CHAPTER ONE
INTRODUCTION

This is the study on **Expressing and Finding out Emotional Attitudes in English and Doteli**. This introductory part includes the background of the study, Statement of the problem, objective of the study, research questions, significance of the study, delimitations and operational definition of the key terms.

1.1 Background of the Study

Language is the most powerful means of communication. Communication is highly essential for human beings to establish social relationship or be in contact in almost every situation. Language is a part of our life, without which natural human communication is impossible. It is the unique gift that sets human beings apart from the rest of the other living beings, through which we can exchange our ideas, thoughts, feelings, emotions and so on. Besides beings a means of communication and store house of knowledge, it is also an instrument for generating thoughts as well as source of gathering information.

Second language learning is the acquisition of a language apart from the native language. It is the study of how learners create a new language system with only limited exposure to a second language. Most of the second language learners do not achieve the same degree of knowledge and proficiency in a second language as they do in their native language. It is because of the influence of their first language. Such kind of influence is known as language transfer , that can be both positive and negative.

Language is also known as social phenomenon as it is used in society but it is not used in vacuum. Wide spread use of science and technology along with language has made the world global village. Wardhaugh (1998,p.10) presents the following possible relationship between language and society:

a) Social structure may either influence or determine linguistic structure and behavior.

b) Linguistic structure or behavior may either influence or determine social structure.
c) Language and society may influence each other.

The human language faculty is thought to be fundamentally different from and of much higher complexity than that of other species. Human language is highly complex in that it is based on set of rules relating symbols to their meanings thereby forming an infinite number of possible utterances from a finite number of elements.

Different linguists and scholars have defined the term 'language' in their own words. Chomsky (1957, p. 13) defines language as "a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements." Chomsky, in this definition, focuses on the structural aspect of the language. He describes how language structures are formed and framed in order to serve the communicative purpose. Lyons (1970, p. 3) defines language from social perspective and says "the principal system of communication used by particular group of human beings within the particular society (linguistic community) of which they are members." His definition suggests that a language that one society speaks may not be intelligible to another society. So, a language forms a linguistic community who can use it as a common means of communication.

Similarly, Widdoson (1984, p. 3) says, "Language is a system of arbitrary vocal system which permits all people in a given culture or others who have learned the system of that culture to communicate or interact." He focuses on the psychological and social aspects of the language that the members of a community assimilate and co-operate through communication by using organs of speech.

Likewise, Richards, Platt and Platt (1999, p. 199) defines, language as " the system of human communication which consists of structured arrangement of sounds or their written reorientation in to larger units e.g. morphemes, words, sentences, utterances." He clarifies that our feelings, emotions, ideas, views

are not only expressed through oral expressions but also through graphic representation.

In the words of Sapir (1921, p. 8) “language is primarily human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols.” From this definition we can say that language is primarily for human beings with the help of which communication is possible. Context or situation is must for communication; in the absence of context or situation no communication is possible. Likewise, Wardhough (1998, p.1) says, “A language is what the members of a particular society speak.” This definition focuses on the types of language. There might be linguistic variation on the basis of social variation. The language used by our society may be intelligible to another society but may not be the same language.

From the aforementioned definitions of languages, we can conclude language as dynamic, arbitrary, systematic and social phenomenon. It is a means of transmitting messages, information and ideas among human beings. It is a unique property of human beings which differentiates human from other creatures in the world.

English is learned as a second language in Nepal. It is taught as a compulsory subject from grade one to bachelor level. Doteli is the language spoken by the three percent of total population. The English learners from Doteli speech community might feel difficulty in learning ‘expressing emotional attitudes.’ So finding out similarities and differences between the exponents of ‘emotional attitudes’ in English and Doteli seem to be rationale for learners and concerned authorities to foster the level of success in learning English.

1.2 Statement of the Problem

The statement of the problem is like the identification of a destination before undertaking a journey. A research problem is like the foundation of the study.

The statement of the problem provides the context for the study and generates questions, which help the researcher to answer those questions, what he/she intends to research. It primarily focuses on researcher's knowledge of relevant disciplines. Therefore, statement of the problem is the description of the active challenge faced by the researcher that does not have adequate solutions available. Thus, a problem is a question posed for solutions.

The main focus of any comparative study is to help the language learners to communicate with less mother tongue interference on which the study is being carried out. While learning English, Doteli native speakers might use of Doteli to express likes and dislikes in English as well but all the patterns might not function satisfactorily in English. This study tried to find out similarities and differences with English and provides the guidelines to the learners for different ones. This study, aims at helping the Doteli native speakers to use language functions appropriately especially in expressing likes and dislikes in English.

The L2 learners have a common trend of avoiding some structures of the language they are trying to learn this is the negative transfer of the L1. Learners tend to transfer the habit of their native language system to the second or foreign language. Learner can have the difficult and easy area in learning the structure of a foreign language. Structures that were similar was transferred satisfactorily and those structures that were different was difficult, because negative transfer plays vital role. So, while teaching and learning a second language, the similarities and differences between the language features of learner's first language and target language should be analyzed.

Language function is one of the main aspects of teaching a second language. We know that there is not always one to one correlation between the grammatical form of a language and its function in communication. So, in classroom, exponents of particular language function need to be presented. For this reason, a teacher should know the exponents and situations in advance. A

teacher as well as material designers should know the similarities and differences between the language functions of both languages that is, learners' mother tongue and target language. But, because of the lack of research in this area, teacher, students as well as material designers are facing different problems.

Since, the exponents of likes and dislikes, gratitude and sympathy in Doteli and English language, and the similarities and differences between them are not determined, teachers are unable to design their lessons and teaching materials appropriately and students are being victim of failure in using appropriate exponents of likes and dislikes, condolence and sympathy in English. Similarly, course designers and material producers are unable to produce appropriate materials for students with Doteli native language background. They just follow 'one for all' tradition. So, the teachers, course designers as well as the students are being unable to get success in this language function. This is because of insufficient research in this area so, this study states the problems of language function of expressing likes, dislikes, sympathy and condolence in both Doteli and English language. Comparing the exponents used to refer to those functions in both languages help the learner to express and find out emotional attitude in English and Doteli appropriately. Many studies have been carried out in English and Doteli; but no study is done on the language function: 'Emotional Attitudes' in English and Doteli. Thus, it was necessary to find out the exponents of 'Likes and Dislikes, Condolence and Sympathy ' in Doteli and similarities and differences between them and compare them with those of English.

1.3 Objectives of the Study

The present study had the following objectives:

I) To list the expressions of likes and dislikes, condolence and sympathy used in Doteli language.
II) To compare and contrast those exponents with those of English.
III) To suggest some pedagogical implications.

1.4 Research Questions

The research questions of the study were as follows**:**

- What are the exponents of expressing likes and dislikes, condolence and sympathy in the Doteli language?
- What are the exponents in the English language, expressing likes and dislikes and condolence and sympathy?
- What are the similarities and differences between exponents of expressing and finding out emotional attitudes in English and Doteli?

1.5 Significance of the Study

This research will be beneficial for those who are interested in English and Doteli language. It will be important to researcher and student who are teaching and learning English as foreign language where, Doteli native speakers are students. This will be the first research on the language functions: emotional attitudes in Doteli in the department of English Education. So, it will be highly valuable for the department itself. Similarly, it will be significant for the Doteli native students, linguists, syllabus designers, textbook writers, teachers and the person who are involved in this field directly or indirectly. Equally it will be important for learners who are interested to learn the Doteli dialect along with English. From this study, the students, teachers, textbook writers, material designers and expert will be beneficial directly and indirectly.

1.6 Delimitations of the study

This study was delimited to the following area:

a) The study was limited to the comparison between English and Doteli exponents of likes and dislikes, condolence and sympathy.
b) The study included 40 native speakers of Doteli dialect from Pipaladi VDC and Mahendranagar Municipality as the informants.
c) The study included English data from previous related thesis, books, journals, articles.

d) The researcher consulted native speakers only for Doteli data.
e) The study was limited to only the data derived from interview as a tool.

1.7 Operational Definitions of the Key Terms

Condolence: the strong feeling which is expressed in someone's death.

Dislike: not to prefer something or somebody

Doteli: the language spoken in Far Western Part of Nepal.

Emotional attitude: the feelings of emotion that shows pleasure, hope, worry, like, dislike, desire etc.

Exponents: expression or utterances for performing certain language function.

Language Function: the purpose for which an utterance or unit of language is used.

Like: prefer something or somebody.

Sympathy: the feeling of being sorry for someone's support.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review and conceptual framework are two essential aspects of a research study. This chapter consists of review of the related theoretical and empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

A theoretical literature review offers an overview of significant literature published in the related area which carries a theoretical value for the study. It provides the foundation for the report and gives theoretical background to the choices made during the course of the work. This study relates with the theory of contrastive analysis (CA).

Simply, Contrastive Analysis is the term which refers to the study of similarities and differences between two or more languages. CA was introduced in the late 1940s, highly popularized in the 1960s and its popularity declined in the 70s with the emergence of the concept of the Error Analysis. It was Charles C. Fries who for the first time initiated the call to contrastive linguistic study to derive the best teaching materials in teaching in second languages. Fries (1945) asserts, “the most effective materials are those that are based upon scientific description of the language to be learnt, carefully compared with a parallel description of the native language of the learners,” (as cited in Lado, 1957, p. 1).

CA is a way of comparing and identifying the similarities and differences between languages. The errors in L2 acquisition can be predicted on the basis of similarities and differences between structures and systems of L1 and L2. It is assured that the differences between languages caused in learning the L2 and

the interference of the L1 causes the errors in L2 performance. Thus, the ultimate goal of CA is to predict the areas that will be either easy or difficult for the learners. In this respect, Lado (1957 as cited in Gass and Selinker 2008, p.96) says that since the learners tend to transfer the habit of his native language structures to the foreign language, we have the major source of difficulty or ease in learning the structure of a foreign language. Those structures that were similar was easy to learn because they were transferred and may function satisfactorily in the foreign language. Those structure that were different was difficult to learn because when transferred they did not function satisfactorily in the foreign language and was therefore had to be changed.

In other words, CA was founded on the assumption that L2 learners tended to transfer their L2 utterances to the formal features of their L1, that, as Lado puts it as "individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture," (Lado 1957, p. 2).

Learning a second language is noticeably influenced by the language which have been acquired already. Since the learner tends to transfer the habit of his native language structure to foreign language, they had the major source of difficulty or ease in learning the structure of target language. Those structures that were similar was easy to learn because they were transferred and functioned satisfactorily in the target language. Those structures that were different was difficult because the transferred structures might not function satisfactorily. Along with the procedures to carry out a contrastive analysis between two languages, it is important to discuss the basic assumptions through which the CA is carried out. Some assumptions of CA as presented by Gass and Selinker (2008, p. 96) are enlisted below:

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

ii. The major source of error in the production and/or reception of a second language is the native language.

iii. One can account errors by considering differences between the L1 and L2; the greater differences, the more errors will occur.

iv. What one has to do in learning a second language is learn the differences. Similarities can be safely ignored as no new learning is involved. In other words what is dissimilar between new language is what most be learned.

v. Difficulty and ease in learning is determined respect by differences and similarities between two languages in contrast.

Similarly, Lado (1957, p.48) has mentioned the following assumptions:

i. Individuals tend to transfer the forms and meanings and descriptions of their native language and culture to the foreign language and culture both productively when attempting to speak language and respectively when attempting to grasp and understand language.

ii. The comparison between native and foreign language is the key to determine the ease and difficulty in foreign language.

iii. The teacher who has made a comparisons of the foreign language with the native language of the student will know better what the real learning problems are and can better provide teaching for them.

As given in Richards, Platt and Platt (1985, p. 76), CA hypothesis is based on following assumptions:

i. The main difficulties in learning in new learning are caused by interference from the first language.

ii. These differences can be predicted.

iii. CA helps in designing teaching materials for the particular areas of interference.

The basic assumptions of CA is also called the theoretical basis of CA. The CA hypothesis explains how CA predicts learner's errors. To put in Lado's (1957, p. 2) words, " We assume that the student who comes in contact with a foreign language finds some features of it quite easy and some otters extremely difficult." Those elements that are similar to his native language will be simple to him and those that are different will be difficult. CA hypothesis can be analyzed into two components/factors. They are linguistic and psychological factors.

1) Linguistic Aspect of CA

Linguistic aspect underlies the belief that language learning is essentially a matter of habit formation that involves a set of habit, which are formed by means stimulus-response-reinforcement chain. The mind of a child at birth is a tabularasa. That is to say, there are no linguistic elements in the mind of child's at birth. Thus, acquisition of first language starts from the empty state of mind and develops linearly bit by bit and makes the second learning different from first language. Language are comparable means no two language are totally different from each other. There are some similarities between languages so that they can be compared with each other.

2) Psychological Aspect of CA

This aspect believes on that past learning facilitates present learning in case of similarities and it hinders in case of differences. CA hypothesis does not regard similarity and difference as binary terms. The matter of similarity and difference is a matter of degree. This hypothesis states that the greater the differences between languages the greater the difficulty in learning in target language and accordingly, the greater the number of errors in performance.

The present research study is based on comparative study. Comparative study is one of the most important and effective modes of research which is carried out to find out the similarities and differences of exponents used in expressing and finding out emotional attitude in Doteli and English language.

2.1.1 English Language and its Significance in Nepal

English is one of the most influential and/or dominant international language spoken in the present world. It has become the leading language of international discourse and has acquired as lingua franca in many regions.

Since it has many users, wide coverage, rich vocabulary and written literature, it is one of the prominent international languages in which most of the journals, reports, books, newspapers, and many more are published. It is used in many sectors such as education, politics, sports, business, literature, technology, communication and different policies.

English is now becoming a global language because of the power (in various aspects) of people who speak it. Moreover, its spread has accelerated due to the growing need for global communication. English has so developed that it is used worldwide in its various regional forms or varieties. Crystal(1997, p. 47) says, “English is the mother tongue of more than 300 million people in the world. About 300 million people use it as a second language and round 200 million people speak English as foreign language in the universe.” It is used as a lingua-franca to make the communication possible among the people of different speech communities. It belongs to the Anglo-Frisian sub-group of the West Germanic branch of the Germanic family, a member of the Indo-European languages.

Kachru has distinguished(as given by Kachru and Nelson, in Mckay and Hornberger 2009,pp. 77-78), all the countries in the world in the three concentric circles on the basis of the roles or function of English and the processes of its acquisition in those countries. The three concentric circles are

named as: inner circle, outer circle and expanding circle; and the countries in the respective circles are termed as Inner circle countries (where English is used as native English), the outer circle countries (where English is used a second language) and expanding circle countries (where English is used as a foreign language).

English is spoken as a foreign language in Nepal. Kachru has also included Nepal in the expanding circle of English language where English is used as a foreign language. This language came into existence in Nepal in 1854 AD when the first Rana Prime Minister Jung Bahadur Rana returned from his visit to England and opened the Durbar school to educate his family members realizing the necessity and impotence of English. In 1919, it was included in the higher education with the establishment of Tri-Chandra College. Then after English has become a part of education in Nepal and it is getting popularity day by day.

It is used as a medium of instruction, and it is taught as a compulsory subject from Grade one to Bachelor level. It is also taught as a specialization subject to produce qualified and trained teachers and teacher trainers in TU under the faculty of Education. We need English not only for academic purpose but also for communicative purpose too. Thus, it has become an inevitable tool for anybody to achieve their target in many sectors.

2.1.2 Linguistic Situation in Nepal

Nepal is a multicultural and multilingual country. The multicultural and multilingual setting of the country confers Nepal in a distinctive position in the linguistic map of the world. Due to this multilingualism, Nepal is also known as a fertile land for the linguistic studies. It is regarded as the garden of different languages because of its linguistic plurality.

The population census of 2011 has identified 123 distinct languages spoken as mother tongues in Nepal. Besides this, a number of languages have been

reported as other languages because of the lack of adequate research on them. Many languages are not codified yet in Nepal, so they are used only as colloquial languages for day to day communication in spoken form only.

Out of the larger number of languages used in Nepal, the major languages are as follows:

Name of the Languages	Total Population (%)
Nepali	44.6
Maithili	11.7
Bhojpuri	6.0
Tharu	5.8
Tamang	5.1
Newari	3.2
Bajjika	3.0
Magar	3.0
Doteli	3.0
Urdu	2.6

Source: CBS (2011,p.4)

Nepal is the country of linguistic diversity and cultural plurality. People belonging to different races and cultures dwell here. They speak varieties of languages, and through which they exhibit their own distinct recognition.

According to Kansakar (1996):

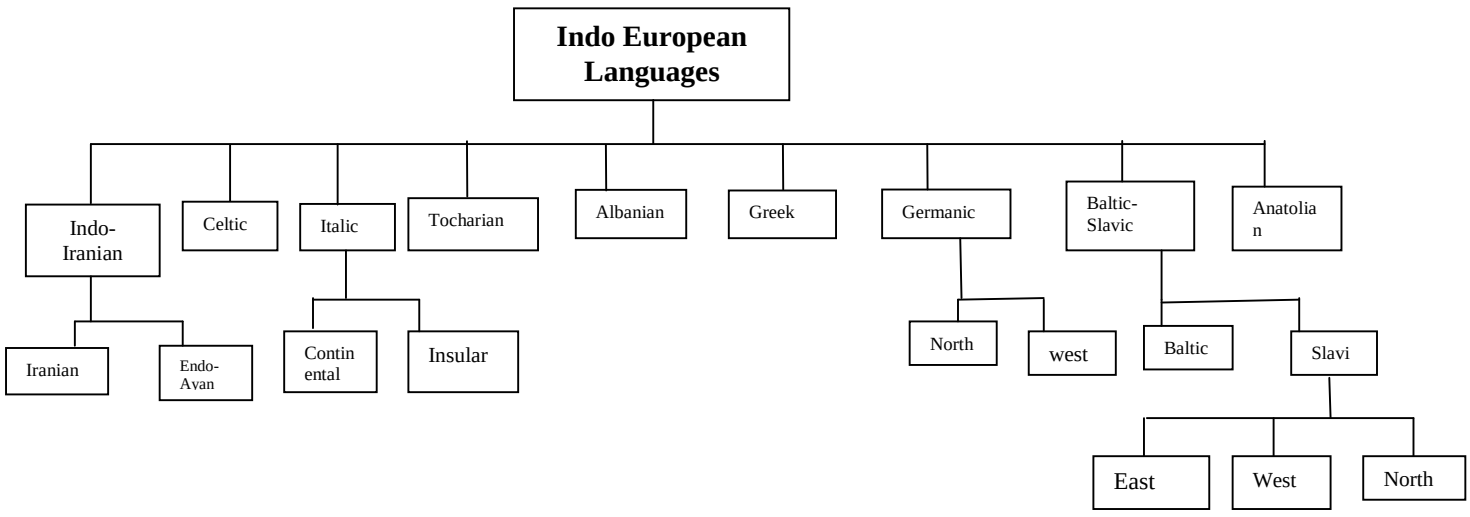
> Due to multilingual situation in Nepal, it is but natural to find cases of languages dominance positive and negative attitudes towards one language or the other, the decline in language loyalty resulting in language shift and effort to maintain language under pressure of multilingual area (as cited in Rai, 2001, p.167).

Moreover, Nepal is a multiethnic nation, comprising various ethnic and religious communities. Its ethnic and religious diversity is coupled with its linguistic plurality. The Interim Constitution of Nepal (2063) has recognized the Nepali language as "the language of nation (Rastra Bhasa)" and all mother tongues spoken in Nepal as its "national language" (Rastriya Bhasa). It also accepts Nepali as the official language (article - 5). Besides this, the Interim Constitution has also adopted the policy to promote and preserve Nepal's national languages. It has ensured the freedom of using mother tongue as medium of instruction at the primary level of Education (article - 17).

Most of the languages of Nepal do not have their script; they exist only in spoken form. The languages spoken throughout the country as enumerated in the census 2011 belongs to four language families, viz. Indo-European, Sino-Tibetan, Austro-Asiatic and Dravidian. Yadav (2003 p.p 145-47) has discussed those language family in an explicit way, which are discussed in the following way:

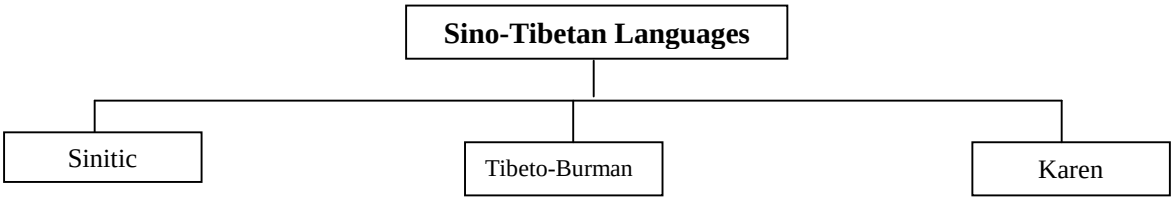
a) Indo-European Family

Indo-European is the largest language family in terms of the number of speakers. Nearly 80% of the total population speak the languages related to this language family. Nepali, the official language of Nepal having 44.6% speakers is related to this family. The following figure shows this language family in detail:



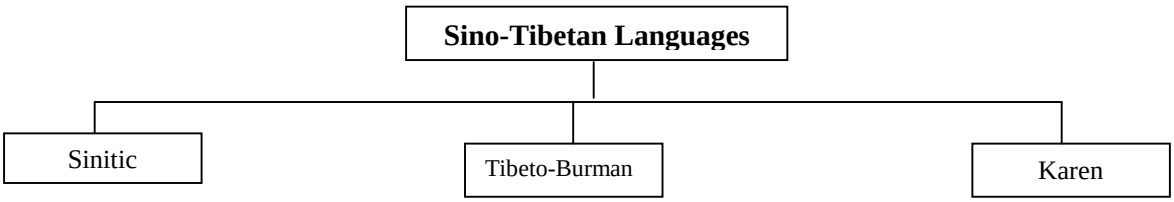
b) Sino-Tibetan Family

Another group of languages spoken in Nepal is Sino-Tibetan family. It is spoken by the lesser number i.e. 19% of the total population. Though, it is spoken by lesser number of people, it consists of largest number of languages about 57 languages such as Gurung, Newar, Tamang, Thakali, Limbu, Sunuwar, etc. The Sino-Tibetan languages spoken in Nepal can be subcategorized as follows:



c) Sino-Tibetan Family

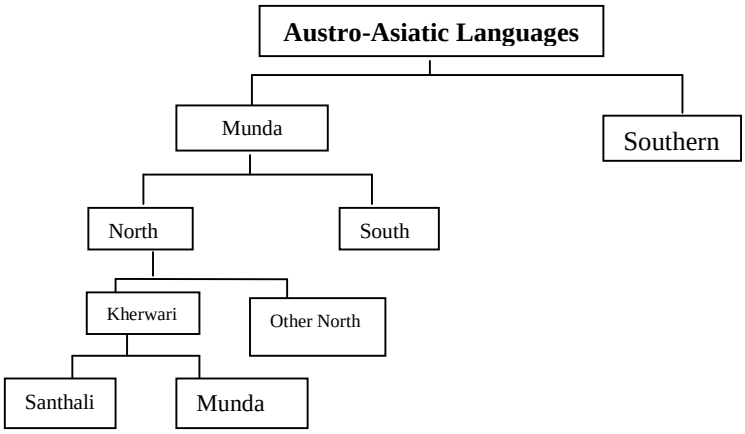
Another group of languages spoken in Nepal is Sino-Tibetan family. It is spoken by the lesser number i.e. 19% of the total population. Though, it is spoken by lesser number of people, it consists of largest number of languages about 57 languages such as Gurung, Newar, Tamang, Thakali, Limbu, Sunuwar, etc. The Sino-Tibetan languages spoken in Nepal can be subcategorized as follows:



d) Austro-Asiatic Family

In addition to Indo –European Sino – Tibetan language families, there also exist a few languages in Nepal belonging to the minor language family i.e. Austro Asiatic family. It is to be noted that Satar has been reported in all the Censuses but Santhal has been wrongly reported as a separated language except

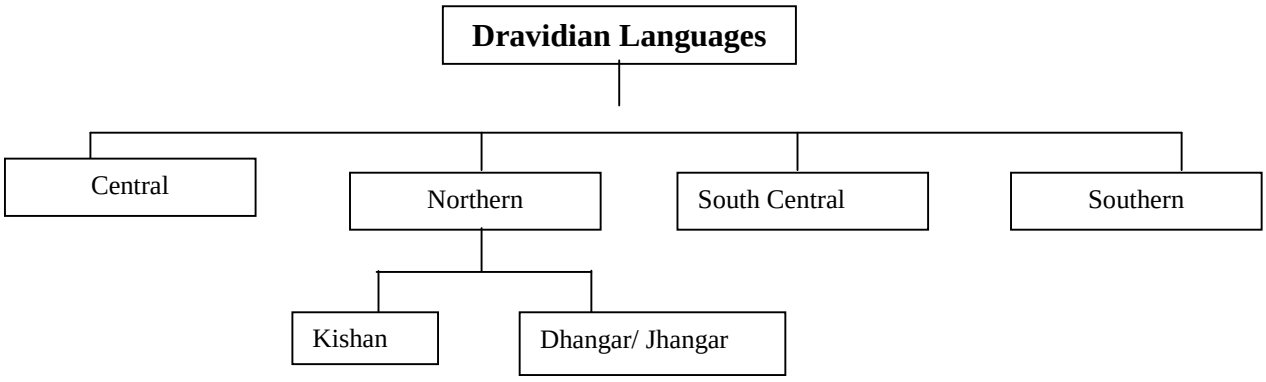
in the census of 1952/54. The 2000 census lumps both Star and Santhal together into a single language called Santhali .The families of Austro-Asiatic groups are shown as in the following figure:



e) Dravidian Family

Dravidian language family includes two Jhangar and Kishan languages spoken in Nepal. The one spoken in the east of the Koshi river is the Jhangar language. Both these two languages together constitute the northern Dravidin language family. Another Dravidian language is the Kishan language with 489 speakers settled in Jhapa district. The genetic affiliation of Jhangar/Dhangar and Kisan is presented in the following diagram:

Among the four language families mentioned above, Tibeto-Burman language family consists the largest number of languages, about 57 languages. After that, Indo-European language family consists of the second largest number of languages. In the same way, Austro-Asiatic language family consists of third largest number of languages and the last one is Dravidian language family.



2.1.3 Language and Dialect

Language, as means of communication in general, may a single linguistic norm or the sum total of its several linguistic norms whereas dialect is any one of the several linguistic norms. In Wardhaugh's (2006:28) words, " Language can be used to refer either to a single linguistic norm or to a group of related norm, and dialect to refer to one of the norms". In other words, language is the superordinate term that can be used without reference to dialect, but dialect is a meaningless unless it is implied that there are other dialects that belong to the same language.

The term dialect covers the notions of regional and social of variation of a language. It is a variety of language in particular society. It is commonly understood as the sub ordinate variety of language. Romaine (2009, p.2) says "dialect is sub ordinate variety of language. Language is broad term under which different sorts of dialects are spoken." Doteli, Bhajhangi, Achhami etc. are some dialects come under the Nepali language. So, dialects are spoken according to place and society. According to Crystal (2003, p. 136), “dialect is regionally or socially distinctive variety of language, identified by a particular set of words on grammatical structure.” Dialects are mutually intelligible, i.e. the speaker of different dialects can understand each other. In the same way Lyons (1970, p. 268) says, “dialect covers different forms of grammar and vocabulary.” There are two types of dialects viz. geographical dialect and Social dialect. They are briefly discussed as below:

a) Geographical Dialect

When a variety of a language is distinctive in terms of the region or geographical area where it is used, the variety is termed as geographical or regional dialect. The people of a particular geographical area speak geographical dialects. The Doteli, Bajhangi, Baitadeli are regional dialect because they’re spoken in the different geographical areas of their district.

b) Social Dialect

The variation on language use in relation to social groups or classes can be understood as social dialect. The members of a particular group or stratum of a speech community speak social dialect. They are used by their economic status, ethnicity, religion, education, occupation etc. The social dialect can be of different kinds.

2.1.4 The Doteli Dialect of Nepali: An Introduction

Doteli is one of the dialects spoken in the far western part of Nepal. It is closer to the language spoken in the mid-western region especially in Karnali zone. Karnali zone is the origin of Nepali language . An ancient name of Nepali is Khas Bhasa. It is written in Devnagari script. Doteli dialect is influenced by the Sinjali and Parpaschima dialects as well as the Kumauni language spoken in the Uttaranchal State of India. So, Doteli dialect is considered as the oldest form of Nepali. It is closer to Sinjali and Parpachima dialect. Doti regime was the regime of special importance before the unification of Nepal.

Any language may have different varieties. Doteli dialect is one of the varieties of Nepali. Doteli dialect also has many sub dialects such as Bhajhangi, Baitadeli, Darchuleli, and so on. According to Chautat (2058, p. 11), Doteli is supposed to "the oldest form of the Nepali language." Similarly, Pant (2010) claims that since Doteli dialect has long history and many linguistic units in Nepali are derived from Doteli, Doteli is known as the mother of the Nepali language.

2.1.5 Language Functions

The term 'function' in language refers to the purpose for which an utterance or unit of language is used. Language function is also regarded as the communicative function of language. It indicates what the speaker uses language for. In general, what language does, is called language function. In other words, what we do through the use of language is called language

function. We can communicate through language, so communication is the overall global function of language.

According to Crystal (2003, p. 192), “The function of language is to communicate ideas, to express ideas and so on.” All the human beings share their experiences with the help of language. Language is used to exchange ideas, feelings, and visions which is called communication. Language functions are often described as categories of behavior, e.g. requests, offers, thanks, apologies, etc.

The functional use of language cannot be determined by simply studying the grammatical structure of sentences but also the purposes for which they are used. Different communicative functions are used to fulfill different purposes. For example, greeting, requesting, inviting, promising, introducing, ordering, etc are the functions of language. To perform such language functions we need some language items or forms. So, exponents are the language items or utterances by which language functions are realized. For example, close the door, ‘please close the door, will you?’, would you close the door? etc. are the exponents used for language function ‘requesting’.

Blundell, Higgens, and Middlemiss (2009, p. 5) say that language functions are the purposes for which people speak or write. We say that everything we do, including or using language, has purpose when we switch the radio or television on, for example, our purpose is to be amused or entertained, or to find something out. In the same way, we only speak or write with a purpose in mired: to help someone to see our point of agreement with them. We call these purposes the function of language. According to Sthapit (2000, p. 1), “The function of thing is the purpose, it serves or use it is put to.” For instance, a glass serves the purpose of serving liquids or it is used to serve liquids; therefore, serving liquid is a function of a glass.

Broadly, language functions can be categorized into two types: grammatical function and communicative function. Grammatical function means the

relationship of constituents in sentences. For example, ‘Jaya reads loudly’ is a sentence in which ‘Jaya’ has the function of the subject, ‘reads’ has the function of predicate and ‘loudly’ has the function of adverbial. Communicative function refers to the ways in which a language is used to in a community. There are a number of communicative functions, which are used to express or exchange our ideas, feelings, emotions, experiences, etc.

Language function has been categorized differently by different linguists and scholars. Van Ek (1975, p. 19) discusses the following main six self-explanatory communicative functions of language:

a. Imparting and seeking factual information (e.g. identifying, reporting, correcting, asking etc.)

b. Expressing and finding out intellectual attitudes (e.g. expressing agreement and disagreement, denying something, accepting an offer or invitation, offering to do something, expressing capability and incapability, giving and seeking permission etc.)

c. Expressing and finding out emotional attitudes (e.g. expressing pleasure/displeasure/ expressing interest/ or lack of interest, expressing hope, expressing satisfaction and dissatisfaction, expressing fear and worry, expressing gratitude, expressing sympathy, inquiry, wants, desires etc.)

d. Expressing and finding out moral attitude (e.g. apologizing, granting, forgiveness, expressing approval or disapproval, expressing appreciation, expressing regret etc.)

e. Getting things done (e.g. suggesting, requesting, instructing, or directing etc.)

f. Socializing (e.g. greeting, taking leave, attracting attention, congratulating, purposing, introducing people, etc.)

Wilkins (1976, p. 44) has also classified language functions in different types as: judgmental and evaluation, suasion, argument, rational inquiry, exposition, personal emotions and emotional relation.

Similarly, Jacobson (1960) has classified six functions of language according to which an effective acts of verbal communication can be classified. It's category of language function includes:

a. The referential function: such function corresponds to the factor of message and describes a situation, object or mental state. The descriptive statement of the referential function can consist of both definite descriptions and deictic words, e.g. “the autumn leaves lave fallen now.”

b. The expressive function: such function relates to the addresser and is best exemplified by interjection and other sounds changes that do not alter the denotative meaning of an utterance but do add information about the addresser’s internal state, e.g. “wow. What a view!.”

c. Connotative function: such function engages the addressee directly and best illustrated by vocatives and imperatives, e.g. “Tom! Come inside and eat!.”

d. The poetic function: such function focuses on “the message for its own sake.” And is the operative function in poetry as well as slogans.

e. The phatic function: is language for the sake of interaction and is therefore associated with the contact factor. The phatic function can be observed in greetings and causal discussions of whether, particularly with strangers. It also provides the keys to open, maintain, verify or close the communication channel, e.g. “HELLO?’, “OK”, “Hummm!.”

f. The metalingual function: is the use of language to describe or discuss itself.

2.1.6 Language Function Expressing Moral and Emotional Attitudes

Van Ek. (1975, p. 27) has classified language functions into six types in the book "The Threshold Level", one of them is 'expressing moral and emotional attitudes.' The function likes and dislikes and sympathy and condolence come under 'expressing moral and emotional attitudes.'

Likes and dislikes are the speech acts, which are used to express pleasant or satisfactory and unpleasant or dissatisfactory things of the speakers respectively. Austin (1962, pp. 15-16) states emotional attitude as a piece of utterance serving a behaviour function of language. Likes and dislikes are the expressions used by a speaker to express a feeling of something/somebody in all languages.

Likes and dislikes are utterances which serve both 'Asking about Likes and Dislikes' and 'expressing likes and dislikes.' Matreyek (1983, p.101) has presented following examples of some expressions:

- **Asking for likes and dislikes**

  Do you like ice cream?
  How do you like my new car?
  Don't you like American food?
  What do you hate about me?
  How do you like listening to folk music?
  How do you like your bicycle?
  What do you dislike about this book?
  Don't you like Nepali food?
  Do you dislike that decoration?

- **Expressing likes and dislikes**

  I like you very much.
  He makes me sick.
  I dislike having me to repeat everything I say.

I don’t like tea.

I hate his behavior.

I detest everything about the woman.

Sympathy is a language function which is generally used to feel sorry for somebody or to show that we understand and feel sorry about someone's problem. The exponents of sympathy are as follows:

That's too bad.

What a pity.

That's shame.

Tough break.

I'm really sorry to hear about that.

I sympathize with you.

Condolence is another language function which is used to express strong feeling in the context of someone's demise, in which offering condolence makes people feel pity towards someone who is unfortunate. The ways of expressing condolence are as follows:

I'm sorry.

I'm sorry to hear about your father.

I'm sorry to hear that your little Tweetie died.

Let me offer my condolence.

Let me tell you how sorry I am to hear about your grandmother.

I know how you must feel....

2.1.7 Need and Importance of Contrastive Analysis

Contrastive Analysis is the term which refers to the study of similarities and differences between two or more languages. It is about finding on the problematic areas of learners. CA is a branch of linguistics which compares two or more languages or subsystems of languages to determine the differences

or similarities between them, either for theoretical purposes or for purposes external to the analysis itself. Van Ek (1985, p. 38) has given a general definition of CA as the systematic comparison of specific linguistic characteristics of two or more languages. Thus, contrastive analysis can be defined as a scientific study of similarities and differences between languages, the special focus being on differences. Usually, two languages being compared are the native language and the target language of the learners consideration. Comparison can be made at various linguistic levels, for example, at phonological or grammatical level.

Ellis (1966 as cited in James 1980, p. 2) says, "Contrastvist as the name implies, proceeds from the assumption that while every language may have its individuality, all languages have enough in common for them to be compared and classified into types."

Contrastive analysis which is also called 'contrastive linguistics' means a systematic comparison of linguistic system of two or more languages, Asher (1994, p. 137). Likewise, Richards, Platt and Platta (1999, p.83) define it as "the comparison of the linguistic system of two languages, for example, sound systems of the grammatical system."

According to Richards, Platt and Platt (1999, p.83) CA is based on the following assumptions:

i) The main difficulties in learning a new language are caused by interferences by the first language.

- These difficulties can be predicted by the CA.
- Teaching materials can make use of CA to reduce the interference.

ii) CA describes comparable features of mother tongue and the language. It helps to compare forms and meaning across two languages in order to spot the mismatch that would predictably give rise to interference and errors. Any feature of the target language which differs from that of the mother tongue is

difficult to learn because a totally new sound may be easier for the learners than one that apparently seems to be similar but is used in different environment. There are two fundamental principles of CA; descriptive and comparative. James (1980, p. 27) says constructivists see it as their goal to explain certain aspects of L2 learning. They mean descriptive accounts of the learners L1 and L2 to be learnt, and techniques for the comparison of these descriptions. In other words, the goal belongs to psychology while means are derived from linguistic and science.

CA compares similarities and differences of two languages and helps to predict the difficult area for second language learners which in term helps to design effective learning materials. According to Stockwell (1965), while comparing two languages, there are three possible interlingual relationships:

1) L1 has a rule and L2 an equivalent one.
2) L1 has rule but L2 has no equivalent.
3) L2 has a rule but L1 has no equivalent.

(as cited in James, 1980, p. 147)

Thus, CA is much important in the field of language teaching and learning. In this field, CA serves two functions:

1) to predict the possible errors
2) to explain the sources and reasons of those errors.

CA can help the teacher to find out the areas of differences and difficulties while teaching L2. The finding of CA would be useful for course designers, teachers, teaching experts, and learners. So, CA is the important for pedagogical point of view.

2.2 Review of Related Empirical Literature

Many research works have been carried out to compare various aspects of languages under the department of English education. Comparative studies on

language functions have been carried out between different languages such as English and Nepali, English and Maithili, English and Tharu, English and Magar, but no research work has been carried out so far comparing the 'Exponents used in expressing and finding out emotional attitudes in English and Doteli.' The researcher has reviewed some of the research studies that are somehow related to the present research study.

Basnet (2006) carried out a research work on "Terms of Greeting and Taking Leave Used in Nepali and English: A comparative Study." His objectives of the study were to find out the exponents of greeting and taking leave in English and Nepali and to compare them. He took 60 native speakers of Nepali using simple random sampling procedure. His main tool for the data collection was questionnaire. The data was analyzed and interpreted qualitatively. From the analysis he found that English native speakers use the terms; 'good morning/good afternoon/good evening' while they are greeting in formal situation whereas Nepali native speakers use 'Namaste/Namaskar/Abhibadan'. His research also revealed that English native speakers are habituated to say first name and kingship terms to greet the family members whether they are seniors or juniors, whereas Nepali native speakers use more formal terms to greet their seniors.

Ojha (2011) carried out a research on "Forms of Welcoming, Thanking and Expressing Gratitude and Good Wishes in English and Doteli." His purpose of study was to find out different forms of welcoming, thanking, and expressing gratitude and good wishes in English and Doteli, and to compare the forms used in English and Doteli. 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. The data was analyzed and interpreted qualitatively. After the analysis he found that 'first name' and 'kinship term' both 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 forms of

welcome to strangers and similar is the case of thanking and expressing good wishes.

Shrestha (2008) carried out a research entitled “Terms of Greeting, Welcoming and Taking Leave between English and Newari.” The purpose of his study was to find out different terms of greeting, welcoming and taking leave in Newari language and compare and contrast them with the terms of greeting, welcoming and taking leave in English language. He took 80 native speakers of Newari language using judgmental non random sampling procedure. He used questionnaire as the tool for data collection. The data was analyzed and interpreted qualitatively. He found that English native speakers are habituated in saying first name and kinship terms whether they are seniors or juniors. However, Newari native speakers use ‘bhagia/bhaiti/bhagiyaye + kinship term’ by bowing their head. So, Newari terms are more formal than English terms to greet family members. Similarly, Newari terms are more formal than English terms of welcoming and taking leave.

Dhakal (2009) carried out a research entitled “Thanking and Congratulating in English and Nepali.” His purpose of the study was to find out and compare the forms of thanking and congratulating in English and Nepali. He used judgmental random sampling procedure to select 80 native speakers of Nepali language. He used questionnaire as the tool for data collection. After analyzing the data qualitatively concluded that in most of the cases Nepali native speakers use formal forms of congratulating but English native speakers use more formal and polite forms with strangers in comparison to Nepali native speakers. Most of the English speakers use short and simple exponents of thanking and congratulating but Nepali speakers use lengthy and complex exponents.

Verma (2011) carried out a research on “Analysis of Encouraging and Warming in English and Maithili.” The objectives of his study were to find out the exponents of encouraging and warning in Maithili and to compare and contrast them with exponents of encouraging and warning in English. The

sample size of his study was 60 native speakers of Maithili language. He used simple random sampling to select the informants. He used questionnaire as the tool for data collection and the data was analyzed and interpreted qualitatively. He found that there are more forms of encouraging and warning in Maithili than in English and native speakers of Maithili use more formal forms than the native speakers of English do. Varma covered two places viz. Tilathi VDC and Rajbiraj municipality which represents both urban and rural areas besides his study covers the language of males and females as well. But, including the population above intermediate level in the study makes large gap between intermediate passed and others which cannot reflect the real language of Maithili native speakers.

After reviewing all those research work, the researcher came to the conclusion that previous researcher have missed the investigation to find out exponents of emotional attitudes in Doteli native language, which after all, is very important or second language teaching and learning process. Therefore, the researcher claims that this research work is new and different from others in terms of objectives, methodology, research areas and field. The research areas and field of this study were Kanchanpur district, among those persons whose are native speakers.

2.3 Implications of the Review for the Study

Reviewing the literature is a continuous process. It begins before a research problem is finalized and continues until the report is finished. It is an integral part of the entire research process and makes a valuable contribution to almost every operational step. In the initial stages of research, it helps the researcher to establish the theoretical roots of the study, clarifies ideas and helps to develop methodology. But later on the literature review serves to enhance and consolidate his/her knowledge base and helps to integrate findings with the existing body of knowledge. It provides a theoretical background to the study, refines the research methodology and broadens the knowledge base.

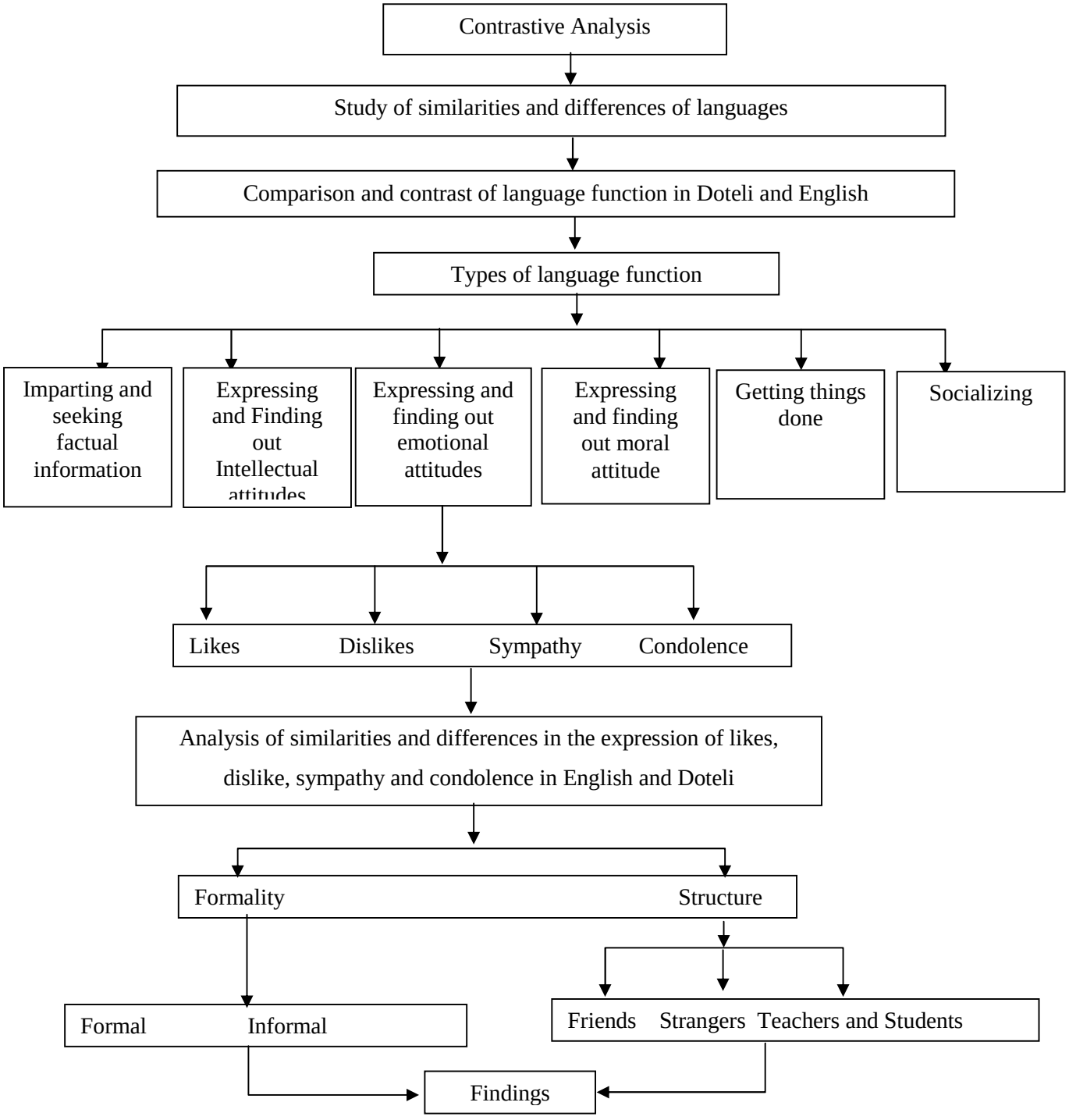
The review of the empirical literature helped me to provide guidelines on Why?, How? And What to be studied in a comparative study. Similarly, review of the empirical literature provided guidelines for me while forming the objectives, developing the data collection tools and procedure and selecting the sample.

The implication of the review of the empirical literature of this study are presented in following points:

- The review of the empirical literature provided me guidelines for selecting the topic.
- From Basnet it helped to bring clarity in comparing the exponents of emotional attitudes in English and Doteli.
- From Dhakal I came to know about the methodology and it provided the ideas for selecting the sample.
- Similarly from Ojha, it provided the guidelines for forming the objectives.
- These all helped to develop the data collection tools and procedure.
- Ojha helped to construct the questionnaires.
- It made me aware of the possible shortcomings of the study.

2.4 Conceptual Framework

A conceptual framework is used in research to outline possible course of action or to present a preferred approach to an idea or thought. Conceptual framework is a type of intermediate theory that attempts to connect all aspects of an inquiry. It can act like a map that gives coherence to empirical inquiry. The researcher have followed the following conceptual framework for the completion of this study:



CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

Methodology is the most important element of a research work. It helps to carry out the study as systematically and scientifically as possible. This chapter includes the design and method of the study, population, sample and sampling strategies, tools and techniques for data collection, data collection procedures, mode of analysis and interpretation. The researcher adopt the following methodology to carry out this research.

3.1 Design and Method of the Study

On the basis of the mode of inquiry, research can be classified in to two types viz. qualitative and quantitative. Quantitative research is based on the logical-positive paradigm which utilizes experimental research methodologies. It is concerned to testing a hypothesis. On the other hand, qualitative research is based on phenomenological paradigm which uses a variety of interpretive research methodology. Qualitative research makes use of naturalistic inquiry, that is, it studies real world situations as they unfold naturally, so it lacks predetermined constraints on outcome. Qualitative study does not bring any hypothesis for testing to its research. According to the(Best and Kahn, 1993), it uses qualitative data, which is analyzed in the three steps: data organization, description of organized data, and the interpretation of the described data. The purpose of the study is to find out the exponents of Likes and Dislikes, Sympathy and Condolence in Doteli and compare them with those of English. This needs qualitative data. However, it will be presented and analyzed using simple statistical tools.

So, this is a mixed method study. More specifically this study was based upon the survey research design. Survey is a superficial study of an issue or phenomena. It is a general view and characterization of the circumstances and the testing of its status. According to Cohen and Marion (1985, as cited in

Nunan, p.140), “Survey is the most commonly used descriptive method in educational research and may scope from large- scale of government investigation to small- scale studies carried out by a single researcher”. It mainly depends up on the nature of the study to be carried out by a group of researchers or by an individual. The purpose of a survey is generally to obtain a snapshot of condition, attitudes and events at a single point of time. The discussion above entails that survey is one of the important research method used in educational investigation. It is mainly carried out to find out people’s attitudes, opinions and the specified behavior on certain issues, phenomena, events, and/or situation. The finding of survey is generalizable and applicable to the whole group. Survey is the best research design carried out to find out behaviors and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time.

Being close to the research tradition and procedure followed by the department of English Education, the survey research design has following stages:

1) Indentifying the problem:
   This is the first step of survey research process. In this step, the researcher identifies the broad area of the study and formulates research problem that s/he wants to find out.
2) Specifying the objectives:
   In this step, the researcher sets or formulates the objectives of his/her study.
3) Formulation of hypothesis:
   In this step, the researcher formulates hypothesis which helps to bring clarity, specificity and focus to research problem. It is tentative statement about something, the validity of which is usually unknown.

4) Expanding the theoretical knowledge:

   In this step, the researcher expands his/ her knowledge by consulting different books, journals, articles, previous theses related to the study.

5) Writing research proposal and preparing research tools:

   In this step, the researcher writes the first and second draft and meets to the supervisor then submits the final draft. The researcher prepares research tools which helps to acquire actual data.

6) Piloting the research tools:

   The researcher checks or pilots the tools before going to the field at this stage.

7) Field visit:

   After piloting the tools, the researcher goes to the field to elicit required information.

8) Contacting the selected institutions and authorities to establish rapport with them:

   In this step, the researcher contacts the selected institutions and authorities and establishes rapport with them.

9) Requesting the authority for the permission to conduct research:

   The researcher requests the authorities for the permission to conduct research.

10) Requesting for the list of informants, if permission is granted:

    The researcher requests for the list of informants to elicit the information.

11) Sampling the required numbers of informant:

    If the permission is granted the researcher samples the required number of informants.

12) Fixing the time for data collection:

    The researcher fixes the time for data collection.

13) Eliciting the required data:

    Then he/she elicits the required data.

14) Presentation, Analysis, and interpretation of the data:

Finally, the researcher analyzes and interprets the data by using charts, diagrams and using statistical tools.

3.2 Population, Sample and Sampling Strategies

The population of this study were all the literate Doteli native speakers. This study needed situational questions to seek the exponents of emotional attitudes of Doteli. The rationale behind the selection of literate native speakers of Doteli was that the study needs situational questions to be asked for eliciting required data which may not be feasible with the illiterate and non-native speakers of Doteli. All sort of population was not necessary for obtaining the objectives of the study because it was not concerned with variation within the population. The size of the sample were 40 literate native speakers of Doteli. The researcher thought this was a suitable size because the smaller size could be insufficient to elicit the required information and bigger than this would lengthy, costly and take more time. The researcher used judgmental non-random sampling procedure for selecting the informants.

3.3 Study Area/Field

The research area of this study was the Kanchanpur district. The informants were selected from Mahendranagar municipality and Pipladi VDC of Kanchanpur district. The sample was 20 male and 20 female informants. The rationale behind selecting judgmental non-random sampling procedure was that the population was so large that individuals could not be identified and every person might not be willing to participate in the study. The another rationale behind selecting this method was that the way of selecting a sample is least expensive and the researcher does not need detail information of the informants such as a sampling frame, the total number of elements, their location, socio economic back ground etc. So, to obtain the required accurate data with high response the judgmental non-random sampling procedure is selected. For the feasibility of this study, the researcher selected Doteli native speaker to find out

their moral and emotional attitudes towards like and dislike, sympathy and condolence

3.4 Data Collection Tools and Techniques

The researcher used structured interview as a research instrument for data collection. The nature of interview would be structured. In this interview schedule the questions and order of questions would be predetermined by the researcher. This sort of interview would help the interviewer to set the quality questions which help to elicit required information. The rationale behind choosing this tool was that the interview was more appropriate for complex situations. There was no possibility of being ambiguous as in questionnaire the interviewer would make clear if any confusion. There was no chance to interpret the questions differently by informants and it could be useful almost any type of informants like children, handicapped illiterate or the very old.

Validity is the quality of an instrument for measuring what it was supposed to measure. In other words, it is defined as the degree to which the researcher has measured what he set out to measure. The validity of the tool would be established on the basis of the researcher or an experts judgment it would be logical justification of each questions in relation to the objectives of the study. Thus, the validity of an instrument would be justified on the basis of the logical judgment of the expert in the related field.

3.5 Data Collection Procedures

The procedure of data collection of this study were as follows:

- First, the researcher prepared the interview schedule.
- Then, the researcher went to the field and established rapport with the informants.

- The researcher explained about the purpose and significance of the study.
- The researcher took the interview on the basis of prepared interview schedule.
- The researcher collected English data from Metreyek (1983) as a secondary source.

This process continued until the required information would be attended.

3.6 Data Analysis and Interpretation Procedure

After collecting data, the researcher analyzed and interpreted the data qualitatively by presenting in the table, chart and diagrams necessarily.

CHAPTER FOUR
ANALYSIS AND INTERPRATATION OF RESULTS

This chapter deals with the presentation, analysis and interpretation of the collected data. Similarly, it includes the summary of the findings on the basis of analysis and interpretation. The collected data from native speakers of Doteli were analyzed and compared with the exponents of English used in expressing likes and dislike, sympathy and condolence. The researcher collected the data regarding likes and dislikes, sympathy and condolence. Those exponents were compared English from Matreyek (1983) the exponents of language function of Doteli native speakers in terms of likes and dislikes, sympathy and condolence.

4.1. Analysis and Interpretation of Data

This section is mainly concerned with the exponents of likes and dislikes, sympathy and condolence and presentation, analysis and interpretation of these exponents. The collected data were presented, analyzed and interpreted in order to find out emotional attitude in English and Doteli speakers. Similarly questionnaire and interview were used as research tools for the collection of data.

4.1.1 Exponents of Like and Dislike, Condolence and Sympathy in Doteli

Exponents of Like and Dislike in Doteli

मुलाई भौत निको लाग्यो ।
न्यारोइ लाग्यो ।
सपहई निको छ ।
गजब छ।
कति निकोब छ ।
न्यारोइ छ ।
मेरा परसन्न आयो

मुलाई केन लाग्यो निको ।
तीतनिको केन थी ।
ठिकै छ ।
बडिया छ ।
एहैलै कसो खोजला ।
अला इति न्यारोइ कस्या भयो ।
इसो लै कस्या भयो भन्थ्या ।
ओहो योत खतराब छ ।
आहा कति निको ।
मुलाई मन पड्यो ।
खासै निको केनथि ।
मेरा मन नाई आयो ।
योत गट्टो छ ।
इति गट्टो लै कस्या भयो ।
तसो व्याभार त मुलाई निको नाइ लाग्गो ।
इसि मति त निकि नाई हो ।
तमरो बोल्या निको लाग्यो ।
तमरो बोल्या सुणी रन्या मन लागन्छ ।
मुलाइ तसो गर्या मन नाइ पड्डो ।
मुलाइ सपहइ निको लाग्या रङ हो ।
यो रङ निको नाइथी ।
यो त गट्टो रङ छ ।
इति नीको त कोइ धेकेन ।
सोच्याहै निको छ यो त ।
खुबै परसन्न आयो मेरा त ।
ओत्तमरा काहै लिया इसो ।

मुलाइ त खासै परसन्न केन आयो ।
परसन्न आइ रैछ ।
मुलाइ त यो खाना मन नाइ पण्यो ।
इसो त मु धेक्क नाइ सक्को ।
छि खतम छ ।

Exponents of Expressing Condolence in Doteli

मुलाइ यो खबर सुणीवरी भैात दुख लाग्यो ।
भौत गट्टो ।
मुई तुलाइ केइ भन्न नाइ सक्को ।
मुलाई तेरो बुवाको खबर सणीवरी भैात दुख लाग्यो ।
मुलाई भन्न त दे दुखै वात ।
भगमानै दिन्या, भगमानै लैन्या ।
मुलाई यो सुणीवरी दुख लाग्यो मारसाब ।
मुलाई था छ की तु लाई कसो होइरइ हो ।
तुलाई कसो पिडा होइरइ हो तरो बुदी इसो हुन्ज्या ।
तेरी इज्या स्वर्ग वास होइजउ ।
कसो ननिको घटना भयारैछ ।
इसो त कसै का जिन हो ।
अचम्मो घटना सुन्न पड्यो आज ।
ओहो सारै दुखै खबर सुणाया ।
सबै मान्सु एक फेरी मद्दे हुन ।
निका मान्सु त मथि लै चाइने र्यान ।
बडा दुख लाग्यो ।
बर्बाद भयो बा आब रोइवरी की हुन्यो हो ब, जीन रोइ ।
तेरा भाईका आत्मालाइ शान्ति मिल्भौ ।
उनरा आत्माले शान्ति पाइहालौ ।
भगमानले यो दुख भुल्या बाटो दिइहालुन ।
ओहो कसो नसोच्या घटना भयो ।

चिन्ता जिन गरौ भगमानको नाम जप ।
ए दुखै घडिमा ईश्वरसित प्राथना गर ।
ए घटनाले मुलाई भौत चिन्तित बनायो ।
परकिर्तिका नियमहै भाइर कोइनाइ झाइसक्को ।
ज्वाईका आत्माले शान्ति पाइहालै ।
चिन्ता जीन गरइ हाम छु ।
जि हुन होइग्यो आब समेलीन्या कोसीस गर ।
यो पापि संसार इसोइ रैछ ।
इसो दुख त कसैका जिन हो ।
मेरो संवेदना छ।
चिन्ता माणीवरी आफ्लाई बर्बाद जिनबना ।
निको चिज त दैबले लैझाइ हाल्यो ।
निको बस्तु बिसद्दु नाइ सकिनो, कोसीस गर ।
तमरा परिवार पर्ति मेरो संबेदना छ ।
ओहो भगमानलै दुस्मन भ्या आज तमखिल्या ।
दैवको इच्छा इसोइ रैछ आव चिन्ता लिइवरी कि हुन्यो हो ।

Exponents of Expressing Sympathy in Doteli

चिन्ता जनगरइ निको हाइझालो ।
आब तै ड्राइभर लाई उजुरी गद्दु पडलो ।
दोसर्या निको गरे ।
आब अर्को किनला चिन्ता जिनलेउ ।
पिर जिन गरै मुइ गर्लो सयोग तमलाई ।
तमलाइ जि सयोग गद्दुलै तयार छु ।
मुलाइ तमरि कुरडिले गम्भिर बनायो ।
चिन्ता जिन गरै नभेटि का झालो ।
खेज्जाइरैला उन्ज्याई मेरी चला ।
खेलमि हारजित त हुनेइ हो ।

चिन्ता जिन गरै आज मातरी त हार्‌या है ।
ठिकै छ यो अन्तिम इन्त्यान केन हो ।
आब अर्खा इन्त्यानमा निको गद्‌दु पड्‌यो ।
फेल हुनु भन्या नै पास हुनु हो ।
हिम्मत जिन हारै एकदिन पक्का सफल होलै ।
थोडा सोचिवरी काम गद्‌दु पडन्छ, आजिलै मुई सयोग गर्लो ।
ज्यान बच्यो सम्पति त कमाइ झान्छ ।
आत्तियौ जिन, जै आगाले पोल्यो उसैले सेकलो ।
औरुनलाई लै हेर, तमरा मातरी केन हो इसो भया ।
घोडा चड्‌या मान्सु लोटलो चिन्ता जिन गरौ ।
ओहो दुख लाग्यो यार ।
हत्तेरी न्यारोइ कुकुर मर्‌यो ।
पिर जिन गरइ बिसद्‌या कोसीस गर ।
पिर जिन गरइ जि हुन होइग्यो ।
ओहो बबार्द भया रैछ ।
कसो अचम्म, नसोच्या भया ।
सर्वनासै भइछ ।
आफना सामानो ख्याल आफुइले गद्‌दु हो ।
चोरका आगाडि कैको कि लागन्छ ।
चिन्ता जिन गरै आब अर्खो किन्ला ।
आजिलै केइनाइ बिगड्‌यो, होस गर ।
रोइ जन मेहेनत गर ।
उईवेला होस नाइ पुरेया आब पिर जिन माणौ ।
तम पैसान्कि चिन्ता जिन माणौ ।
एलाई सामान्य रुपमा ले ।
चिन्ता जन माणौ यो त प्राकृतिक प्रकोप हो ।

4.1.2 Comparison of Exponents of Expressing Likes and Dislikes used by Doteli Speakers

Likes and dislikes are feelings which comes from the heart of speakers when s/he likes something and do not like something. While analyzing the collected data, the researcher found different types of exponents of expressing likes and dislikes in Doteli language with different people. Which are analyzed in the following sub- headings.

a) Comparison of Exponents of Expressing Like in Doteli among Friends

We have different kinds of friends in our life. Some of them are very close and familiar to us while some others may be unfamiliar. The exponents of language are different while talking to these kind of friend. The exponents of language that we use while talking to our close friends may not be appropriate with unfamiliar friends, that is why our society determined the language that we use while talking to the member 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 very close to us. For example, Doteli speakers used informal "*muilai bhauti niko lagyo*:- I like very much" to intimate friend.

Similarly, they use formal exponents " *muilai tamle vanya khubai niko lagyo*:- I like very much what you have said" to the friends who were not very close to them. The following table shows the common exponents of expressing like among friends by the Doteli speakers.

Table No. 1

Exponents of Expressing Like in Doteli among Friends

	Doteli	English
Formal	*Bhaut bhaut niko chha.* *Nyaroi chha.* *Kaso niko chha.* *Nikoi chha.*	Very, very nice. It's good. What a nice! Ok.
Informal	*Ochani iti niko....* *Kyaa chha.* *Kai chha.* *Badiya chha.*	Wow! What a nice…. Very good. What a fantastic. Its good.

The above table shows that the Doteli native speakers used both formal and informal exponents while talking to their friends. The table also shows that they used formal language with their unfamiliar friends and informal language with their close friends. The exponents of language that we use while talking with our close friends may not be appropriate that we use with unfamiliar one. While analyzing the data, the researcher found that Doteli native speaker use more informal exponents to express likes 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 informal. For example, *Bdiya chha, Niko chha*.

b) Comparison of Exponents of Expressing Like in Doteli among Strangers

Strangers are those who are unfamiliar to the speaker. One should be careful while talking to the strangers. They addressed formally. So, formal language is used with them. Strangers can be different types according to their age e.g. strangers older than us, strangers as old as than us and the strangers younger than us. The age of the stranger also determined the forms of the language, that we use with them. Generally, the speakers become very much polite while

speaking to the strangers. The exponents used by Doteli speakers for expressing likes in Doteli among the strangers are presented in the table below:

Table No.2

Exponents of Expressing Like in Doteli among Strangers

Doteli	English
Man padyo.	I like.
Bhaut niko chha marssab.	Very nice sir.
Gajab chha marssab.	What a fantastic sir.
Mera man aayo.	I like very nice sir.
Khub niko chha marssab.	What fantastic sir.
Iti niko chha marssab.	Very nice.

The above table showed Doteli native speakers seemed more polite while talking to strangers. They expressed different exponents of like to address the strangers however, it depends according to age and personality of the strangers. Doteli native speakers were found that they used exponents of likes similar to English language but they are different in terms of formality.

c) Comparison of Exponents of Expressing Like in Doteli among Teachers and Students

An academic institution is a such place where teaching and learning activities take place. The institute consists of different member like teaching staff, non teaching staff and students. Students must have to respect their teachers. The exponents used by the students may vary from the exponents used by teachers. The following table shows the exponents used by the Doteli speakers to the teachers and students for expressing likes.

Table No. 3

Exponents of Expressing Like in Doteli among Teachers and Students

Doteli	English
Nikoi chha marssab (students)	It's ok sir.
Man padyo marssab (students)	I like sir.
Asali lagyo la(teacher)	Very nice.
Badhiya chha.	It's fine.
Niko chha.	Good.
Mulai ta man padyo marssab.	I like, sir.
Mera ta khub man aai marsterniu.	I like it very much, madam.
Niko garya la iskuleu.	Well done students.

The above table shows that there are some common exponents of likes among teacher and students. In this research study, the research found similar type of exponents in both languages. Doteli native speaker used formal and polite language to address the strangers. On the other hand Doteli speakers used the exponents of likes that we also find equivalent to English. While analyzing the data the researcher did not find any exponents i.e. absent in English.

d) Comparison of Exponents of Expressing Dislikes in Doteli among Friends

Many friends meet in our life, some friends are very close and some are not. Expressing exponents may vary according to closeness. We use informal types of exponents for dislike while talking with close friends but to unfamiliar friends do not. The following table shows the common exponents of dislike in Doteli used among friends.

Table No. 4

Exponents of Expressing Dislike in Doteli among Friends

	Doteli	English
Informal	*Nai nai yo niko nai thin.* *Kai niko nai thin.* *Khali chha.*	No , No it's not good. Not good. Nonsense
Formal	*Mera man ta nai aai.* *Muilai ta man nai padi.*	I don't like. I don't like.

The above table shows that Doteli native speaker use more informal exponents of dislike among their friends than English speakers. It also shows that Doteli native speakers use both common exponents of Dislikes. After analyzing the data the researcher found that Doteli native speakers used informal exponents of like with their friends as *'niko nai thi la'* (not fantastic), *mera man nai aai* (I don't like) etc. The researcher also found that Doteli native speakers used both common exponents of dislike.

e) Comparison of Exponents of Expressing Dislike in Doteli among Strangers

Strangers are unfamiliar with the speakers. We use more formal language to address the strangers. Strangers are different types according to age, sex, gender, member, etc. We use dislikes in different forms of language according to variability more polite form of language is used for addressing strangers who were older than the speakers. The following table shows the common exponents of expressing dislikes in Doteli among strangers.

Table No. 5

Exponents of Expressing Dislike in Doteli among Strangers

Doteli	English
Khassai niko aathin.	Not so good.
Khali chha.	Not good.
Yo mera man nai aayo.	I don't like it.
Muile bhaneki kuradi doreyeko niko naimanu.	I dislike having to repeat everything I say.
Uika man bhojbhater nai aauni.	She hates giving parties.

The above table shows that Doteli native speakers used more formal language to address the stranger. It also shows that Doteli speakers addressed the stranger according to age, sex, gender, member etc. The social values, norms and tradition also determine the language function to address the stranger. Generally, Doteli speakers used similar type of exponents of dislike to the stranger.

f) Comparison of Exponents of Expressing Dislikes in Doteli among Teachers and Students

Students use different types of exponents to express dislike to their respected teacher and in turn teachers also use different exponents to express dislike their students. Doteli speakers also use some common number of exponents to dislike their teachers and students. The following table shows the exponents of dislike used by Doteli and English native speakers among teachers and students.

Table No. 6

Exponents of Expressing Dislike in Doteli among Teachers and Students

Doteli	English
Khatam chha.	It's bad.
Kei niko aathin marsaab.	It's not good.
Chhi yo ta gatto chha.	Hey! Not good.
Niko naithin marssab.	Not good, sir.
Muilai ta niko nai lagyo.	I don't like.
Keinthin khas.	Not so good.

The above table shows that Doteli native speaker use different exponents of dislikes among teachers and students. While analyzing the data, the researcher found that both languages have similar number of dislike exponents, but they are different in terms of formality. Doteli native speakers used less number of formal exponents than English speakers. For example, *niko nai thin* (not good).

4.1.3 Comparison of Exponents for Expressing Sympathy used by Doteli Speakers

A sympathy is often written in the form of personal letter. It is written when someone has lost something; for example, losing money, failing exams, injury in accidents, etc. The discussion and interpretation of the exponent used in expressing sympathy to different people are discussed in the following ways:

a) Comparison of Exponents of Expressing Sympathy in Doteli among Friends

Doteli speakers use different exponents of sympathy among their friends. They used formal and informal exponents of sympathy with their friends. Informal exponents are use among close or intimate friends where as formal exponents were used among friends who are not show nearness. The following table shows the common exponents expressing sympathy among friends.

Table No. 7

Exponents of Expressing Sympathy in Doteli among Friends

Doteli	English
Muile janirakhya chhu tuilai kaso hoirhiho.	I know how you must feel.
Dosarya niko hoijau.	Better luck next time.
Kaso dukha la.	What a pity!
Kati gatto.	That's too bad.
Wo! Kati dukh.	What a pity!
Muilai yo suni bar niko nai lagyo.	I'm sorry to hear about that.

The above table shows Doteli native speakers used more informal language with their intimate friends whereas formal exponents were used among friends who are not so nearness. Similarly, they used both formal and informal exponents to express sympathy with their friends. Different exponents of

expressing sympathy were found in the period of the study of Doteli language. When the researcher compared Doteli exponents with English language, he found that there is tiny different in formality.

b) Comparison of Exponents of Expressing Sympathy in Doteli among Strangers

Generally , any speakers of language use formal exponents of language to address the strangers. But there are different kinds of strangers such as older than us, as younger than us, and old than us. The speakers used different kinds of exponents of sympathy while talking with strangers. The following table shows the common exponents of sympathy used by Doteli speakers while talking with strangers.

Table No. 8

Exponents of Expressing Sympathy in Doteli among Strangers

Doteli	English
Mui bichar gaddareu tuilai gatto lagiraiho.	I can imagine you feel bad.
Mui yo suni bare bhaut dukhi chhu.	I' m really sorry to hear about that.
Mui bichar gaddareu tuilai gatto lagiraiho.	I can imagine you feel bad.
Mui yo suni bare bhaut dukhi chhu.	I' m really sorry to hear about that.

The above table shows that Doteli speakers used more formal exponents of language to address the strangers. They used more polite language while taking to the stranger because they are not familiar with them. After analyzing the data the researcher have found that Doteli native speakers are used more polite exponents than English speakers. For example, *hare shiv* (oh! God).

c) Comparison of Exponents of Expressing Sympathy in Doteli among Teachers and Students

Teacher is an ideal person so, the Doteli speakers use different types of exponents to express sympathy to their respected teachers. And in turn, teacher also use different types of exponents to sympathy 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 sympathy used by teachers and students.

Table No. 9

Exponents of Expressing Sympathy in Doteli among Teachers and Students

Doteli	**English**
Bhaut gatti khabar chha marssab.	That's too bad
Mui lai taso sunibar niko nai lagyo.	I'm sorry to hear that.
Dosarya niko garei.	Better luck next time.
Kaso sarmayei.	What a shame.
Hares jin khai.	Don’t lose your hope.

The above table shows that Doteli speakers used different types of exponents to express sympathy to their teachers. It also shows that the exponents of the language used by teacher may vary from the exponents used by the students. The researcher also found the exponents which are used to address juniors in do Dteli whereas the similar exponents are used both for seniors as well as juniors in English. For example, *kaso sarmayei* (What a shame), *dosarya niko garei* (Better luck next time).

4.1.4 Comparison of Exponents of Condolence used by Doteli Speakers

Condolence is expressed when we are very sad to someone's death or where we lose somebody. The main purpose of expressing condolence is to show the

grief, melancholy in others pain. The researcher found different types of exponents used to express condolence by Doteli speakers which is presented in the following sub headings:

a) Comparison of Exponents of Expressing Condolence in Doteli among Friends

Different kinds of friends show different feeling, emotion and attitudes according to their nearness, closeness and intimateness. Among those friends, some of them may be unfamiliar. The following table shows the common exponents of expressing condolence in Doteli among friends.

Table No.10

Exponents of Expressing Condolence in Doteli among Friends

Doteli	English
Bhaut gatto.	That's too bad.
Muilai yo khabar sunibar bhaut dukh lagyo.	I'm sorry to hear about that.
Mui tuilai kai bhuna nai sakado.	I have nothing to say.

The above table shows that Doteli native speakers use different exponents while expressing condolence to their friends. They shows different kinds of exponents formally and informally to give condolence to their friends. After analyzing and interpretation of the collected data the researcher found that Doteli native speakers used different exponents of expressing the condolence, those exponents used by Doteli speakers were similar with the English language emotionally.

b) Comparison of Exponents of Expressing Condolence in Doteli among Strangers

Strangers are those person who are unfamiliar to speakers one must be careful while talking to those strangers. They are addressed formally. So , the formal language is used with them generally, the speaker becomes very much polite while speaking to strangers. The following table shows the common exponents of expressing condolence used by Doteli speakers while talking to strangers.

Table No. 11

Exponents of Expressing Condolence in Doteli among Strangers

Doteli	English
Muilai tero buwa ko khabar suni bare bhaut dukh lagyo.	I'm sorry to hear about your father.
Muilai bhana ta de tai dukhai baat.	Let me offer my condolence
Bhagmanai dinya bhagmanai lainya.	God giveth and God taketh away.

The above table shows that there were some common exponents of expressing of condolence in both languages. However, Doteli native speakers often use formal language to address the strangers. The speakers of Doteli language becomes very much polite while speaking to stranger.

c) Comparison of Exponents of Expressing Condolence in Doteli among Teachers and Students

Teachers and students are the main part of academic institution. The Doteli speakers use different types of exponents to express condolence their teachers. Teachers also use different types of exponents to give sympathy their students. Mainly, students use more formal language with their teachers where teacher may not use such types of formal language. The following table shows the common exponents used by teachers and students for dislikes.

Table No. 12

Exponents of Expressing Condolence in Doteli among Teachers and Students

Doteli	English
Muilai yo suni bar dukh lagyo marssab.	I'm sorry to hear about that sir.
Muilai tha chha ki tulai kaso hoiraiho.	I know how you must feel.
Tui kaso pida hoiraiho tero budi iso hunjya.	You must feel terrible about losing your brother like this.

The above table shows that students were more respectful to their teachers while expressing condolence. Doteli native speaker use various exponents while addressing teacher and students. The exponents used by students are vary from the exponents used by teacher.

4.2 Summary of the Findings

This research study aimed to list the expressions of likes and dislikes, condolence and sympathy used in Doteli language on the basis of analysis and interpretation of the collected data, the major findings of the presents study are summarized below.

- Doteli native speakers used different types of exponents for likes, dislikes, sympathy and condolence.
- They used both formal and informal exponents in expressing likes, dislikes, condolence and sympathy.
- Doteli native speakers used similar types exponents for formal and informal situation in comparison to the English native speakers.
- Doteli speakers used less number of formal exponents to express sympathy and condolence to their teacher than that of English.
- The common exponents of expressing likes used by Doteli speakers were found as: *mulai ta niko lagya, nyaroi chha, katai chha, badiya chha* etc.
- The common exponents of expressing dislikes used by Doteli speakers were found as*: niko naithi, kasoi naithi, khatam chha, mera man ta nai aayo* etc.
- The common exponents of expressing likes among friends were pointed as: *nyaroi chha la, katai chha la* etc.
- The common exponents of expressing likes among strangers were found as: *muilai ta nikoi lagyo, ha niko chha* etc.

- The common exponents of expressing likes among teachers and students were found as: *niko chha marssab, niko chha madam, niko chha iskuleu* etc.

- The exponents of dislikes used by Doteli speakers among friends were pointed as: *niko naithin la, khali chha la,* etc.

- The exponents of dislikes used by Doteli speakers among strangers were explored as: *kai niko chhaina, khassai keinthin*, etc.

- The exponents of dislikes used by Doteli speakers among teachers and students were found as: *khassai keinthin marssab, khassai kein thin madam!, khali hola mulyau!* Etc.

- In the same way, the exponents used to express sympathy among friends were pointed as*: bicharo, kathai bara*, etc.

- The exponents used to express sympathy among strangers were listed as*: hare shiva, shiva - shiva*, etc.

- The exponents used to express sympathy among teachers and students were found as*: kathi shiva, kathai kath, bichara*! etc.

- In the same way, the exponents used by Doteli speakers to express condolence among friends were found as*: bhaut dukhaki khabar, bichara tamulai kasi hoiraeki hunahau,* etc.

- The exponents used to express condolence among strangers were used as: *ke gaddau pui bichara, bhagmanunki lila ho dhekya ta*, etc.

- Similarly, The exponents used to express condolence among teachers and students were found as: *ke gaddya marssab, bhagwan jati kaile sakanchha*, etc.

CHAPTER : FIVE
CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion of the findings of the study drawn from the close analysis of the collected data Similarly it provides some of the recommendation to the different levels.

5.1 Conclusion

This is the study on Expressing and Finding out Emotional attitudes in English and Doteli. This study was divided into five unites as introduction, review of the related literature and conceptual framework, method and procedure of the study, analysis and interpretation of the result and conclusion and recommendation.

The first chapter deals with the background of language and its function. In this chapter the researcher have mentioned the context in which this research has been carried out. Similarly, statement of the problem, objective of the study, research question, significance of the study, delimitation of the study and operational definition of the key terms have been mentioned.

The second chapter consists of the review of related theoretical literature, review of related empirical literature and implication of the review for the study. In the same way, conceptual framework is also presented, based upon the theoretical basis of the study.

Similarly, the third chapter includes how the research was carried out. Such as design and method of the study, population sample and sampling strategy, study area/ fields, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure .

Likewise, the fourth chapter deals with the analysis and interpretation of data as well as summary of the findings. Finally the fifth chapter presents and recommendation(policy related, practice related and further research related) of the study.

This study has explored the wide range of exponent for expressing and finding out emotional attitude in English and Doteli, on the expression of likes and dislikes and sympathy and condolence. Findings of the study showed that Doteli native speakers used different types of exponents for likes, dislikes, condolence and sympathy. The researcher found they use both formal and informal exponents in expressing sympathy and condolence from questionnaire and interview schedule. In response to the questionnaire, it was found that most of the Doteli speakers addressed the strangers in more formal and polite way. Similarly, sometimes they use common exponents expressing likes among friends. Likewise, in response to the interview, it is found that Doteli speakers used less number of formal exponents to express sympathy and condolence to their teacher than that of English. The researcher found most of the Doteli native speakers addressed the strangers according to their age, sex, member and personality.

This research aimed to find out emotional attitude of Doteli native speakers on various exponents. After comparison of both languages there were some common exponents in both languages.

5.2 Recommendations

Every research study should have its recommendations in one way or another. On the basis of finding of the research, the following recommendations have been made to be recommended in policy level, practice level and further research level which are discussed in following sub-headings for the suggestion in teaching likes, dislikes, sympathy and condolence.

5.2.1 Policy Related

1. The government and concerned authority should prepare the policy to teach exponents of language functions of English along with the exponents of mother tongue.

2. Policy makers should formulate policy to compare and contrast the mother tongue with target language while teaching and learning language.

3. Government should prepare the policy to address the mother tongue of the students and should train the teachers on how to incorporate students' mother tongue.

4. The expert, course designer and text book writers should present the Doteli language in various sectors.

5.2.2 Practice Related

1. Expressing likes, dislikes, sympathy and condolence in Doteli are more or less similar with those of English. So, the language teachers who are teaching the English as a foreign language in Doteli language community should be aware of this fact.

2. The teacher should create conversations and try to involve students in it, that require the expressions of likes, dislikes, sympathy and condolence.

3. The exponents used for expressing likes, dislikes, sympathy and condolence must be compared with English language in daily language teaching and learning practices.

4. The language teachers should explain different social activities in which students used different exponents to express likes, dislikes, sympathy and condolence.

5. Pair work, group work and discussion seen to be useful for teaching likes, dislikes, sympathy and condolence. So, the teachers are recommended to involve their students in those activities

6. The teacher should prepare the area of similarity and differences of both languages.

7. The teacher can create different situations based on similarities and differences. So they are recommended to present the exponents of language function comparatively.

8. All the teachers must have experience in multi-lingual situations.

5.2.3. Further Related

Research is ongoing process. So, no research is complete in itself. This research may be incomplete very due to several limitation, so the further research areas to be investigated.

1. This research will be a valuable as secondary sources for other researches. So it is recommended that the finding of this study should be taken as the bases for further research.

2. The new research should be carried out on the new research areas which are left to be investigated.

3. Other functions of the Doteli and English language can be compared . in the same way, the same functions of English and other languages can also be investigated.

4. The researcher can compare expressing and finding out emotional attitude in Doteli and other language by carrying out similar research on similar title.

5. Similarly, on the basis of the exponents of emotional attitude determined in this study, further study can be done on variation to the use of the exponent according to social status and its comparison in English.

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Appendix - A

Questionnaire

Interview Schedule

This interview schedule has been prepared to elicit primary data required for the research work entitled “Expressing and Finding out Emotional Attitudes in English and Doteli.” Which is carried out under the guidance of Mr. Guru Prasad Poudel, Teaching Assistant, Department of English Education, TU, Kirtipur. I hope that all of you cooperate me providing me authentic and reliable information which will be helpful to complete this research work.

Researcher
Lal Singh Bohara
M.Ed. 2nd Year
University campus
Kirtipur, Kathmandu

Name: Occupation

Address: Sex:

Qualification: Age:

i) Please express likes and dislikes in the following situations:

1. Do you like a small family?(कि तम्लाई नानीमौ मन पढ़न्छे ?)

   ……
   ……

2. How do you like the Gaura festival? (तम्लाई गोँरा मन पढ़न्छ?)

   ……
   ……

3. How do you like Nepali dress? (तम्लाई हामरो नेपाली लत्ता कसो लागन्छ ?)

……
……

4. How do you like our Doteli culture? (तम्लाई हामरो डोट्याली चलन कसो लागन्छ ?)

……
……

5. How do you like ChhaliyaNach? (तम्लाई छलीया नाच कसो लागन्छ ?)

……
……

6. How do you like your neighbor's behavior?(तम्लाई पडौसीको व्यवहार कसो लागन्छ ?)

……
……

7. Why do you dislike Indian food?(तम्लाई इन्डीयन खानाक्याई निको लाग्गैन ?)

……
……

8. How do you like the painting of your neighbor's house?(तम्लाई तम्रा पडौसीको घरो कलर कसो लागन्छ ?)

……
……

9. How do you like repeating the same thing time and again?(तम्लाई एकैकुरा बेरनबेरै दोरीया कसो लागन्छ ?)

……
……

10. Do you like walking in the morning?(तम्लाई पारभात्तै/रात्तनी हिट्टु मन पढ़न्छ ?)

……
……

11. How do you like my behavior?(तम्लाई मेरो व्यवहार कसो लाग्यो ?)

……
……

ii) Please express sympathy in the following situations:

1. A friend of yours at office has just told you that his/her pet dog was hit by a car and killed last night.(तमरा एक सातीले अपिसमा उइको कुकुरलाई कारले ठक्कर दिबर उन्ज्याइ तै कुकुर मच्याखवर सुणायो ।)

……
……

2. You are talking with a friend. There was a fire in his apartment building. He lost a lot of things.(तम्एक सातीसित कुरा अद्दाछौ, जैले उइका अपार्टमैन्टमि आगलागिबर भौति सामान गुमायो।)

……
……

3. One of your student failed in the exam.(तमरो एक साती परीक्षामि फेल भयो ।)

……

……

4. Your brother's pen did not work while writing in examination. So that he could not do well.(तमरा भाइको कलमले परीक्षामि निकेरी नसरीबर परीक्षामि नीको अद्द नाइसक्यो ।)

……

……

5. You fall from the ladder and your brother expresses sympathy but you do not want accept it.(तम् भऱ्याङमि है लोट्या । तमरा भाइले तमलाई सहानुभूति दियो तर तम तैलाई अस्वीकार अरन्छौ ।)

……

……

6. One of your friends has lost game yesterday and you meet him at hotel.(तमरा सातीले बेली एक खेलमि हाऱ्यो र तमले उइलाई होटलमि भेट्या ।)

……

……

7. Your friend lost his purse at super market.(तमरा सातीले सुपर मार्केटमि बट्वा हरायो ।)

……

……

8. Your friend calls you and says, "I lost my motor cycle yesterday".(तमरा साती तमलाई फौन अरिबर भणन्छ, “मेरी मोटरसाइकिल हराइ ।”

……

……

9. Your cow died, which was the only source of milk for your children.(तमरो गाईमऱ्यो, जो तमरा गेदाकिल्या एक मात्तरै दूदो स्रोत थ्यो ।)

……

……

iii) Please express condolence in the following situations:

1. You are attending an acquaintances' mother's funeral ceremony. You just arrived and meet him/her just inside the door.(तम् सातीका इज्याका काजक्रियामि झान्ना छौ । तम ्उइका घर पुगन्ज्या उइलाई ढोका भितरी धेकन्छौ ।)

……

……

2. Your best friend's dog just died. He loved the dog deeply. You go to visit him in his house.(तमरा नजिको सातीले भौत नीको माण्या कुकुर मऱ्यो । तम्उइका घर भेट्टाकि झान्छौ ।)

……

……

3. A friend of yours recently lost his brother in a motor cycle accident. You meet him/her in the market.(तमरो सातीको भाइमोटरसाइकिल दुर्घटनामि पडिबर मऱ्यो । तम ्उइलाइ र्बजारमि भेटन्छौ ।)

……

……

4. Your neighbor just lost his father.(तमरा पडौसीका बा अइल्लै मऱ्या ।)

……

……

5. A friend of yours calls you and describes his/her sister's death.(तमरो एक साती तमलाई फौन अरिबर उइकि बैनी मरेकि कुरणि बताउन्छ ।)

……

……

6. Your son's friend has just lost his mother and you meet him on the road.(तमरा चेला सातीकि इज्या अइल्लै मरी । तम् उइलाई रोडमि भेटन्छौ ।)

……

……

7. Your prime minister lost his daughter.(तमरा प्रधानमन्त्रीकि चेली मरी ।)

……

……

8. Your sister in law recently lost her husband.(तमरा सालीको बौस्या मऱ्यो ।)

……

……

9. Imagine that you are the student of university and your professor lost his son and you meet him at university for the first time. (कल्पना अर तम् विश्वविद्यालया विद्यार्थी हो । अइल्लै तमरा प्रोफेसरै चेली मरी । तम् उनलाई विश्वविद्यालयमि भेटन्छौ ।)

……

……

Appendix B

Total Responses of Sympathy in English

S.N.	Responses of Sympathy	
1	That's too bad	
2	That's a shame	
3	What a pity	
4	Better luck next time	
5	What a terrible thing to have happened	
6	I'm sorry to here that.	
7	It must be pretty rough on you	
8	I can imagine you feel bad.	
9	I sympathize with you	
10	I know how must feel	
11	I know what you mean	
12	Tough break	

Total Responses of Condolence in English

S.N.	Responses of Condolence	
1	I'm sorry	
2	I'm sorry to hear about your father	
3	I'm sorry to hear that your little tweete died	
4	Let me offer my condolence	
5	Let me tell you how sorry I am to here about your grandmother	
6	I know how you must feel...	
7	It must be pretty hard on you...	
8	You must feel terrible about losing your brother like this....	
9	That's a very kind of you	
10	God giveth and God taketh away ...	

Total Responses of Likes and Dislikes in English

S.N.	Responses of Condolence	
1	I like it very much.	
2	I love it.	
3	Nice	
4	Wow ! What a beauty.	
5	It's preety.	
6	What a fantstic.	
7	That's good.	
8	I would rather go.	
9	I hate it.	
10	I don't like it.	
11	I detest it.	
12	It makes me angry.	
13	I hate it when people insult me.	
14	No idea.	
15	Don't know.	

Total Exponents of Like and Dislike in Doteli

S.N	Expressing likes and dislikes	Frequency of occurrence
1.	मुलाई भौत निको लाग्यो ।	4
2.	न्यारोइ लाग्यो ।	8
3	सपहई निको छ ।	7
4	गजब छ।	5
5	कति निकोब छ ।	4
6	न्यारोइ छ ।	5
7	मेरा परसन्न आयो	2

8	मुलाई केन लाग्यो निको ।	7
9	तीतनिको केन थी ।	4
10	ठिकै छ ।	1
11	बडिया छ ।	2
12	एहैलै कसो खोजला ।	4
13	अला इति न्यारोइ कस्या भयो ।	12
14	इसो लै कस्या भयो भन्थ्या ।	10
15	ओहो योत खतराब छ ।	8
16	आहा कति निको ।	15
17	मुलाई मन पड्यो ।	17
18	खासै निको केनथि ।	10
19	मेरा मन नाई आयो ।	8
20	योत गट्टो छ ।	4
21	इति गट्टो लै कस्या भयो ।	3
22	तसो व्याभार त मुलाई निको नाइ लाग्गो ।	7
23	इसि मति त निकि नाई हो ।	1
24	तमरो बोल्या निको लाग्यो ।	2
25	तमरो बोल्या सुणी रन्या मन लागन्छ ।	7
26	मुलाइ तसो गर्या मन नाइ पड्डो ।	4
27	मुलाइ सपहइ निको लाग्या रङ हो ।	8
28	यो रङ निको नाइथी ।	9
29	यो त गट्टो रङ छ ।	21
30	इति नीको त कोइ धेकेन ।	10
31	सोच्याहै निको छ यो त ।	2
32	खुबै परसन्न आयो मेरा त ।	8
33	ओत्तमरा काहै लिया इसो ।	7

34	मुलाइ त खासै परसन्न केन आयो ।	5
35	परसन्न आइ रैछ ।	3
36	मुलाइ त यो खाना मन नाइ पण्यो ।	5
37	इसो त मु धेक्क नाइ सक्को ।	7
38	छि खतम छ ।	10

Total Exponents of Expressing Condolence in Doteli

S.N	Exponents of Expressing Condolence in Doteli	Frequency of occurrence
1	मुलाइ यो खबर सुणीवरी भौत दुख लाग्यो ।	58
2	भौत गट्टो ।	4
3	मुई तुलाइ केइ भन्न नाइ सक्को ।	3
4	मुलाई तेरो बुवाको खबर सणीवरी भौत दुख लाग्यो ।	7
5	मुलाई भन्न त दे दुखै वात ।	8
6	भगमानै दिन्या, भगमानै लैन्या ।	1
7	मुलाई यो सुणीवरी दुख लाग्यो मारसाब ।	2
8	मुलाई था छ की तु लाई कसो होइरइ हो ।	8
9	तुलाई कसो पिडा होइरइ हो तरो बुदी इसो हुन्ज्या ।	9
10	तेरी इज्या स्वर्ग वास होइजउ ।	7
11	कसो ननिको घटना भयारैछ ।	5
12	इसो त कसै का जिन हो ।	3
13	अचम्मो घटना सुन्न पड्यो आज ।	7
14	ओहो सारै दुखै खबर सुणाया ।	8
15	सबै मान्सु एक फेरी मद्दे हुन ।	10
16	निका मान्सु त मथि लै चाइने र्यान ।	10
17	बडा दुख लाग्यो ।	2
18	बर्बाद भयो बा आब रोइवरी की हुन्यो हो ब, जीन रोइ ।	7
19	तेरा भाईका आत्मालाइ शान्ति मिल्फौ ।	6
20	उनरा आत्माले शान्ति पाइहालौ ।	8

21	भगमानले यो दुख भुल्या बाटो दिइहालुन ।	1
22	ओहो कसो नसोच्या घटना भयो ।	4
23	चिन्ता जिन गरौ भगमानको नाम जप ।	5
24	ए दुखै घडिमा ईश्वरसित प्राथना गर ।	8
25	ए घटनाले मुलाई भौत चिन्तित बनायो ।	9
26	परकिर्तिका नियमहै भाइर कोइनाइ झाइसक्को ।	10
27	ज्वाईका आत्माले शान्ति पाइहालै ।	14
28	चिन्ता जीन गरइ हाम छु ।	1
29	जि हुन होइग्यो आब समेलीन्या कोसीस गर ।	17
30	यो पापि संसार इसोइ रैछ ।	19
31	इसो दुख त कसैका जिन हो ।	8
32	मेरो संवेदना छ।	2
33	चिन्ता माणीवरी आफ्लाई बर्बाद जिनबना ।	3
34	निको चिज त दैबले लैझाइ हाल्यो ।	7
35	निको बस्तु बिसद्दु नाइ सकिनो, कोसीस गर ।	5
36	तमरा परिवार पर्ति मेरो संबेदना छ ।	4
37	ओहो भगमानलै दुस्मन भ्या आज तमखिल्या ।	2
38	दैवको इच्छा इसोइ रैछ आव चिन्ता लिइवरी कि हुन्यो हो ।	1

Total Exponents of Expressing Sympathy in Doteli

S.N	Exponents of Expressing Sympathy in Doteli	Frequency of occurrence
1	चिन्ता जनगरइ निको हाइझालो ।	2
2	आब तै ड्राइभर लाई उजुरी गद्दु पडलो ।	4
3	दोसर्‌या निको गरे ।	8
4	आब अर्को किनला चिन्ता जिनलेउ ।	7
5	पिर जिन गरै मुइ गर्‌लो सयोग तमलाई ।	1
6	तमलाइ जि सयोग गद्दुलै तयार छु ।	3
7	मुलाइ तमरि कुरडिले गम्भिर बनायो ।	5
8	चिन्ता जिन गरै नभेटि का झालो ।	7
9	खेज्जाइरैला उन्ज्याई मेरी चला ।	8
10	खेलमि हारजित त हुनेइ हो ।	1
11	चिन्ता जिन गरै आज मातरी त हार्‌या है ।	7
12	ठिकै छ यो अन्तिम इन्त्यान केन हो ।	12
13	आब अर्खा इन्त्यानमा निको गद्दु पड्‌यो ।	11
14	फेल हुनु भन्या नै पास हुनु हो ।	6
15	हिम्मत जिन हारै एकदिन पक्का सफल होलै ।	5
16	थोडा सोचिवरी काम गद्दु पडन्छ, आजिलै मुई सयोग गर्लो ।	7
17	ज्यान बच्यो सम्पति त कमाइ झान्छ ।	13
18	आत्तियौ जिन, जै आगाले पोल्यो उसैले सेकलो ।	15
19	औरुनलाई लै हेर, तमरा मातरी केन हो इसो भया ।	10
20	घोडा चड्‌या मान्सु लोटलो चिन्ता जिन गरौ ।	17
21	ओहो दुख लाग्यो यार ।	18
22	हत्तेरी न्यारोइ कुकुर मर्‌यो ।	13

23	पिर जिन गरइ बिसद्या कोसीस गर ।	10
24	पिर जिन गरइ जि हुन होइग्यो ।	14
25	ओहो बबार्द भया रैछ ।	20
26	कसो अचम्म, नसोच्या भया ।	14
27	सर्वनासै भइछ ।	17
28	आफना सामानो ख्याल आफुइले गद्दु हो ।	10
29	चोरका आगाडि कैको कि लागन्छ ।	9
30	चिन्ता जिन गरै आब अर्खो किन्ला ।	8
31	आजिलै केइनाइ बिगड्यो, होस गर ।	7
32	रोइ जन मेहेनत गर ।	2
33	उईवेला होस नाइ पुरेया आब पिर जिन माणौ ।	1
34	तम पैसान्कि चिन्ता जिन माणौ ।	4
35	एलाई सामान्य रुपमा ले ।	7
36	चिन्ता जन माणौ यो त प्राकृतिक प्रकोप हो ।	5

SYMBOLS FOR DOTELI WORDS

अ	A	ण	N
आ	Aa	त	T
इ	I	थ	Th
ई	Ee	द	D
उ	U	ध	Dh
ऊ	Oo	न	N
ए	E	प	P
ओ	O	फ	Ph
औ	Au	व	B
अं	An	भ	Bh
क	K	म	M
ख	Kh	य	Y
ग	G	र	R
घ	Gh	ल	L
ङ	Ńg	व	W
च	Ch	स	S
छ	Chh	श	Sh
ज	J	ष	Sh
झ	Jh	ह	H
ट	T	क्ष	Ksh
ठ	Th	त्र	Tra
ड	D	ज्ञ	Gyn
ढ	Dh	ँ	N