

# CHAPTER-ONE

## INTRODUCTION

This is the study entitled **Thanking and Congratulating in English and Tharu**. This part consists of the general background of the study, review of the related literature, objectives and significance of the study.

### 1.1 Background

Language is a system of communication which is widely used as the chief means of expressing ideas, thoughts, feelings and emotions of human beings. So, it is 'species-specific' and 'species-uniform' possession of man. It is a dynamic and open system that makes human beings communicate their expressions.

Language is common to all human beings. It is the most unique gift to mankind that sets them apart from the rest of living beings. The possession of language makes us dominant to the rest of the creatures. Language is used to carry out different functions in our day to day communication. It is an abstract phenomenon as complex as human relationship in a society. It is a medium through which the religion, history, literature, philosophy, politics, psychology and several other subjects are created and transmitted to the upcoming generations. It has played a great role to preserve the human civilization. One cannot think any social, academic and artistic activities going on without language.

Hall (1968, p. 158) defines language as, "the institution whereby human communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols". The encyclopedia Britannica vol. 13 defines a language as "a system of conventional spoken or written symbols by means of which human beings as members of social and participants in its culture communicate". Crystal (2003, p. 255) states, "Language is the concrete way of

speaking, writing or signing in a given situation the notation of the performance”.

From above definitions, we can say that language is the set of sentences used by human beings for certain functions in their society for their daily life communication. In other words, it is human phenomenon specially meant for communication with its own system and produced voluntarily through vocal apparatus. Through the language, we can transfer our knowledge and experiences, the whole universe can be studied and described. Thus, language is one of the most powerful, convenient and permanent means or form of communication.

### **1.1.1 The English Language**

By the end of the twentieth century English was already well on its way to become genuine lingua franca that is language used widely for communication between people who do not share the same first (or ever second) language. English is also of course, a mother tongue for many people in the world, though, as we shall see, such ‘native speakers’ are increasingly outnumbered by people who have English as a second or third language and use it for international communication. There is something inspiring about the way English use has grown in the last few decades. It is estimated that there were between 320 and 380 million speakers of English as second language, but he had already predicated that the balance might change. Yule (1996,p. 214) states “ English language falls under Indo- European family and is spoken by about 350 million people in the world”. It has deeply gone into the international domains of communication, education, entertainment, media, business arena, political affairs and so on. Crystal (2003) suggests that there are currently around 1.5 billion speakers of English world wide of whom only some 329 million are native speakers. Moreover, he writes the population growth in areas where English is a second language is about 2.5 times that in areas where it is

first language. A quarter of the world's population speaks English and native speakers are in a proportionately ever decreasing minority.

English is one of the most widely used and dominant language in the world, which comes under the West-German sub-branch of Indo-European family of language. It is the means of international communication and is recognized as global/international language having achieved a worldwide status. It is a genuine lingua franca, used widely for communication among the international speech communities. Most of the significant deeds in any discipline of the world are found in English. It has the largest body of the vocabulary and the richest body of literature. Most of the books, articles are written and published in English language. The craze of using the English language can be seen in everybody's eyes today. The use of English language in different fields i.e. philosophy, politics, literature, medicine, trade and commerce, science and technology etc. make it more significant in our day to day life. Thus, English not only is a principal language for international communication but also a gateway to the world body of knowledge. According to Crystal (2003 p. 3), "most reference books published since the 1980s give figure of between 6000 and 7000, but estimates have varied in recent decades between 3000 and 10000." 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 the most of the places abroad, as lingua franca.

It is the treasure house of the knowledge. Though English is the second language of the 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 compulsory subject up to bachelor level from grade-I. Now, it is enjoying the status of a prestigious language in Nepal where most of the youths have shown their interest not only in it but also in English culture.

### **1.1.2 The Tharu Language**

Nepal is a multilingual, multireligious, multicultural and multi- ethnic nation. It has small area but is very rich in terms of language spoken here, as well as culture and religion. According to Population Census Report 2011, there are 123 identified languages spoken in Nepal. Many of them do not have their written script but they are only used in day to day communication.

In Nepal, more than 100 ethnic people live in different parts; those indigenous people have their own languages, religion and culture. The majority of Tharu speakers are found in Dang, Banke, Bardia, Kailali, Kanchanpur, Chitwan, Nawalparasi, Saptari, Udaypur, Sunsari and Morang districts. A very few Tharu speaking people live in the hill and even fewer of them live in the high mountain (CBS, 2011). They have their own language and the way of life. Tharu is an Indo-Aryan language written in Devanagari. Though, it has long history, it does not have its own scripts. Language is a personal and social phenomenon. So, it is greatly affected by social and geographical dialects. This is also the case in the Tharu language. Different dialects of the same Tharu language are spoken in different districts due to geographical and social barriers.

The Government of Nepal has accepted the Tharu language as a national language. It is being taught as a mother tongue in primary level in the government school, courses prescribed by the Government of Nepal. For the development of the Tharu language, the Government of Nepal has been printing news, stories, political issues etc. in the Tharu language in the 'Gorkhapatra' in the name of the inclusiveness. Similarly, some programmes have been broadcasted from Radio Nepal as well as from other F. M. stations of the country. So, the Tharu language is identity and culture of main and the largest indigenous ethnic group of the Terai.

### 1.1.3 Linguistic Scenario in Nepal

Despite its small size, Nepal accommodates an amazing cultural diversity in linguistic plurality. It has been one of the fascinating areas for linguistic research because of its fertile land for languages. According to the population census Report 2011, there are hundred twenty three identified languages spoken in Nepal. Most of the languages spoken in Nepal do not have their own scripts. They are found only in spoken form. Some of these languages are in verge of extinction. The languages are classified under the four language families as follows:

#### a. The Indo-Aryan Family

The following languages belong to this group:

|          |         |          |
|----------|---------|----------|
| Nepali   | Danuwar | English  |
| Maithili | Darai   | Bhote    |
| Tharu    | Marwari | Churauti |
| Bhojpuri | Bangali | Hindi    |
| Awadhi   | Majhi   | Bajjika  |
| Urdu     | Kumal   | Rajbansi |

#### b. The Tibeto- Burman Family

The family includes the following languages:

|        |         |               |
|--------|---------|---------------|
| Dhimal | Tebeton | Barman/Baramu |
| Thami  | Jirel   | Koche         |
| Sunwar | Yholmo  | Lhomi         |

|         |          |           |
|---------|----------|-----------|
| Chepang | Dura     | Kagate    |
| Tamang  | Meche    | Toto      |
| Newar   | Leche    | Kham      |
| Magar   | Pahadi   | Syang     |
| Gurung  | Hayu     | Marpha    |
| Limbu   | Raji     | Manang    |
| Sherpa  | Byangshi | Bhujel    |
| Raute   | Ghale    | Chhantyal |

Rai languages (more than 33 languages)

(Source: Yadav, 2003)

**c. The Dravidian Family**

The family includes only one language i.e. Jhangar which is spoken around the Koshi river in the eastern part of Nepal.

**d. The Austro- Asiatic Family**

Santhali is the only language belonging to this family. It is spoken in Jhapa district of Nepal.

**1.1.4 An Introduction to Pragmatics**

Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has consequently, has to do with the analysis of what people mean by their utterances than what words or phrases in those utterances might mean by themselves. This type of

study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said.

Pragmatics is the study of the relationships between linguistic forms and the users of those forms. Morris (1938, p. 6) states pragmatics is the study of “the relation of signs to interpreters”. It is a sufficiently accurate characterization of pragmatics to say that it deals with the biotic aspects of semiosis, that is, with all the psychological, biological and sociological phenomena which occur in the functioning of signs. Pragmatics is the study of languages, both natural and artificial, that contain indexical or deictic terms, and this usage was explicitly adopted. Crystal (1997, p.301) states, “pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and effects their use of language has on other participants in the act of communication.” In other words, pragmatics is defined as the study of communicative action in its socio-cultural context. It is the study of the relation between language and context that are basic to an account of language understanding. The advantage of studying language via pragmatics is that one can talk about people’s intended meaning, their assumptions, their purpose or goals, and the kinds of actions (for example requests) that they are performing when they speak. Two friends having conversation may imply something and infer some others without providing any clear linguistic evidence that we can point to as the explicit source of the meaning of what was communicated. Example [I] is just such a problematic case. I heard the speakers, I knew what they said, but I had no idea what was communicated.

[I] Her; so –did you?

Him; Hey-who wouldn’t?

Thus, pragmatics is appealing because it is about how people make sense of each other linguistically but it can be a frustrating area of study because it requires us to make sense of people and what they have in mind.

Similarly, pragmatics is the study of the ability of natural language speakers to communicate more than that which is explicitly stated. The ability to understand another speaker's intended meaning is called pragmatics. Speech act is one of the domains of pragmatics. Speech act is an utterance that serves as a function in communication. Speech acts include real life interactions and require not only knowledge of the language but also appropriate use of that language within a given culture. Structural knowledge of language is not enough but pragmatics knowledge as to how to use structural knowledge in particular situations is also equally important. Pragmatics is the study of those principles that will account why a certain set of sentences are anomalous, or not possible utterances. It is the study of relations between language and contexts in what they would be appropriate. Thus, a good language user should have the ability to use the language which is grammatically correct as well as contextually appropriate. The successful learners must know not only which exponent can be used for the performance of particular illocutionary act, but also the kinds of context where such acts can be appropriately performed.

### **1.1.5 Language Functions**

Language function is defined as the purpose for which an utterance or a unit of language is used to establish social relationship. In other words, what we can do through the use of language is its function. We can communicate through the use of language; therefore communication is the overall global function of language. Functions of language promote the constructive interaction between linguistics and such neighbouring disciplines as sociology, cultural studies, psychology, ethology, communication studies, translation theory and education linguistics. Language function can be broadly classified as grammatical and communicative functions. Grammatical functions deal with the relationship



that a constituent has with other constituents (Richard et. al.1999. p. 126). The main function of language is its communicative functions what specific communicative need the language used for in a community. Crystal (1997, p.146) says, “language function is the role that language plays during the interaction or communication among the members of a speech community”. Language function as the use to which language is put, the purpose of an utterance rather than the grammatical form an utterance takes; to fulfill the specific purpose therefore, making meaning more meaningful.

Language function is a system of communication and a vehicle used for the sake of communication. Therefore, communicative function is the primary function of a language. Austin (1962), for example, classified language functions into constative and performative; whereas Searle (1969) classified them into five categories; representative, directive, commissive, expressive and declarative. Corder (1973) classified language functions into six types; personal, directive, referential, phatic, metalinguistics, imaginative; whereas Wilkins (1973) classified into six categories judgemental and evaluation, suasion, argument, rational enquiry and exposition, personal emotions and emotional relation. Van Ek (1975) classified language function into six categories. They are follows:

- (i) Imparting and seeking factual information: identifying, reporting, correcting, asking, etc.
- (ii) Expressing and finding out emotional attitude: pleasure, displeasure, surprise, hope, intension, etc.
- (iii) Expressing and finding out intellectual attitude: expressing and inquiring about agreement and disagreement.
- (iv) Expressing and finding out moral attitude: apologizing, granting, forgiveness, etc.
- (v) Getting things done : suggesting, advising, warning.
- (vi) Socializing: greeting, attracting, attention, etc.

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 property. Therefore, language plays different role in our society. The functions of language can also be found to be described as categories of behavior such as: requesting, congratulating, greeting, completing, etc. A grammatical structure of language may have different functions may be expressed using different grammatical forms. In other words, the functional use of the language can be determined simply by studying the grammatical structural sentences, but also the purpose for which they used.

### **1.1.6 Thanking and Congratulating**

Thanking and congratulating are communicative functions which come under socializing. These communicative functions are used to meet and spend time with people in friendly way. In other way, they will help us to behave in ways that are acceptable to our society and making us more civilized. Matreyek (1983) has kept 'thanking' under 'everyday functions' and 'congratulating' under 'request and offers'. To make communication lively and natural, one needs to know the various aspects of communication. Among the aspects used in communication, thanking and congratulating play a crucial role.

#### **) Thanking**

Thanking refers to expressing gratitude to the speakers' or writers' pleasure or satisfactory in something. We generally thank people to tell them that we are grateful for something. It is a socializing function of communicative language functions. There are different exponents which are used in thanking and responding (Matreyek, 1983, p. 12).

| Thanking                           | Responding to thanks    |
|------------------------------------|-------------------------|
| Thanks.                            | You're welcome.         |
| Thank you.                         | It's o.k.               |
| Thank you for calling.             | Don't mention it.       |
| That was very kind of you.         | That's quite all right. |
| It was very nice of you to help me | Thank you.              |
| How can I ever Thank you.          | No need to thank me.    |
|                                    | It was my pleasure.     |

It is noted that in English such responses are not so common; often the 'giver' makes no reply. For example, in shops, the customer will say "Thank you" for the goods s/he has bought and the shopkeeper will often likewise say 'Thank you' in return on receiving the money.

### **When to Thank**

The following list contains the most common situations that require expressing thanks, in general, people thank someone:

- ) For a gift.
- ) For an offer of help.
- ) For a compliment and wish of success.
- ) When asked about their health.
- ) For an invitation.
- ) When leaving a party or social gathering.

(Tillit and Bruder, 2000, p.3)

## Phrases Used for Thanking

The succeeding phrases near the top of the list given in the table are more formal.

|             | Expressing thanks  |
|-------------|--|
| More formal | I'm very grateful for.....<br><br>I'm so grateful for.....<br><br>Thank you very much for.....<br><br>Thank you so much for.....<br><br>Thank you for.....<br><br>That was so nice of you. Thank you.<br><br>That was nice of you. |
| Less formal | Thank you. But you really should not have.<br><br>They are beautiful! But you did not need to.....<br><br>Thanks lot for....<br><br>I really appreciate (the invitation).<br><br>Thanks<br><br>Thanks a million.                   |

People express thanks for a failed attempt as well

|              |  |
|--------------|--|
| More formal  | Thanks you for trying<br><br>I appreciate your help, any way<br><br>Thank you very much for your efforts.<br><br>Thanks anyway |
| Less formal. | Thanks a lot for trying at least.  |

(Tillit and Brauder, 2000, p.37)

The above tables show that the use of phrases on the basis of formality. The phrases which are on the top tabe are more formal and in the bottom less formal, which indicate that the people use different phrases to show the level of formality. It also indicates that people not only respond in pass attempt but failed attempt as well.

## J **Congratulating**

Congratulating refers to expressing to (a person) one's pleasure at good fortune or success or achievement. It is used when we want to tell somebody that we are happy about their good luck or success. It is one of the different language functions which comes (According to Matreyek, 1983) under 'Requests and offers', while it is one of the socializing functions (According to Van Ek, 1975). We congratulate our friends if he passes the exam. In the same way, somebody can get congratulation if he gets son or daughter. We say something to someone that expresses praise; expresses congratulation; pride or congratulate (oneself) for an achievement. There are many exponents or examples through which we can congratulate people. These examples are as follows:

- ) Congratulations!
- ) Congratulation on your new baby.
- ) Well done! (for a success or achievement)
- ) Let me congratulate you on your new job.
- ) I would like to say congratulations. You did a great job.
- ) Let me say congratulation on winning the first prize in the tournament.
- ) Congratulations on your engagement/success.
- ) I was delighted to hear about .....that.....
- ) May we congratulate you on your recent appointment?

(Leech and Svartvik, 2002, p. 183)

According to Blundell, Higgins and Middlemiss (1997, p.196), people use different exponents in different situations while congratulating other people as given below:

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>) Congratulations.</li> <li>) Congratulations on winning the LG contract</li> </ul>  | <ul style="list-style-type: none"> <li>) A colleague from your English subsidiary firm has just obtained a big contract.</li> </ul>                            |
| <ul style="list-style-type: none"> <li>) Well done!</li> <li>) Nice one</li> <li>) Good one</li> <li>) Fantastic/ Terrific etc.</li> </ul>  | <ul style="list-style-type: none"> <li>) Your friend has just passed an important exam.</li> </ul>   |
| <ul style="list-style-type: none"> <li>) I must congratulate you on your promotions.</li> <li>) I must congratulate you.</li> <li>) Let me congratulate you.</li> <li>) Let me congratulate you on .....</li> <li>) Please accept my warmest/heartiest</li> </ul> | <ul style="list-style-type: none"> <li>) An English colleague you did not know well has just been given a more important post than his present one.</li> </ul> |

|   |                       |
|---|-----------------------|
| congratulations.<br>) Please accept my warmest/heartiest<br>congratulations on.....   |                       |
| ) I would like to congratulate you.<br>) I would like to congratulate you<br>on.....<br>) Allow me to offer my<br>(warmest/heartiest) congratulations.<br>) Allow me to offer my<br>(warmest/heartiest)<br>congratulations..... | ) Very formal.        |
| ) I would like to be the first to<br>congratulate you.<br>) I would like to be the first to<br>congratulate you on.....   | ) In other situation. |

The above table shows that people use different exponents in different situations. Only one exponent is not sufficient to express congratulation. Situation plays vital role for the proper use of any exponents in day to day communication.

### **Steps of Expressing Congratulation**

Most people feel awkward, or confused when it comes to congratulating someone. The following points tell us how to congratulate someone appropriately.

1. Determine your relationship to the person. Is this person a close, personal friend? If so, then you may maintain a more causal air than you would with, say, your boss. Is this person your boss? Distinct tones of formality should reign through this interaction. But if this person is a close acquaintance, then

you may be better off with a causal email, briefly describing your happiness for this person.

2. Determine the cause for congratulations. May it be the lead in the school play, pregnancy, wedding, or even a simple good grade, it is always best to know what you are congratulating someone on for?
3. Get in contact with this person. IM or email for distant friends, phone for close acquaintances or friends and personally find this person if they are of higher rank than you (more popular than you/can fire you), or you are the closest of friends. Send a nice letter or a card for weddings/births.
4. The next time you see this person (if you won't the mail/IM route), give heartfelt congratulations to the person. This is not necessary for less formal happenings, or if you previously congratulated this person face to face.

### **1.1.7 Contrastive Analysis**

Contrastive Analysis is the systematic study of two or more languages with a view to identifying their structural differences and similarities. It was used extensively in the field of Second Language Acquisition (SLA) from the 1950s to early 1970s, as a method for clearing or describing why some features of a target language were more difficult to acquire than others. Richards et al. (1999, p.38) defined CA as the comparison of linguistic systems of two languages for example sound system. Similarly Asher (1994, p.737) says Contrastive Analysis (CA), which is also called contrastive linguistics' refers to a systematic comparison of linguistic systems of two or more languages. Thus, contrastive analysis is known as a method of analyzing the structures of two or more than two languages to find the differential aspects of their systems irrespective of their genetic affinity or level of development. Contrastive analysis of two languages becomes useful when it adequately describes the sound structure and grammatical structure of two languages, with comparing statements, giving due emphasis to the compatible items in the two systems.



### **1.1.8 Need and Importance of Contrastive Analysis**

Contrastive Analysis has occupied vital role in linguistics, language researchers and language teaching. Especially, its importance is in language teaching. It has mainly two functions. Firstly, it predicts the tentative errors to be committed by the L2 learners and secondly, it explains the sources and reasons of the L2 learner's errors.

It show the areas of differences between the two languages identify which area more difficult for the learners and explain their performance. It also helps in designing teaching learning materials and remedial courses for those particular areas that need more attention. So, a language teacher should have knowledge of CA to treat the learners psychologically and academically. Unless a language teacher knows the sources and the types of the errors that learners commit, he /she cannot impart knowledge to the learners. The importance of CA in teaching and language can be shown as follows:

- a. The teacher who has made comparison of a foreign language with the native language of the students will know better what the real problems are and can provide enough practice to avoid the misleading.
- b. Errors can be predicted as it is believed that the great the difference, the greater the difficulty. So errors can be avoided as teacher tends to have precaution.
- c. Teaching materials based on information provided by CA will reduce learning difficulties and effects of interference.
- d. CA is more useful in the study of phonology as it is highly applicable to contrast the characteristics sounds of two or more languages.
- e. Comparison between the native and the target languages can discover differences and predict problems. So we can teach any differences emphatically.

- f. Comparison of languages will help course designers, planners, teachers and learners as well.

The above mentioned points have clearly shown the importance of CA in language teaching and learning.

## **1.2 Review of the Related Literature**

Many research works have been carried out comparing various aspects of English and Tharu languages. None of them have surveyed the similarities and differences between the forms of congratulating and thanking in English and Tharu languages. Although my topic is different from others, I have reviewed following previous researchers carried out related to my research topic.

Khanal (2004) carried out a research entitled “The Forms of Address of Tharu and English: A Comparative Study”. The main objectives of this study were to find out the forms of address used in Tharu and English languages, and to compare the common forms of address of Tharu and English. The researcher used both primary and secondary sources of data. He collected data of Tharu language from 75 native speakers of Kapilvastu district. A set of interview questionnaire was developed as tool for data collection and cross-sectional study was conducted. He concluded that Tharu language is richer in the forms of address compared to English and the system of addressing people in the two languages differ in most of the cases.

Similarly, Basnet (2006) conducted a research on “Terms of Greetings and Taking Leave Used in English and Nepali.” The objective of this study was to list out the forms of greetings and farewell in Nepali language with the respect of English one. There were 30 native speakers as sample in each of language. They used simple random sampling and questionnaire was the tool for data collection. He concluded that English native speakers use them good morning/evening while they are greeting in a very formal situation where Nepali native speakers use Abhibadan or Namaskar etc. Similarly, English

people habituated to saying first name, kinship terms to greet family member either they are senior or junior, whereas Nepali people use more formal forms to greet their senior.

Chaudhary (2009) carried out a research entitled “Request Forms in the English and Tharu Language: A Comparative Study.” The study compared two languages English and Tharu in terms of request forms, and find out the similarities and differences between them. For fulfilling the objectives, the researcher selected 40 Tharu native speakers of Saptari district. The researcher used both primary and secondary sources of data and used questionnaire and interview as tools for data collection. He concluded that the English people were found to be more polite among all the relations compared to Tharu.

Similarly, Dhakal (2009) carried out a research entitled “Thanking and Congratulating in English and Nepali”. The main objectives of this study was to list out the forms of thanking and congratulating in Nepali language, and to compare with that of the English language. The researcher used both primary and secondary sources of data. He collected data from 60 native Nepali native speakers and the tool for data collection was only questionnaire. His research showed that most of the native English speakers used short and simple exponents of thanking and congratulating . English speakers were found to be formal and polite than Nepali speakers in the forms of thanking and congratulating.

Ojha (2011) carried out a research on “Forms of Welcoming, Thanking and Expressing Good Wishes in English and Doteli.” His purpose for study was to find out different forms of welcoming, thanking and expressing good wishes in English and Doteli and to compare them with that of English. He selected 80 native speakers of Doteli from Doti district using judgmental non-random sampling procedure. He used questionnaire as the tool for data collection. He found that first name and kinship terms are used in English and Doteli while welcoming, first name is used with friends and juniors and kinship term is used

with seniors and juniors both. Both English and Doteli speakers use more formal form while welcoming strangers. Similar is the case of thanking and expressing good wishes.

No single research has been conducted on “Thanking and Congratulating in Tharu and English”. As I am from Tharu community, I have felt it my responsibility of working on the topic. Hence, this research is being undertaken to determine the forms used in Tharu for thanking and congratulating and to compare and contrast them with those of English.

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

The objectives of the study were as follows:

- (i) To find out different exponents of thanking and congratulating used by Tharu native speakers.
- (ii) To compare the exponents of thanking and congratulating used by the native speakers of Tharu with those of English.
- (iii) To point out some pedagogical implications.

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

This study will be beneficial to all those who are interested in the English and Tharu language. It will equally be important to researchers and students who are teaching and learning English as a foreign language at school where Tharu native speakers are students. It will also be helpful to syllabus designers, linguists, language planners and those people who are who are involved in this field directly or indirectly.

## **CHAPTER-TWO**

### **METHODOLOGY**

The following methodology was adopted to fulfill the objectives of this study:

#### **2.1 Sources of Data**

The researcher used both primary and secondary sources of data for this study.

##### **2.1.1 Primary Sources**

The native speakers of the Tharu language of Saptari district were the primary sources of data from whom the researcher collected the required data for the research.

##### **2.1.2 Secondary Data**

The secondary sources of this research were the book, specially Matreyek (1983) and others like Austin (1962), Van Ek (1975), Levinson (1983), Yule (1985), Blundell (1997), and other related theses, ELT journals were also used.

#### **2.2 Population of the Study**

The population of the study were the Tharu native speakers of Kalyanpur VDC of Saptary district.

#### **2.3 Sampling Procedure**

To carry out this research, the researcher selected one district i.e. Saptary using purposive non-random judgemental sampling procedure because it is impossible to recognize each and every respondent in the limited time and with limited resources. He selected one VDC i.e. Kalyanpur from the same district

in order to collect the data for this study. Sixty native speakers of the Tharu language from the same VDC of Saptary district were selected using the same sampling procedure.

## **2.4 Tools for Data Collection**

The researcher used questionnaire and interview schedules in the same sheet of paper for the illiterate and literate informants respectively as the research tool to collect the required data for this study.

## **2.5 Process of Data Collection**

After preparing the questionnaire and interview schedules in the same sheet of paper, the researcher visited the sample population, the Tharu native speakers of Saptari district. He individually met the informants and established rapport with them. He explained the purpose of his study. He used interview and questionnaire schedules for uneducated informants and for educated informants respectively. The researcher wrote himself uneducated informants' responses in the sheet of questionnaire and interview schedules. Educated informants were given the sheet of questionnaire and interview schedules in order to find their responses.

## **2.6 Limitations of the Study**

The limitations of the study were as follows

- (I) The study was confined to 60 native speakers of the Tharu language.
- (II) The study was limited to the interview schedule and questionnaire.
- (III) The study was based on Matreyek's language function of thanking and congratulating.
- (IV) The study was based on the Tharu language spoken in Kalyanpur VDC of Saptary district.

## CHAPTER-THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of data. The collected data from the native speakers' of Tharu were analysed and compared with the exponents of English thanking and congratulating. The researcher collected data regarding thanking and congratulating in English from Matreyek (1983) and compared them with the Tharu native speakers' terms of thanking and congratulating.

#### 3.1 Thanking Exponents Used by Tharu Speakers

Thanking is feeling which comes from the heart of the speakers when something is done in his/her favour. While analyzing the collected data, the researcher found different types of exponents of expressing 'thanks' in Tharu language with different people.

##### 3.1.1 Exponents of Expressing Thanks in Tharu among Friends

We have different kinds of friends in our life. Some are very close and familiar to us while some others may be unfamiliar. The exponents of language are also determined while talking to these kinds of friends. The exponents of language that we use while talking to our close friends may not be appropriate while talking to unfamiliar friends. That is why, our society determines the language that we use while talking to the members of that society. We use informal and colloquial terms while talking to the persons who are very close to us. And the formal forms of language are used while talking to the persons who are not very close to us. For example, Tharu speakers use informal exponents “*dhanyabād -thanks*” to close or intimate friends. Similarly they use formal exponent “*bahut bahut dhanyabād-many many thanks*” to the friends who are

not very close to them. The following table shows the common exponents of expressing thanks in Tharu among friends:

**Table No. 1**

**Exponents of Expressing Thanks in Tharu among Friends**

|          | <b>Tharu</b>          | <b>English</b>      |
|----------|-----------------------|---------------------|
| Formal   | bəhut bəhut dhanyabād | many many thanks    |
|          | bəhut dhanyabād       | many thanks         |
|          | dhanyabād             | thanks              |
|          | əhāke dhanyabād       | thank you           |
|          | bəhut bhāri dhanyabād | thanks a lot        |
|          | bəhut khusi lāgal     | feeling very happy  |
|          |                       | thank you very much |
| Informal | lākh lākh dhanyabād   | thanks a million    |
|          | siyābəs               |                     |
|          | dhanyabād             | thanks              |
|          | le tə thik chhai      | its ok              |
|          | nik karlihi           | good job            |
|          | bəd nik               | great               |
|          | əhāke dhanyabād       | thank you           |
|          | bəhut nik kelye       |                     |

**3.1.2 Exponents of Expressing Thanks in Tharu among Strangers**

Strangers are those who are unfamiliar to the speakers. One should be careful while talking to those strangers. They are addressed formally. So formal



language is used with them. Strangers can be of different types according to their age, for example, strangers older than us, stranger as old as we and the stranger younger than us. The age of the stranger also determines the forms of the language that we use with them. Generally, the speakers become very much polite while speaking to the stranger. The following table shows the common exponents of expressing thanks in Tharu among strangers:

**Table No. 2**

**Exponents of Expressing Thanks in Tharu among Strangers**

| <b>Tharu</b>                | <b>English</b>          |
|-----------------------------|-------------------------|
| əhāke dhanyabād chhai       | thank you               |
| əpne ke bəhut dhanyabād     | thank you very much     |
| dhanyabād sər               | thank you sir           |
| əhāke dhanyabād             | thank you               |
| əpne ke bəhut dhanyabād sər | thank you very much sir |

**3.1.3 Exponents of Expressing Thanks in Tharu among Teachers and Students**

An academic institute is such a place where teaching and learning activities take place. The institute consists of different members like head teachers, teachers, non-teaching staff and students. These members are supposed to maintain the rule and regulations of the institute while talking to each other. Teachers and students are the members of an academic institute. Teachers are the respected people, so the students and other persons give respect to them. The exponents of the language used by teachers may vary from the exponents used by the students. The following table shows the common exponents of expressing thanks used by the teachers and students:

**Table No. 3**

**Exponents of Expressing Thanks in Tharu among Teachers and Students**

| <b>Tharu</b>          | <b>English</b>     |
|-----------------------|--------------------|
| əhāke dhanyabād sər   | thank you sir      |
| əhāke dhanyabād mādəm | thank you madam    |
| dhanyabād bidyārthi   | thank you students |

**3.2 Congratulating Exponents Used by Tharu Speakers**

Congratulation is used when we are happy about others' good luck or success. The main purpose of expressing congratulations is to show the gratification in other's achievement. The researcher found different types of exponents used for congratulation by Tharu speakers while analyzing the data .

**3.2.1 Exponents of Expressing Congratulations in Tharu among Friends**

Tharu speakers use different exponents of congratulations among their friends. They use formal and informal exponents of congratulating with their friends. Informal exponents are used among close or very intimate friends whereas formal exponents are used among friends who are not so intimate and close. The following table shows the common exponents of expressing congratulations in Tharu among friends.

**Table No. 4**

**Exponents of Expressing Congratulations in Tharu among Friends**

|          | <b>Tharu</b>   | <b>English</b>   |
|----------|--|--|
| Formal   | əhāke bədhāi əichh<br>bəhut bəhut bədhāi əichh<br>dīl se bədhāi əichh                          | Congratulation to you<br>many many congratulations !<br>heartiest congratulations! |
| Informal | le bədhai chhau<br>jug jug jihe!<br>gəjab kərlihi!<br>bes nimən velo!<br>khaub bənhiyā karliye | congratulations!<br>live long !<br>fantastic!<br>well done!                        |

**3.2.2 Exponents of Expressing Congratulations in Tharu among Strangers**

Tharu speakers use different exponents of congratulations while talking with strangers. Generally any speaker of language uses formal exponents of language to address the strangers. But based on the strangers types exponents of congratulations may be different. In another words strangers can be different types. For example, older than us, as old as we, younger than we. The following table shows the common exponents of congratulations used by Tharu speakers while talking with strangers.

**Table No. 5**

**Exponents of Expressing Congratulations in Tharu among Strangers**

| <b>Tharu</b>             | <b>English</b>              |
|--------------------------|-----------------------------|
| əhāke bədhāi əichh       | I congratulate you          |
| bəhut bəhut bədhāi əichh | many many congratulations ! |
| dil se bədhāi əichh      | heartiest congratulations!  |
| əhāke bəhut bədhāi əichh | many congratulation to you  |

**3.2.3 Exponents of Expressing Congratulations in Tharu among Teachers and Students**

Tharu speakers use different types of exponents to congratulate their respected teachers. And in turn, teachers also use different types exponents to congratulate their students. The exponents of the language used by teachers may vary from the exponents used by the students. The following table shows the common exponents of expressing congratulations used by the students and teachers:

**Table No. 6**

**Exponents of Expressing Congratulations in Tharu among Teachers and Students**

| <b>Tharu</b>               | <b>English</b>                     |
|----------------------------|------------------------------------|
| bədhāi āichh sər           | congratulation sir                 |
| pās bhelhi bədhāi chhau... | congratulation on your passing...  |
| səfl tā ke lel bədhāi      | congratulation you on your success |

|                    |                      |
|--------------------|----------------------|
| bədhāi chhau sər   |                      |
| bədhāi chhau mādəm |                      |
| bədhāi āichh mādəm | congratulation madam |

### **3.3 Comparison Between Tharu and English Exponents of Expressing Thanks**

Under this section, exponents of expressing thanks in Tharu language are compared with that of English language. Tharu speakers use exponents of expressing thanks according to the types of people. Exponents of thanks used among friends may be different from used among strangers as well as teachers and students. Exponents of expressing thanks in Tharu language were collected from 60 Tharu native speakers of VDC. Kalyanpur and these exponents were compared with English exponents of thanks based on a book of Matreyek (1983).

#### **3.3.1 Exponents Used among Friends**

After analyzing the data, the researcher found that Tharu native speakers use more informal exponents of thanks than that of English speakers. They use number of thanking exponents while talking to their friends. Thanking exponents used by Tharu native speakers is compared with English in the following table:

**Table No.7**

**Exponents Used among Friends**

|          | <b>Tharu</b>          | <b>English</b>      |
|----------|-----------------------|---------------------|
| Formal   | bəhut bəhut dhanyabād | many many thanks    |
|          | bəhut dhanyabād       | many thanks         |
|          | dhanyabād             | thanks              |
|          | əhāke dhanyabād       | thank you           |
|          | bəhut bhāri dhanyabād | thanks a lot        |
|          | bəhut khusi lāgal     | feeling very happy  |
|          |                       | thank you very much |
| Informal | lākh lākh dhanyabād   | thanks a million    |
|          | siyābəs               |                     |
|          | dhanyabād             | thanks              |
|          | le tə thik chhai      | its ok              |
|          | nik karlihi           | good job            |
|          | bəd nik               | great               |
|          | əhāke dhanyabād       | thank you           |
|          | bəhut nik kelye       |                     |

The above table shows that Tharu speakers use different formal and informal exponents to express thanks among their friends. Data were collected from sixty Tharu native speakers and the common responses are given in the above table with the thanking exponents used by English . While analyzing the collected data researcher found that Tharu native speakers use more informal exponents to express thanks to their friends than English language speakers. The researcher also found that there were some of the exponents that are

commonly used in formal and in informal. For example ‘*dhanyabad-thanks*’, ‘*ahāke dhanyabad- thank you*’. Similarly, the researcher also found that there were some tharu thanking expressions which did not have exact English equivalents. For example, “*nik karlihi-good job*”, “*bəd nik-great*”.

### 3.3.2 Exponents Used among Strangers

There are number of thanking exponents used in both languages i.e Tharu and English while speaking to the strangers. In any language strangers should be addressed formally but sometimes their age and personality determine the use of thanking exponents. Tharu native speakers were found that they use exponents of thanking on the basis of age and personality of strangers. If the strangers are as old as the Tharu speaker then they use exponents like ‘*dhanyabad-thank*’, ‘*ahanke dhanyabad-thank you*’. Similarly, if the strangers are older than Tharu speakers or if they belong to any profession like teaching, lawyer, doctor then they use formal forms of thanking such as ‘*dhanyabad sər-thank you sir*’, ‘*ahake bahut dhanyabad sər-thank you very much sir*’. The following table shows the exponents of thanks used by Tharu and English native speakers among strangers.

**Table No. 8**

#### **Exponents Used among Strangers**

| <b>Tharu</b>                | <b>English</b>          |
|-----------------------------|-------------------------|
| əhāke dhanyabād chhai       | thank you               |
| əpne ke bəhut dhanyabād     | thank you very much     |
| dhanyabād sər               | thank you sir           |
| əhāke dhanyabād             | thank you               |
| əpne ke bəhut dhanyabād sər | thank you very much sir |

The above table shows that Tharu native speakers use different exponents of thanks while talking to the strangers. It also shows that all the exponents has English equivalents.

### 3.3.3 Exponents Used among Teachers and Students

Teachers and students are the main part of any academic institute. Students thank their teachers using different exponents and vice-versa. In this study, the researcher found similar types of exponents used in both languages. In other words, Tharu speakers use the exponents of thanks that we also find its equivalent in English. For example, ‘*dhanyabad sər-thank you sir*’, ‘*dhanyabad bidyārthi-thank you students*’. The following table shows the exponents of thanks used by Tharu and English native speakers among teachers and students:

**Table No.9**

#### **Exponents Used among Teachers and Students**

| <b>Tharu</b>          | <b>English</b>     |
|-----------------------|--------------------|
| əhāke dhanyabād sər   | thank you sir      |
| əhāke dhanyabād mādəm | thank you madam    |
| dhanyabād bidyārthi   | thank you students |

The above table shows that there are some common exponents of thanking used among teachers and students. While analyzing the data researcher did not find any exponents of thanking that is absent in English language. The common thanking exponents used among both languages are “*dhanyabād sər-thank you sir*”, “*dhanyabād madam-thank you madam*”, “*thanks-dhanyabād*”.



### **3.4 Comparison Between Tharu and English Exponents of Expressing Congratulations**

During this study, the researcher found different types of exponents used for expressing congratulations by Tharu native speakers. In the following section, the exponents used for expressing congratulations by Tharu native speakers are compared with English language. The exponents used for expressing congratulations are collected from sixty native speakers whereas the exponents used for expressing congratulations in English language are taken from a book of Matreyek (1983).

#### **3.4.1 Exponents Used among Friends**

After analyzing the data, the researcher found that Tharu native speakers used more informal exponents of congratulating than that of English speakers among close or intimate friends. Tharu native speakers use informal exponents like, '*gajab karlihi-fantastic*', '*le badhai chhau-congratulations*'. Similarly, among friends who are not so intimate or close, Tharu speakers use formal exponents like, '*ahake badhai aichh-congratulations to you*'. The following table shows the exponents of congratulations used by Tharu and English native speakers among friends.

**Table No. 10**

**Exponents Used among Friends**

|          | <b>Tharu</b>   | <b>English</b>   |
|----------|--|--|
| t        | əhāke bədhāi əichh<br>bəhut bəhut bədhāi əichh<br>dīl se bədhāi əichh                          | Congratulation to you<br>many many congratulations !<br>heartiest congratulations! |
| Informal | le bədhai chhau<br>jug jug jihe!<br>gəjab kərlihi!<br>bes nimən velo!<br>khaub bənhiyā karliye | congratulations!<br>live long !<br>fantastic!<br><br>well done!                    |

The above table shows that Tharu language has more exponents of congratulation than English language. In other words, Tharu native speakers use more informal exponents of congratulations among their friends than English speakers.

**3.4.2 Exponents Used among Strangers**

There are number of congratulating exponents used by Tharu and English speakers while talking to the strangers. Based on the types of strangers use of congratulating exponents may be different. For example, if the strangers are as old as the speaker then the Tharu speakers use the exponents like, ‘*badhai-congratulations*’, ‘*bahut bahut badhai aichh-many many congratulations*’. The following table shows the exponents of congratulations used by Tharu and English native speakers among strangers.

**Table No. 11**

**Exponents Used among Strangers**

|                          |                             |
|--------------------------|-----------------------------|
| əhāke bədhāi əichh       | I congratulate you          |
| bəhut bəhut bədhāi əichh | many many congratulations ! |
| dil se bədhāi əichh      | heartiest congratulations!  |
| əhāke bəhut bədhāi əichh | many congratulation to you  |

The above table shows that generally Tharu and English speakers use similar type of exponents to congratulate strangers.

**3.4.3 Exponents Used among Teachers and Students**

Students use different types of exponents to congratulate their respected teacher, and in turn teachers also use different exponents to congratulate their students. After analyzing the data, the researcher found that Tharu speakers also use some common number of exponents to congratulate their teachers and students. The researcher also found those congratulating exponents in English language. For example '*badhai chhau sər-congratulations sir*', '*safalta ke lel badhai- congratulation on your success*'. The following table shows the exponents of congratulations used by Tharu and English native speakers among teachers and students.

**Table No.12**

**Exponents Used among Teachers and Students**

| <b>Tharu</b>               | <b>English</b>                     |
|----------------------------|------------------------------------|
| bədhāi āichh sər           | congratulation sir                 |
| pās bhelhi bədhāi chhau... | congratulation on your passing...  |
| səfl̥tā ke lel bədhāi      | congratulation you on your success |
| bədhāi chhau sər           |                                    |
| bədhāi chhau mādəm         |                                    |
| bədhāi āichh mādəm         | congratulation madam               |

The above table shows that Tharu native speakers use different exponents of congratulating among teachers and students. While analyzing the data, the researcher found that both languages have similar number of congratulating exponents but different in formality. Tharu native speakers use less number of formal exponents than English speakers. For example, “*bədhāi chhau-congratulation*”, “*bədhāi chhau sər-congratulation sir*”.

## CHAPTER-FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

This research study aimed at exploring the exponents used by Tharu native speakers for thanking and congratulating. On the basis of the analysis and interpretation of the collected data, the major findings of the present study are summarized below.

- ) Tharu native speakers use different types exponents for thanking and congratulating.
- ) They use both formal as well as informal exponents of thanking and congratulating.
- ) Generally Tharu native speakers use more informal exponents of thanking and congratulating than that of English speakers.
- ) Tharu language has more number of congratulating exponents among their friends than that of English language.
- ) Tharu speakers use less number of formal congratulating exponents to their teacher than that of English language.
- ) The common exponents of thanking used by Tharu speakers are as follows: *dhanyabād, bəhut bhāri dhanyabād, əhāke dhanyabād chhai, əhāke dhanyabād əichh* ( to senior), etc.
- ) The common exponents of congratulating used by Tharu speakers are as follows: *əhāke badhāl əichh, bəhut bəhut bədhāl chhau, dil se bədhāi əichh*, etc.
- ) The exponents of thanking used among friends are as follows: *bəhut bəhut dhanyabād, dhanyabād, bəhut khusi lāgal, le tə thik chhai, nik karlihi* etc..
- ) The exponents of thanking used among strangers are as follows: *əhāke dhanyabād chhai, əpne ke bəhut dhanyabād, dhanyabād sər*.

- ) The exponents of thanking used among teachers and students are as follows: *dhanyabād sār, dhanyabād mādām, dhanyabād bidyārthi.*
- ) The exponents of congratulating used among friends are as follows: *əhāke bədhāi əichh, bəhut bəhut bədhāi əichh, dil se bədhāi əichh, bes niman velo, khaub barhiyā karliye.*
- ) The exponents of congratulating used among strangers are as follows: *əhāke bədhāi əichh, bəhut bəhut bədhāi əichh, dil se bədhāi əichh.*
- ) The exponents of congratulating used among teachers and students are as follows: *bədhāi āichh sir, pās bhelhi bədhāi chhau..., səfltā ke lel bədhāi*

## 4.2 Recommendations and Pedagogical Implications

Thanking and congratulating play most important role to maintain good social relationship in the society. On the basis of findings, some suggestions (for teaching thanking and congratulating) which would be beneficial for teachers and students of English and Tharu as a second languages are given below.

- ) Thanking and congratulating in Tharu are more or less different with those of English. So, language teachers who are teaching the Tharu as a second language should beware of this fact.
- ) The main aim of this comparative study was to find out different exponents of thanking and congratulating and compare and contrast thanking and congratulating of the Tharu with those of English language. There would be no problem in the areas where the two languages are similar but differences between the two languages create difficulty in the target language. Therefore, teaching should be focused.
- ) The teacher should give different situations in which students use thanks and congratulations.
- ) The teacher should create conversations that require the expressions of thanks and congratulations.

- ) The teacher should explain different social activities in which students use thanks and congratulations each others.
- ) Group work and pair work would be useful for teaching thanks and congratulations.
- ) The learners of both English and Tharu language can make a list of the exponents of expressing thanks and congratulations in English and Tharu situations and make practice doing comparatively study on them.
- ) The teacher should make a list of exponents of thanks and congratulations on the basis of their level of formality and teach to the students.
- ) The learners should listen and watch English/Tharu films and dramas. They can make notes as how people express thanks and congratulations in different situations using different forms.
- ) The teacher can create situations based on these forms of thanks and congratulations and ask the students to list out properly.
- ) Text book writers should write books that the learners can be encouraged to use them in conversation.

## References

- Asher, R. E. (1994). *The Encyclopedia of language and linguistics*. Oxford: Penguin Press, vol. 8.
- Austin, J.L (1962). *How to do things with words*. Cambridge: Harvard University Press.
- Basnet, S.M. (2006). *Terms of greeting and taking leave used in English and Nepali*. An unpublished M.Ed. thesis, Tribhuvan University, Kirtipur, Kathmandu.
- Bhandari, B.M. & Adhikari, Y.P. (2008). *Communicative English*. Kathmandu: Vidyarthi Publication.
- Blundell, J, Higgens, J. & J. Middlemiss, N. (1997). *Function in English*. New York: Oxford University Press.
- Central Bureau of Statistics (2011). *Statistics pocket book of Nepal*. Kathmandu.
- Chaudhary, K. (2010). *Speech acts in Tharu and English*. An unpublished M.Ed. thesis, Tribhuvan University, Kirtipur, Kathmandu.
- Chaudhary, R. (2009). *Requests forms in Tharu and English. A comparative study*. An unpublished M.Ed. thesis, Tribhuvan University, Kirtipur, Kathmandu.
- Corder, S. Pitt (1973). *Linguistics in language teaching*. London:Arnold.
- Crystal, D. (2003). *A dictionary of linguistics and phonetics*. New York Blackwell Publication.
- Crystal, D. (Ed.). (1997). *The Cambridge encyclopedia of language (2<sup>nd</sup> ed* New York: CUP



- Dhakal, A. (2009). *Thanking and congratulating in English and Nepali languages*. An Unpublished M.Ed. thesis, Tribhuvan University, Kirtipur, Kathmandu.
- Hall, R. A. (1968). *An essay on language*. Philadelphia and New York: Chilton Books.
- Halliday, M.A.K. (1970). *Explorations in the functions of language*. London: Arnold.
- Harmer, J. (2008). *The practice of English language teaching*. London: Longman.
- <http://www.google.com.np/search?=Congratulating/Thanking>
- Jones, L. (1981). *Functions of English*. Cambridge: University Press.
- Khanal, G.P. (2007). *A comparative study on the forms of address of tharu and English language*. An unpublished M.Ed. thesis, Tribhuvan University, Kirtipur, Kathmandu.
- Kumar, R. (1999). *Research methodology*. New Delhi: Sage Publication.
- Leech, J. & Svartvik, S. (2002). *A communicative grammar of English*. New York: Feurom Education Press.
- Levinson, S.C. (1995). *Pragmatics*. Cambridge: CUP.
- Lyons, J. (1981). *Language and linguistics*. Cambridge: University Press.
- Matreyek, W. (1983). *Communicating in English*. England: Pergemon.
- Ojha, T.R. (2011). *Forms of welcoming, thanking and expressing good wishes in English and Doteli*. An unpublished M.Ed. thesis, Tribhuvan University, Kirtipur, Kathmandu.

- Rai, V.S. (2001). *Semantics and pragmatics*. Kathmandu: New Hira Books Enterprises.
- Richards et.all. (1999). *Longman dictionary of language teaching and applied linguistics*.Essex: Longman.
- Sapkota, T.P. (2010).*Thanking and apologizing in English and Tharu*. An unpublished M.Ed. thesis, Tribhuvan University, Kirtipur, Kathmandu.
- Sharma, U. (2005).*Applied linguistics*. Kathmandu: Students Books Publishers and Distributors.
- Searle, J. R. (1969).*Speech acts: An essay in the philosophy of language*.UK: Cambridge University Press.
- Sthapit, S.K. (2002).Teaching language for communication. *Journal of NELTA*,.Vol.5, Number 1.
- Tillit, B. & Bruder, M. (2000).*Speaking naturally*. London: Cambridge University Press.
- Van Ek, J.A. (1975).*The threshold level*. Council of Europe.
- Wardhaugh, R. (1998).*An introduction of sociolinguistics*. Oxford: Blackwell Publishers.
- Yule, G. (1996).*The study of language*. Cambridge: OUP.
- Willkins, D. A. (1972).*Introducing applied linguistics*.Harmndworth:Penguin.
- <[en.wikipedia.org/wiki/language](http://en.wikipedia.org/wiki/language)>congratulation.