग जान्न चाहनुहुन्छ ।

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५) तपाईंको एक विद्यार्थीले परीक्षामा विशिष्ट श्रेणीमा पास गर्‍यो । तपाईं यसको रहस्य जान्न चाहनुहुन्छ ।

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६) तपाईंको विज्ञान विषयका शिक्षकले तपाईंलाई एक प्रयोगात्मक परिक्षण गर्न भन्नुभयो तर तपाईं त्यसबारे शिक्षकबाटै अझ बढी जान्न चाहनु हुन्छ ।

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७) तपाईंको हाकिमले हप्ता अन्त्यमा पनि अफिसमा बोलाउनु भयो । तपाईं अफिस पुग्नु भयो र बोलाउनुको कारण थाहा पाउन चाहनुहुन्छ ।

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८) तपाईंले आफ्नो एक कर्मचारीलाई एउटा फाइल तयार गर्न भन्नुभएको थियो र अहिले तपाईंलाई त्यो फाइल चाहिएको छ ।

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९) तपाईंको एक साथीले यसै महिना विवाह गर्ने निर्णय गरेको बताए । तपाईं उसको हुनेवाला श्रीमतिको वारेमा अझ बढि जानकारी लिन चाहनुहुन्छ ।

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१०) तपाईंको छोरी आफना साथीहरूसँग पिकनीक जान खोज्दैछिन । तपाईं उ कोसँग वनभोज जान लागेको हो अझ बढि जानकारी लिन चाहनुहुन्छ ।

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११) तपाईंको आमाले तपाईंको लागि एउटा सुयोग्य बर खोजेको कुरा बताउनु भयो । तपाईं उसको बारेमा अझ बढि जानकारी लिन चाहनुहुन्छ ।

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१२) तपाईं एक प्रहरी अधिकृत हुनुहुन्छ । तपाईंले आफ्नो एक कर्मचारीलाई आफ्नो सामानहरु तयार गर्न भन्नु भएको थियो । अहिले तपाईं कति काम भयो भनेर उसँग जान्न चाहनुहुन्छ ।

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१३) तपाईं एक प्रहरी जवान हुनुहुन्छ । तपाईंको अफिसको हाकीमले एउटा फाइल तयार पार्न दिनु भएको छ तर तपाईंलाई कसरी तयार पार्ने थाहा भएन । तपाईं वहाँवाट अझ वढी जानकारी लिन चाहनुहुन्छ ।

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कृपया निम्न अवस्थामा अरुको भनाईप्रति निश्चित हुन आफ्ना जिज्ञासाहरु व्यक्ति
गरिदिनु होला ।

१) तपाईको छोराले घर आएर उ परीक्षामा प्रथम भएको जानकारी गरायो । तपाई
उसको भनाइ प्रति विश्वस्त हुन चाहनु हुन्छ ।

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२) तपाईको दिदीले तपाईलाई बुबाले मोटरसाइकल किनिदिनु भएको कुरा बताउनु भयो
र तपाई त्यसवारेमा आफ्नो बुवासँग विश्वस्त हुन चाहनु हुन्छ ।

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३) तपाईको श्रीमतिले कोठा सफा गर्दा एउटा माछा पालेको सिसाको भाँडो फुटाएको
कुरा थाहा पाउनु भयो । तपाई यो कुरामा निश्चित हुन चाहनु हुन्छ ।

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४) तपाईको श्रीमानले अर्को कोठावाट कसैलाई बोलाउनु भयो । तपाई वहाँले छोरीलाई
बोलाउनु भएको हो की तपाईलाई निश्चित हुन चाहनु हुन्छ ।

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५) तपाईले आफ्नो एक कर्मचारीलाई एउटा फाइल अर्को दिन तयार गर्न भन्नु भएको
थियो तर उसले २ घण्टा पछि नै ल्याएर तपाईलाई दियो । तपाई विश्वस्त हुन
चाहनु हुन्छ ।

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६) तपाईंको कम्पनीको मालिकले सवै कर्मचारीलाई राम्रो वोनस दिने निर्णय गरेको कुरा सुनाए । तपाईं उक्त विषयमा वहाँवाट निश्चित हुन चाहनुहुन्छ ?

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७) तपाईंको एक जना प्रायःजसो गृहकार्य नगर्ने विद्यार्थीले आज राम्ररी गृहकार्य गरेर ल्याएको छ र आफैले गरेको भन्छ । तपाईं उसको भनाइ प्रति विश्वस्त हुन चाहनु हुन्छ ।

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८) तपाईंका एक शिक्षकले तपाईंको बुबालाई अमेरिकाको डि.भी. भिसा परेको कुरा सुनाउनु भयो र तपाईं वहाँवाट अझ विश्वस्त हुन चाहनुहुन्छ ।

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९) तपाईंको एक साथीले उसको पूर्व प्रेमीकासँग विवाह गर्ने निर्णय गरेको जानकारी गरायो । तपाईं उसको भनाइमा विश्वस्त हुन चाहनुहुन्छ ।

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१०) तपाईंको छोराको दिदी पोइल जान लागेको कुरा बतायो । तपाईं उसको भनाइमा विश्वास गर्न सक्नु हुन्छ र निश्चित हुन चाहनुहुन्छ ।

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११) तपाईको आमाले तपाईको दाईले 'मिस्टर ट्याण्डसम' को उपाधी जितेको कुराको जानकारी गराउनु भयो । तपाई उत्साहि हुनु हुन्छ र आमासँग विश्वस्त हुन चाहनुहुन्छ ।

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१२) तपाई एक प्रहरी जवान हुनुहुन्छ । तपाईको हाकीमले तपाईलाई तपाईको बढुवा भएको जानकारी दिनु भयो । तपाई उँहाको भनाईमा विश्वस्त हुन चाहनुहुन्छ ।

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१३) तपाई एक प्रहरी अधिकृत हुनुहुन्छ । तपाईको एक कर्मचारीले आज गृहमन्त्रि आकस्मिक भ्रमणको क्रममा तपाईको कार्यालयमा आएको जानकारी गराए । तपाई उसको भनाइमा विश्वस्त हुन चाहनु हुन्छ ।

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Appendix XV

Questionnaire for native speakers of English

Name: Matthew Ballard
Nationality: USA
Age: 26
Sex: M
E-mail: matth.ballard@gmail.com

Please make responses in the following situation for seeking information :

- 1) Your son's school principal informed you about his frequently being absent in school. You are now at home back from office and want to know the reality.

Talk with son first and then principal.

- 2) You had given your plane ticket to your father to keep it safe. Now you need it.

Can I please have my ticket I gave you?

- 3) Your wife is going to the market for shopping, you want to know about the amount she has got.

How much money do you have for groceries?

- 4) Your husband has bought a washing machine. you don't know how to operate it. So you want to know from him.

Can you show me how to use the washer?

- 5) One of your students secured distinction in the exam. You want to know the secret behind it.

How did you do so well?

6) Your science teacher asked you to conduct an experiment in the science lab. You want to know more about (operating) conducting the experiment from your teacher.

Can you give me the protocol for the experiment?

7) Your boss sent a message to you to present in the office on a day off/weekend. You approach there and want to know the reason.

What is the occasion for the presentation?

8) You have given a task to one of your clerks and you want to know about the task now.

Have you finished up your job I gave you?

9) One of your friends told you that he decided to marry this month. You want to know more about his match.

Please tell me all about her!

10) Your daughter wants to go to a picnic with her friends. You want to know more about who she is going with.

Who all will be attending?

11) Your mother informed you that she has found a match for you. You want to know more about him from her.

What is he like?

12) You are a police officer. You have ordered a policeman to prepare your luggage. Now you want to check him.

Do you have all my luggage?

13) You are a policeman. Your officer asked you to prepare a file but you do not know how to. Now you want to get more information from him.

How exactly do I do it?

Please make responses in the following situation for seeking Confirmation:

1) Your son informed you that he stood first in the exam. You want to be sure about it from him.

Can I see it?

2) your sister informed you that your father has bought you a bike. You want to be sure about it from your father.

Where is it?

3) Your servant has broken an aquarium. You want to be confirmed from him.

How did you break it?

4) Your master called you. But you are not sure whether he called you or his daughter. And now you want to be clear.

Who was you calling?

5) You had given one of your clerks a file to complete after 5 hours. But he completed it after 3 hours and returned the file. Now you want to be sure of his doing.

Can I check your work?

6) Your boss announced a handsome bonus for all in the factory. You were absent then. Now you are with your boss and want to be clear.

I heard you were giving us a bonus, is that true?

7) One of your students rarely does his home assignment, But today he has done it quite well and claims that he has done it himself. Now you want to be sure.

Is that the truth?

8) Your teacher informed you that your father won a diversity visa for the USA. You want to be clear and sure from the teacher.

Can I see the visa?

9) One of your friends informed you that he is going to marry his ex-girl friend. You want to be sure of it.

Why?

10) Your son informed you that your daughter is planning to clope with her boy friend whom you dislike. You want to be clear about it.

Why?

11) Your mother informed you that your brother own the title 'Mr. Handsome'. You want to be sure from her.

Can I see the award?

12) You are a policeman. Your officer informed you that you have got a promotion. You want to be sure of it.

I would ask the boss.

13) You are a police officer. One of your policemen informed you that home minister is in your office for cross checking. You want to be sure about it from him.

Are you sure?

Appendix XVI

Questionnaire for Native Speakers of Nepali

नाम: सुसमबहादुर कुजेल

उमेर: २५ वर्ष

लिंग: पुरुष

शिक्षा: एउटा.ए.

ईमेल: —

कृपया निम्न अवस्थामा आवश्यक सूचना प्राप्त गर्नको लागि आफ्ना जिज्ञासाहरु व्यक्त गरिदिनु होला ।

- १) तपाईंको छोराको स्कूलको प्रिन्सिपलले ऊ प्रायःजसो स्कूलमा अनुपस्थित रहने कुराको जानकारी गराए । तपाईं अहिले अफिसबाट घर आउनुभएको छ र छोराबाट वास्तविकता जान्न चाहनुहुन्छ ।

तै विाजकाल स्कूल जाँदैनास् किने हो ?

- २) तपाईंले आफ्नो बुवालाई हवाई टिकट सुरक्षित राख्न दिनुभएको थियो । अहिले तपाईंलाई त्यसको आवश्यकता पर्‍यो ।

किस्तिको टिकट कहाँ छ, बुझ ?

- ३) तपाईंको श्रीमति बजार जान लागेकी छिन् र तपाईं उनीसंग कति पैसा छ भनि जान्न चाहनुहुन्छ ।

बजार गर्ने सन्दर्भ पुग्छ कि पुग्दैन ?

- ४) तपाईंको श्रीमानले एउटा लुगा धुने मिसिन किनेर ल्याउनु भयो । तपाईंलाई यो कसरी चलाउने थाहा भएन र आफ्नो श्रीमानसंग जान्न चाहनुहुन्छ ।

स हजुर! यो कसरी चलाउने हो ?

- ५) तपाईंको एक विद्यार्थीले परीक्षामा विशिष्ट श्रेणीमा पास गर्‍यो । तपाईं यसको रहस्य जान्न चाहनुहुन्छ ।

तु कसरी छ, हेर्न कसरी गर्न सक्ने गर्छौ ?

- ६) तपाईंको विज्ञान विषयका शिक्षकले तपाईंलाई एक प्रयोगात्मक परिक्षण गर्न भन्नुभयो तर तपाईं त्यसबारे शिक्षकबाट अझ बढी जान्न चाहनु हुन्छ ।

सर, यो पनि हेर्नो गिरेको हो ?

- ७) तपाईंको हाकिमले शनिवार पनि अफिसमा बोलाउनु भयो । तपाईं अफिस पुग्नु भयो र बोलाउनुको कारण थाहा पाउन चाहनुहुन्छ ।

सर, अफिस के कामले बोलाउनु भयो ?

- ८) तपाईंले आफ्नो एक कर्मचारीलाई एउटा फाइल तयार गर्न भन्नुभएको थियो र अहिले तपाईंलाई त्यो फाइल चाहिएको छ ।

मैले तयार गर्न दिएको फाइल तयार भयो त ?

- ९) तपाईंको एक साथीले यसै महिना विवाह गर्ने निर्णय गरेको बताए । तपाईं उसको हुनेवाला श्रीमतिको बारेमा अझ बढि जानकारी लिन चाहनुहुन्छ ।

तेरो हुनेवाला स्तुतिको बारेमा बताउ त

- १०) तपाईंको छोरी आफ्ना साथीहरूसँग पिकनिक जान खोज्दैछिन । तपाईं उ कोसंग वनभोजन जान लागेको हो अझ बढि जानकारी लिन चाहनुहुन्छ ।

कौसी, तिमी कोसैत जान लागेकी हुँ ?

- ११) तपाईंको आमाले तपाईंको लागि एउटा सुयोग्य वर खोजेको कुरा बताउनु भयो । तपाईं उसको बारेमा अझ बढि जानकारी लिन चाहनुहुन्छ ।

केटाको जागिर ह कि हैन ?

- १२) तपाईं एक प्रहरी अधिकृत हुनुहुन्छ । तपाईंले आफ्नो एक कर्मचारीलाई आफ्नो सामानहरू तयार गर्न भन्नु भएको थियो । अहिले तपाईं कति काम भयो भनेर उसैग जान्न चाहनुहुन्छ ।

ह (नामे), सामान तयार गरिस ?

- १३) तपाईं एक प्रहरी जवान हुनुहुन्छ । तपाईंको अफिसको हाकीमले एउटा फाइल तयार पार्न दिनु भएको छ तर तपाईंलाई कसरी तयार पार्ने थाहा भएन । तपाईं बहीवाट अझ बढी जानकारी लिन चाहनुहुन्छ ।

साज ! यो कसरी तयार गर्ने साज ?

कृपया निम्न अवस्थामा अरुको भनाइप्रति निश्चित हुन आफ्ना जिज्ञासाहरु व्यक्त गरिदिनु होला ।

- १) तपाईंको छोराले घर आएर उ परीक्षामा प्रथम भएको जानकारी गरायो । तपाईं उसको भनाइ प्रति विश्वस्त हुन चाहनु हुन्छ ।

झाँच्दै हो त होय ?

- २) तपाईंको दिदीले तपाईंलाई बुबाले मोटरसाइकल किनिदिनु भएको कुरा बताउनु भयो र तपाईं त्यसबारेमा आफ्नो बुवासँग विश्वस्त हुन चाहनु हुन्छ ।

दिदीले भनेको कुरा ठीक हो त बुझ ?

- ३) तपाईंको श्रीमतिले कोठा सफा गर्दा एउटा माछा पालेको सिसाको भाँडो फुटाएको कुरा थाहा पाउनु भयो । तपाईं यो कुरामा निश्चित हुन चाहनु हुन्छ ।

सिसा फुटाइसु तैले ?

- ४) तपाईंको श्रीमानले अर्को कोठाबाट कसैलाई बोलाउनु भयो । तपाईं वहाँले छोरीलाई बोलाउनु भएको हो की तपाईंलाई निश्चित हुन चाहनु हुन्छ ।

तपाईंले अलाई बोलाउनु भएकी हो ?

- ५) तपाईंले आफ्नो एक कर्मचारीलाई एउटा फाइल अर्को दिन तयार गर्न भन्नु भएको थियो तर उसले २ घण्टा पछि नै ल्याएर तपाईंलाई दियो । तपाईं विश्वस्त हुन चाहनु हुन्छ ।

हैन तयार भैसकेको भनेकी ?

६) तपाईंको कम्पनीको मालिकले सबै कर्मचारीलाई राम्रो बोनस दिने निर्णय गरेको कुरा सुनाए । तपाईं उक्त विषयमा बर्तावाट निश्चित हुन चाहनुहुन्छ ?

सॉट्टै हो र सर ?

७) तपाईंको एक जना प्रायजसो गृहकार्य नगर्ने विद्यार्थीले आज राम्ररी गृहकार्य गरेर ल्याएको छ र आफैले गरेको भन्छ । तपाईं उसको भनाइ प्रति विश्वस्त हुन चाहनु हुन्छ ।

आलि ग्रेपसो त लाग्दैन मलाई ।

८) तपाईंका एक शिक्षकले तपाईंको बुबालाई अमेरिकाको डि.पी. भिसा परेको कुरा सुनाउनु भयो र तपाईं बर्तावाट अझ विश्वस्त हुन चाहनुहुन्छ ।

हो र सर !? पक्का हो त ?

९) तपाईंको एक साथीले उसको पूर्व प्रेमीकासंग विवाह गर्ने निर्णय गरेको जानकारी गरायो । तपाईं उसको भनाइमा विश्वस्त हुन चाहनुहुन्छ ।

के छुटा गर्दै छौ ?

१०) तपाईंको छोराले उसको दिदी पीइल जान लागेको कुरा बतायो । तपाईं उसको भनाइमा विश्वास गर्न सक्नु हुन्न र निश्चित हुन चाहनुहुन्छ ।

हो र भन्नु ! हैन के केवह भो ?

११) तपाईंको आमाले तपाईंको दाईले 'मिस्टर ह्याण्डसम' को उपाधी जितेको कुराको जानकारी गराउनु भयो । तपाईं उत्साहित हुनु हुन्छ र आमासंग विश्वस्त हुन चाहनुहुन्छ ।

आहा ! हो र आमा ?

१२) तपाईं एक प्रहरी जवान हुनुहुन्छ । तपाईंको हाकीमले तपाईंलाई तपाईंको बलुवा भएको जानकारी दिनु भयो । तपाईं उहाँको भनाईमा विश्वस्त हुन चाहनुहुन्छ ।

आँसु छै हो साप ?

१३) तपाईं एक प्रहरी अधिकृत हुनुहुन्छ । तपाईंको एक कर्मचारीले आज गृहमन्त्रि आकस्मिक भ्रमणको क्रममा तपाईंको कार्यालयमा आएको जानकारी गराए । तपाईं उसको भनाइमा विश्वस्त हुन चाहनु हुन्छ ।

हो यो झमेला ? कि कुनै ठोकेला हो ?

धन्यवाद !!