

# CHAPTER ONE

## INTRODUCTION

This study is based on the '**Request Forms in English and Taplejung Limbu: A Comparative Study**'. This chapter consists of background of the study, statement of the problem, objective of the study, research questions, significance of the study and delimitation of the study.

### 1.1 Background of the Study

Language is an important possession of human beings that distinguishes man from the rest of the animal world. According to Longman Dictionary, "The system, of human communication which consists of the structured arrangement of sounds ...". Language plays a significant role in the development, maintenance and transmission of human civilization.

According to American Heritage Dictionary English belongs to the 'West Germanic' sub-branch of the Indo-European family of languages. English is regarded as an international lingua franca. The English language is the medium to share ideas and views among people of different countries. It is mainly used for the transmission of science and technology. It also has been occupying a significant role in the education field of Nepal.

The use of language has certain purposes. Request is one kind of language functions. Van EK and Alexander (1980,p.19) presented six main categories of language function. Request is one of them. When we ask someone to do something, we make a request.

The function of language deals with a linguistic elements (word, phrases, sentences). The function of linguistic unit can be seen in two ways. They can serve grammatical functions such as being the object of a sentence or complement

of a verb and so on. On the contrary, they can serve people to do things in the real life such as making a request, making an apology, offering help and so on.

The importance of request in languages cannot be neglected. Request symbolizes the civilization and culture of society. It is marker of politeness. Request varies from language to language. Requesting one person to another depends on the age, sex, social class, personal relationship and particular situation. Being polite may also involve the dimension of formality in a formal social setting. Politeness states from higher to lower rank though the two interlocutors of equal rank. The individual expression concerns the degree of freedom one feels in personal expressions and interaction. In more formal situation, the expressions are more polite than in an informal situation.

Pragmatics has relatively been a new discipline however, its importance was felt when Chomsky (1965) incorporated semantic aspect in his theory of transformational Generative Grammar. Hymes (1972) proposed "a normal child doesn't only acquire sentence as grammatical as appropriate." This presented a peculiar relationship between content and use of language.

Pragmatics that was neglected in the past has now been able to capture the attention of linguists so much so that it is growing every day. It is no longer 'rag-bag' but a full-fledged discipline that is considered indispensable in understanding the language in general of communication in particular. Pragmatics is the study of those principles that will account why a certain set of sentences are anomalous, or not possible utterances. It is the study of relations between language and context that are basic to an account of language understanding. The use of request is a part of pragmatics. According to Leech (1983), "Pragmatics can consider as general pragmatics and socio-pragmatics is language specific whereas socio-

pragmatics is culture specific. General pragmatics studies meaning in relation to speech situation but socio-pragmatics is the sociological interface of pragmatics".

The form-function relationship can be seen in three different ways: one form serves one function, one form may serve several functions and several forms may serve one function.

Now let us see some examples from English language.

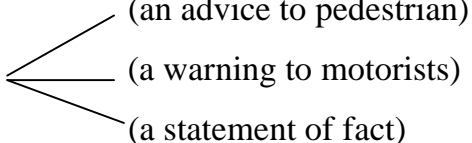
Can you lend me your pen? (asking for a favor)

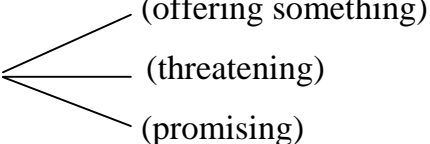
Could you pass the salt please? (asking for a help)

I'll bring the book tomorrow. (making a promise)

Can I stay at my friend's house? (asking for permission)

In the above examples, each form has one function, let us observe other examples.

1) Pedestrians should cross here. 

2) You shall have it tomorrow. 

In the above examples, each statement has three different functions. This shows that one form may serve many different functions, which will depend on a particular situation.

There are different forms for making requests in English. They vary causal to formal depending on the situations. A request is made on the basis of difficulty or inconvenience to carry out the task. On the other hand, the relationship between

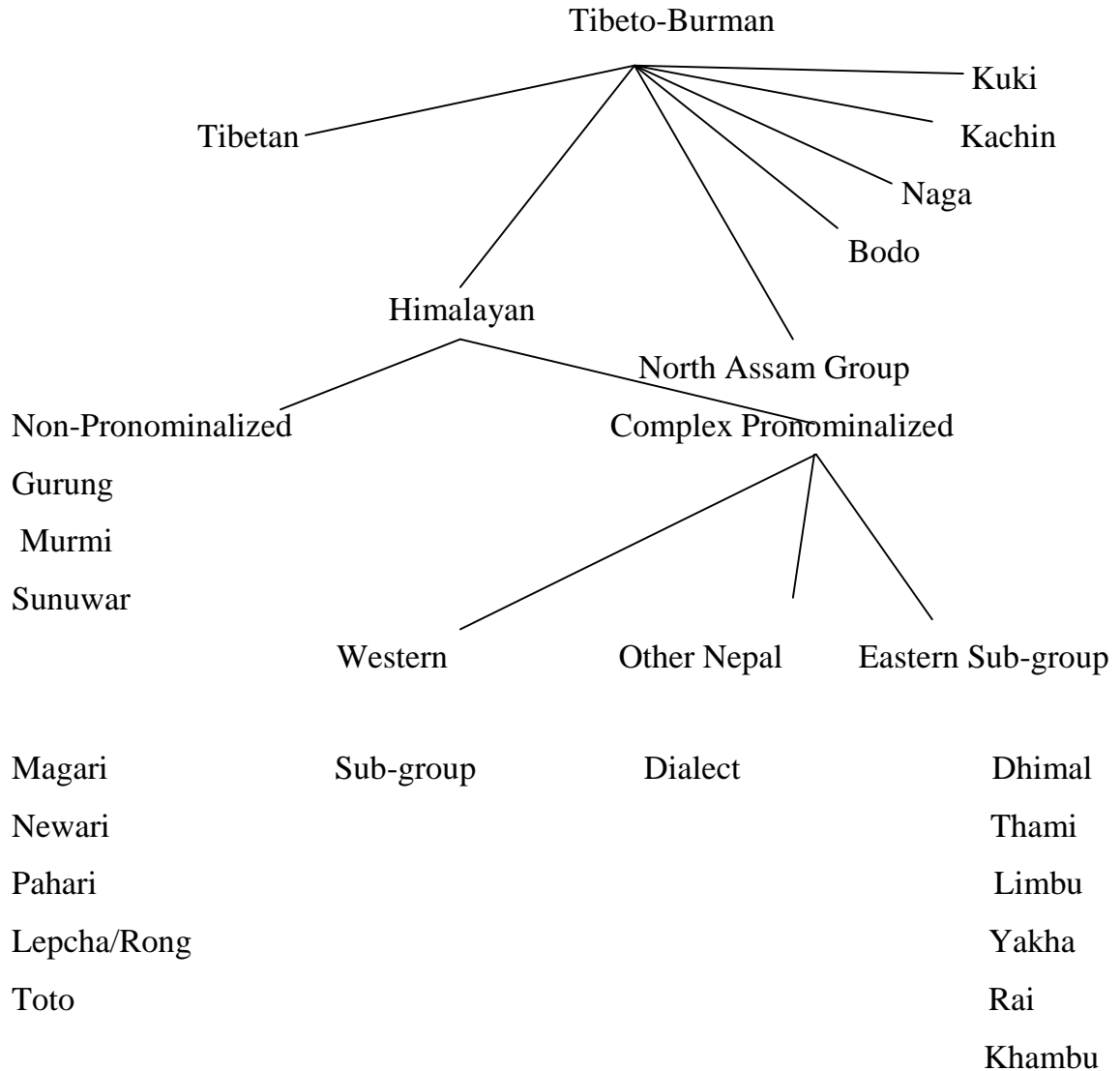
the speakers and task play an important role to choose the most appropriate way of making requests in English. Let us look at some examples that show the same function can be realized by many different forms.

- 3) Tea, please.
- 4) One tea please.
- 5) Can I have a cup of tea please?
- 6) May I have a cup of tea please?
- 7) Could you give me a cup of tea please?
- 8) Excuse me; may I have a cup of tea?

Sentences 3 to 8, which have different forms but serve the same function. It should also be noticed that 5 to 8 sentences are what we call interrogatives traditionally, and 3 to 4 are imperatives. Nevertheless, they serve the same function as asking for a cup of tea.

Nepal is a multilingual, multicultural and multiethnic country. Limbu is one out of many people who reside in the eastern part of Nepal and their language is called Limbu language which is in minority spoken by the people in Taplejung, Panthar, Ilam, Jhapa, Terhathum, Sankhuwasava, Dhankuta, Morang and Sunsari district. The Limbu language is classified as Sino-Tibetan. Hodgson (1947) puts Limbu language in the pronominalized family of Tibeto Himalayan family that comes as a branch of Tibeto-Burman family.

It can be shown with the following diagram:



(Shepherds 1971, p.3)

Limbu language is more advanced than the other Eastern Sub-group languages. It has own script.

In Limbu language, forms of request are not perceived differently. Mostly Limbu use plural form of verb, both male and female.

Some examples from the Limbu language:

9) *menjo tak cham na* (d[Ghf] tS rFD Ff.).

(Please, have your meal.)

10) *makwa thik agbibi* (dSjɪ yɪS ɕfualal Z)?

(Could you bring me hot water?)

## 1.2 Statement of the Problem

Request is one kind of language function. When we ask someone to do something, we make a request. Request symbolizes the civilization and culture of society. It is marker of politeness. However, there is no research made in the Limbu language. The following are the statement of problem:

- a, What are request forms used in Limbu?
- b, What similarities and differences are found in the request forms between Limbu and English?
- c, How can native speakers distinguish request and non-request forms? If there is not overt request form in Limbu , what plays an important role to make the expression of request? Tone, stress, tune, tempo or other supra-segmental features?
- d, Are there layers of request or polite forms in Limbu?

## 1.3 Objective of the Study

The objectives of the study are as follows:

- a) To enlist different forms of request used by native speakers English and Limbu.
- b) To compare the four forms of request, found in English and Limbu on the basis of asking for help, asking for favor, asking for permission and asking for assurance.
- c) To point out the pedagogical implications.

## **1.4 Research Questions ( Test Items)**

The research questions of my study were as follows:

- a) What are the request forms used in Limbu and English?
- b) What similarities and differences are there in Limbu and English?
- c) How can the knowledge of Limbu request form be helpful in teaching target language in the Limbu, speaking area?

## **1.5 Significance of the Study**

There is no research in the request form in the Limbu language in the faculty of Education, Department of English Education, so this research will be invaluable for the Department of English language itself. The findings of this study will help the proper use of request forms in Limbu language speakers and learners. The study will be useful for language teachers, syllabus designer, textbook writers, language planners, educational policy makers and researchers, and linguists to a great extent. It will also be useful for those who are working in the field of NGOs and INGOs. It will help the learners to find out the four request forms of Taplejung Limbu language.

## **1.6 Delimitations of the Study**

The study consists of the following delimitations.

1. The study is delimited to Taplejung district as the sample population of the study.
2. The study included 20 English and 20 Limbu native speakers.
3. The study is further delimited to the analysis of the obtained from the informants.
4. The study includes the relationship between friend/friend, student/teacher, relative/relative, customer/shopkeeper, patient/ doctor and neighbor/neighbor.
5. The study is delimited to the request form.

## 1.7 Operational Definition of the Key Terms

1. Request: This term refers to the statement that expresses politeness explicitly.
2. Responses: They refer to all the answers of the questionnaires in the given social things.
3. Direct request: It deals with the responses which polite terms are used.
4. Indirect request: These responses which are not in the form of politeness but they express the requests to some extent.
5. Pedagogy: This term refers to science of teaching.
6. Taplejung Limbu : It is one of the four dialectal variants in Limbu i.e. Taplejung, Panchthare , Phedape and Chhathare
7. Mother tongue / Native speakers /  $L_1$ : It refers to the Limbu speakers.
8. Target language/ Second language /  $L_2$ : It refers to the English language .



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK OF THE STUDY**

This section incorporates review of different researches carried out in the department of English Education and discussion on the implication of literatures. Under theoretical framework, different theoretical aspects are discussed. Finally, conceptual framework is developed in order to carry out the present study.

#### **2.1 Review of Theoretical Literature**

The research that is being conducted is best on one of the aspects of applied linguistics. In other words contrastive analysis (CA) is one of the main concern of applied linguistics. The request form, the core point of this study falls under socio- linguistics. So the theoretical background of this research could be the integrated from of both applied and socio- linguistics - thus the applied socio- linguistics.

Regarding the contrastive analysis , considerable number of writers are involved :

Alatis, j.(ed.) (1968), Berman , R . (1978) , James , Carl (1980) and Fisiak, j. (ed. ) (1981) .

Likewise , in the field of socio- linguistics, there are writer like Hymes (1972), Hodgson (1980), Trudgill (1983), Richard .et al . (1985), Wardhaugh(1986), Gumperz (1987), Gal (1988), Spolsky (1998) and Holmes(2008).

Some researchers carried out comparative languages spoken in Nepal but a very few researches have been conducted on request forms in the Department of English Education. There is no research on request forms of Limbu and English languages in the Department. Some related reviews of the literature are as follow:

Giri (1982) has carried a research on "A comparative study of kinship terms: English and Nepali. She compares and contrasts English and Nepali terms, which are used to address various kinship relations.

Pandey (1997) has done a research on "A comparative study of Apologies between English and Nepali language". He has found that the native English speakers were more apologetic compared to native Nepali speakers.

Tumbahang(1997) carried out a research on "The Forms of Address on Limbu Folk Narrative and their Relevance in Actual Use" in his M.A. thesis. In his study, he analyzed the different forms of discourse available in the folk narratives, e.g. – Hakpare, Palam, etc. He has shown pragmatic importance of the study.

Tharu (2001) has carried out a research on "A comparative study of the s-v agreement in English and Tharu." In his study, he has shown that second and third person pronouns do not change for honorific forms in English but they do in the Tharu. Tharu verbs are marked for formal and informal forms but not in English verbs.

Rai (2001) conducted a research on "A Comparative Linguistic Study of English, Nepali and Limbu Kinship Terms" by collecting primary data from 60 native speakers of Limbu and 60 native speakers of Nepali of 3 VDCs from Panchthar district. She used snowball sampling procedure. She found out that English has the least number of kinship terms in comparison to English, Nepali and Limbu languages.

## **2.2 Review of Related Empirical Literature**

Some researchers carried out comparative languages spoken in Nepal but a very few researches have been conducted on request forms in the Department of English Education. There is no research on request forms of Taplejunge Limbu

and English languages in the Department. Some of the related research works are reviewed as follows:

Tambahang (1997) carried out a research on "The Forms of Address on Limbu Folk Narrative and Their Relevance in Actual Use" in his M.A. thesis. In his study, he analyzed the different forms of discourse available in the folk narratives, e.g. – Hakpare, Palam, etc. He has shown pragmatic importance of the study.

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Phyak (2004) did a research work on "English and Limbu Pronominal: A Linguistic Comparative Study" . His research areas were Panchthar and Ilam districts. Thirty native speakers of Limbu language were chosen as informants. In the process of data collection, he followed snowball sampling procedure. He found out that the Limbu pronominal system is more complicated than that of English.

Gautam (2005) conducted a research work on "Subject-Verb Agreement in English and Limbu: A Comparative Study". He selected 40 Limbu native speakers of Dhungesanghu, Sanghu, Fakumba and Thinglabu VDCs of Taplejung district. He found out that the subject-verb agreement systems in English and Limbu are quite different.

Lawati (2009) did a research work on "English and Limbu Consonant Sound". His research areas were sixteen VDCs of Panchthar district. Thirty-five native speakers of Limbu language were chosen as informants. The questionnaire was

distributed to twenty-five informants and another ten informants were interviewed. He found out that the sound system between the English and the Limbu language are almost different. For these reasons the teacher should pay special attention while teaching Limbu speaking students in the classroom. Similarly mother tongue interference creates difficulties in learning the English language for Limbu speaking students because of the present and absence of consonant sounds.

Bhattarai (2013) carried out a research on "Coordination in English and Limbu". Forty elderly Limbu native speakers were chosen as informants. In the process of data collection, the researcher utilized interview questionnaire of words, phrases and sentences. In his study, he found out that both languages have coordinative systems. But the Limbu language has two central coordinator 'nu' and 'po ' but English has only one central coordinator 'and'. Limbu language has more coordinator than English, it creates difficulty, while learning in English to the Limbu native speaking students.

Yadav (2008) conducted a research on "Request Forms in the English and Maithili languages". In his study, he has utilized both primary and secondary sources of data. The sample population of the study consists of 30 speakers in each of the languages in question. He has found that: In total over 69% of English and over 19% of Maithili speakers used direct requests. So English people were found excessively polite compared to Maithili people on the basis of four forms of requests.

Lawati (2006) has done a research on "Request Forms in Dhimal and English". He has used twenty-four exchange units of discourse in each languages with specific social settings were constructed for comparing purposes. He has found that the English native speakers were more polite compared to Dhimal. On the basis of four forms of requests, British people were more polite than their

American counterparts. English people used short and overt requests mostly whereas Dhimal people used lengthy and direct requests.

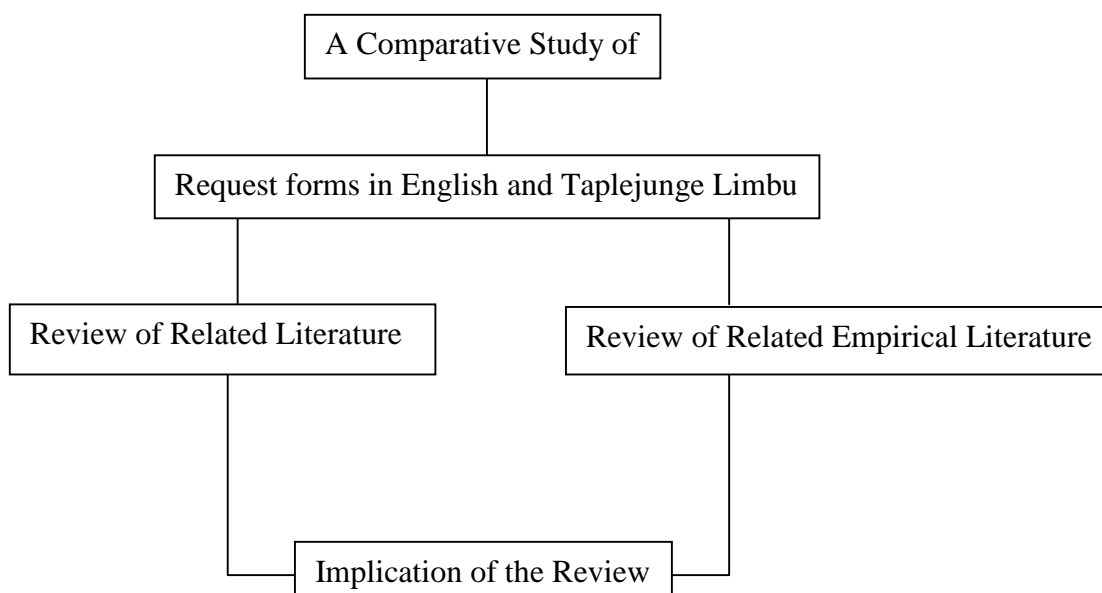
Thus, we can find researches carried out on related titles to request forms in two languages but it is not on English and Taplejung Limbu languages until now.

### 2.3 Implication of the Review for the Study

The review of the literature has suggested the following points:

1. To formulate the theoretical framework of the study.
2. To order the study.
3. To establish the research in the context.
4. To explain its significance.
5. To find out the most relevant resources to the work.
6. To find out and determine the research gap which has been main concern to fill up.
7. To establish the point of departure for future research.
8. To avoid needless reduplications of costly research effort.
9. To reveal the needed area of research.

### 2.4 Conceptual Framework of the Study



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter deals with methods and procedures of the study

#### **3.1 Design and Method of the Study**

In order to deal with the proposed thesis both qualitative and quantitative methods were used. In the same way, both the primary and secondary data were consulted to obtain the necessary data

#### **3.2 Population, Sample and Sampling Strategies**

##### **3.2.1 Population**

The Taplejung Limbu Speakers (natives) are the population of the study.

##### **3.2.2 sample**

Twenty informants from each language were the samples of the study.

##### **3.2.3 Sampling strategy**

The sampling procedure was determined by the survey sampling technique.

#### **3.3 Study Area/Field**

The research area of this study consists four VDCs of Taplejung district. The population of the study consisted of Phungling VDC, Gorkha Welfare Office Taplejung, volunteers of Nepal Red Cross Society District Chapter Taplejung and Tourists for English Native speakers were selected. Similarly, Thechambu VDC, Nangkholyang VDC, Dokhu VDC, Phungling VDC and Limbu linguists for Limbu Native speakers. The subject area of this study is applied socio-linguistics.

### 3.4 Data collection Tools and Techniques

The main tools of data collection for this study are questionnaire and interview. These tools are supposed to be effective, appropriate, feasible for the population of this study, and useful for the researcher to meet the objective of this study.

### 3.5 Data Collection Procedures

The respondents of Limbu were randomly selected from Thechambu VDC, Nangkholyang VDC, Dokhu VDC and Phungling VDC. English respondents were randomly selected from Gorkha Welfare Office Phungling, Nepal Red Cross Society District Chapter Phungling, Suketar Airport Phungling, Thechambu Higher Secondary School Thechambu and English Subject Experts (District Education Office Phungling Taplejung). The respondents, who involved while carrying out a research, were intermediate (10+2), graduate and postgraduates. In the study, there were 40 respondents. Out of 40 respondents, there were 20 of Limbu and 20 of English native / non-native speakers. Respondents were distributed into the equal number of male and female. It can be shown diagrammatically as follows:

**Table No. 1**

Total number of informants from the English and Limbu language

| NLSs    | Gender |        | Total no. of respondents |
|---------|--------|--------|--------------------------|
|         | Male   | Female |                          |
| English | 10     | 10     | 20                       |
| Limbu   | 10     | 10     | 20                       |

### **3.6 Data Analysis and Interpretation Procedure**

The process of data analysis started with the coding and minute analysis of the collected data. Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. Interviews, questionnaire and interactions will be used as the tool for collecting the required information. The researcher will intensively study 'Request Forms in English and Taplejung Limbu' before analyzing and interpreting the facts. Thus, the collected data are put under different headings and then analyzed and interpreted descriptively.



## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1 Analysis and Interpretation of Results:

This chapter consists of the analysis and interpretation of results. All the responses of English and Limbu are tabulated on the basis of direct requests, indirect requests and non- requests.

This chapter is done on the basis of the relationship of the respondents themselves of their discussion and carried out under the following relationships.

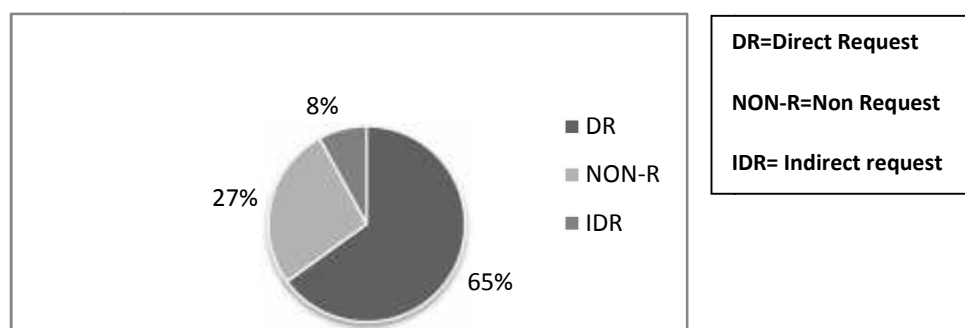
##### 4.1.1 Total forms of request given by English and Limbu speakers:

This includes the total forms of request found between friends, total forms of request found between neighbors, total forms of request found between relatives, total forms of request found between patient-doctor and total forms of request found between customer / shopkeeper. They are as follows:

| Language | Relationship  |
|----------|---|
| English  | Friend/Friend, Neighbor/Neighbor, Relative/Relative, Student/Teacher, Customer/Shopkeeper and Patient/ Doctor |
| Limbu    | Friend/Friend, Neighbor/Neighbor, Relative/Relative, Student/Teacher, Customer/Shopkeeper and Patient/ Doctor |

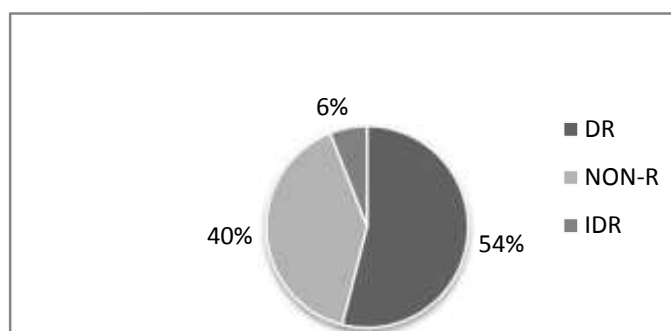
#### a) Total responses used by English speakers

**Chart No. 1**



**b) Total responses used by Limbu speakers**

**Chart No. 2**



It is shown in the above pie chart that native speakers of English are more polite than the Limbu speakers. There were 296 responses. Out of those 65% in English and 50%, responses in Limbu were direct request. They often use polite terms. There are some examples given by English and Limbu speakers are:

1. Can you pass the salt please? (S.no. 1)
2. Could you give a hand with this log? (S.no. 3)
3. r'Dd[ x'SyIS kldf cfu;'Sal Z (S.no. 4)

*/chumme hukthik pima aagsukbi/*

(Friend, could you give me a hand?)

4. vf]F[yIS dSjf kldf cfu;'Sal Z (S. no. 6)

*/khorethik makwa pima aagsukbi/*

(Could you bring me a glass of hot water?)

While comparing indirect requests. It was found that 8% in English and 10% in Limbu languages respectively. In those responses they (respondents) seldom use polite terms but the forms of sentences were expressed indirectly. e.g.,

5. It would be better to deliver it to the office. (S. no. 18)

6. Would you mind doing me a huge favor? (S. no. 13)

7. *bfubF, cfbfla[ cllufg' ofl xf]kfn[ rf]u'n[ clDef ofl;fKvS s[hf]sfn[u  
tfGbL tfGbL*

*tfFIS clGg] d[GYof] . (S. no. 13)*

*/dagdar, aadangbe inganu yang hopale chogule imva yangsapkhak kejokaleg  
tandi tandi tarik iene menthyo/*

(Doctor, I do not have money. If you check me freely, I will be indebted to you forever.)

The respondents, who expressed their requests indirectly in these situations given above. They did not use polite terms but the responses contained requests to some extent. So, those types of responses are considered in indirect requests.

The rest of responses are categorized under non-requests. Limbu native speakers used 40% while English native people just used 27%. For example,

8. I know you have been throwing garbage in my courtyard; if you do it again I will call the police. (S. no. 22)

9. Hey, why don't you come over for dinner tonight . (s.no.21)

10. *oDa[, s[m[hfG cfalF[t . (s.no.7)*

*/yambe,kefejan aabireta/ (....., give me your knife .)*

11. g';fd[, o'dlg cfalF[t . (s. no.1)

*/nusame, yumin aabireta/* (Sister, pass the salt.)

In the above-mentioned sentences, the respondents are not polite to respond the situation. 'Hey' was used by English people at the situation to address to the friends, relatives, neighbors, customers and shopkeepers whereas r'Dd /*chum*/ (friend) is very much common among both male and female to address their friends and sometimes to the neighbors too in Limbu language. Non-request forms are used many more by Limbu than that of English while responding to the situation.

#### 4.1.2 Total forms of request found between friends

**Table No.2**

Total responses used by Friends

| NLSs    | S.No. | DR |      | IDR |      | NON-R |       |
|---------|-------|----|------|-----|------|-------|-------|
|         |       | F  | %    | F   | %    | F     | %     |
| English | 3,6,7 | 33 | 75   | 3   | 6.81 | 8     | 18.19 |
| Limbu   | 4,6,7 | 40 | 90.9 | 1   | 2.29 | 3     | 6.81  |

The responses between friends the Limbu native speakers responded more direct forms of requests. Out of 44 responses 90.9% were direct requests but in English 75% were found direct requests. Both English and Limbu native speakers were found informal to their friends.

1. Could you give me a hand with this log? (s.no.3)
2. Can I use your laptop please? (s.no.7)
3. cfbflaf;[,s;llilG rDdf kUg] kf]v[afn[ x'SylS cfualal Z(s.no.4)

*/aadangbase, kasingin chama parne pokhebale hukthik aagbibi/*

(Friends, could you give me a hand to move this log?)

4. clluf dSjf yIS s[m[t'D cfualal Z (S.no.6)

*/inga, makwa thik kefetum aagbibi/* (Could you bring me hot water?)

In those expressions, there are similarities between English and Limbu responses. In both languages, the percentage is higher in direct forms of requests compared to others.

Few respondents used indirect forms of requests from English and Limbu. Out of 44 responses, 6.81% and 2.29% responses were indirect requests respectively. Let us consider some examples:

5. Is it O.K. if I use your card, Joe? Mine is forgotten. (S.no.3)

6. Excuse me. I am having trouble with this. Would you mind giving me a hand?

The expression that is neither direct requests nor indirect requests. The respondents showed such expressions to their intimate friends. Some examples from both languages.

7. Hey! Give me a hand. (S.no.3)

8. Dipika! Boil me some water. (S.no.6)

9. oDa[, s[m[hfG cfalF[t . (s.no.7)

*/yambe,kefejan aabireta/* (... , give me your knife.)

These respondents were categorized under non-requests. 18.19% responses in English and 6.81% in Limbu were found non-requests forms.

The total requests used by English and Limbu informants in the relationship of friends are as follows:

**Table No.3**

List of total request forms in the friend-friend relationship

| DR by ELSs           | F      | %     | DR by LLSs                                   | F  | %     |
|----------------------|--------|-------|--|----|-------|
| Could you            | 9      | 20.45 | ____d[GYof] ( <i>menthyo</i> )               | 4  | 6.81  |
| Can you please       | 8      | 18.18 | ____s[;'St'g' ( <i>kesuktunu</i> )           | 6  | 13.63 |
| Would you            | 1<br>1 | 25    | ____aL ( <i>bi</i> )                         | 11 | 25    |
| Please               | 3      | 6.81  | ____ldf ( <i>mima</i> )                      | 2  | 4.54  |
| Will you             | 5      | 11.36 | ____nfcfa[ ( <i>labe</i> )                   | 8  | 18.18 |
| IDR by ELSs          | F      | %     | __g'a;f kf]ld]G ( <i>nubsa<br/>pongmen</i> ) | 4  | 6.81  |
| Is it O.K. If I..... | 2      | 4.54  | ____g';[Ug' ( <i>nusenu</i> )                | 11 | 25    |
| Excuse me, Suvechha  | 1      | 2.27  | ____n[Ddl ( <i>lemmi</i> )                   | 3  | 6.81  |

From the above table it was found that the number of polite terms (direct request) in English is less than those used by Limbu speakers. Limbu speakers were more polite while speaking to their friends compared to English native speakers.

Politeness is not the absolute term, which is the relative term. Therefore, it is the degree, which depends on the situation.

#### **4.1.3 Total forms of request found between neighbors**

**Table No.4**

Total responses used by neighbors

| NLSs    | S.No.       | DR |    | IDR |      | NON-R |       |
|---------|-------------|----|----|-----|------|-------|-------|
|         |             | F  | %  | F   | %    | F     | %     |
| English | 11,17,21,22 | 48 | 80 | 3   | 5    | 9     | 15    |
| Limbu   | 11,17,21,22 | 30 | 50 | 5   | 8.33 | 25    | 41.66 |

The above table shows that the number of direct request in English is greater than in Limbu. Out of 60 responses, there were 80% of responses in English and 50% of responses in Limbu in the form of direct requests respectively. The respondents had the following responses:

1. Can I borrow your bike? (S.no.11)
2. Would you mind tuning the music down? (S.no.17)
3. g';f/m' c[,s[ afcls[G ;mf yIS t[Ddf ;'St'lal Z (S.no.11)

*/nusa/fu e, kebaiken safa thik temma suktungbi/*

(Brother, could you borrow me a bike for a moment)

4. dldf, cfnv'Dd' tfDhixf nfd[m';[Gg[ cf]. (S.no.22)

*/mima, aalakhummu tamjiha lamefesenne o/*

(Please, do not throw rubbish in my courtyard)

There were 5% of responses, which were categorized in indirect requests in English but 8.33% of responses of indirect request in Limbu. Some examples from English:

5. Hey! why don't you come over for dinner tonight?
6. I 'm sorry but I don't really appreciate it. (S.no.22)

The responses that were categorized under non-requests. Some examples from both English and Limbu language:

7. Don't throw rubbish in my courtyard. (S.no.22)

8. c]G cfxlDgf tS rf;[ m[Ff] . (S.no.21)

*/en aahimna tak chase fero/* (Today, come to my house for dinner.)

The total requests used by English and Limbu speakers in the relationship with their neighbors. They are as follow:

**Table No.5**

List of total request forms in the relationship of neighbors

| DR by ELSs            | F  | %    | DR by LLSs                                   | F | %    |
|-----------------------|----|------|--|---|------|
| Can I                 | 15 | 25   | _____g' ( <i>nu</i> )                        | 7 | 1.66 |
| Would you mind        | 6  | 10   | _____s[clt'al ( <i>keitubi</i> )             | 4 | 6.66 |
| Please.....           | 5  | 8.33 | dldf ____ ( <i>mima</i> )                    | 3 | 5    |
| Could you             | 4  | 6.66 | ____d[Gyof] ( <i>menthyo</i> )               | 1 | 1.66 |
| I would appreciate    | 1  | 1.66 | __cf];[ug'/g';]ug' ( <i>osegnu/nusegnu</i> ) | 3 | 5    |
| Would you please      | 2  | 3.33 | _____aL ( <i>bi</i> )                        | 2 | 3.33 |
| Would you like        | 5  | 8.33 | __s[;Ff yflal ( <i>kesarathangbi</i> )       | 2 | 3.33 |
| Could you please      | 3  | 5    | ____d[Gyof] ( <i>menthyo</i> )               | 4 | 6.66 |
| Could I please..      | 3  | 5    | ____d[Gyof] ( <i>menthyo</i> )               | 2 | 3.33 |
| Can you turn .....    | 4  | 6.66 | __s[xl;llal ( <i>kehisingbi</i> )            | 2 | 3.33 |
| Is it alright to      | 2  | 3.33 | g'a[;f jfFf] ( <i>nubesa waro</i> )          | 2 | 3.33 |
| ..I have not seen you | 2  | 3.33 | xf]k[, xf]Knf] ( <i>hope/hopro</i> )         | 4 | 6.66 |

English native speakers used more direct forms of requests compared to Limbu native speakers. That is to say, English speakers were polite but Limbu speakers



were less polite to their neighbors in that given situation. A few responses used by English respondents and Limbu respondents were in indirect requests. The researcher came to conclude that ELSs and LLSs found the greater numbers of responses in direct forms of request in the relation with their neighbors.

#### 4.1.4 Total forms of request found between relatives

**Table No.6**

Total request forms used by relatives

| NLSs    | S.No.   | DR |    | IDR |      | NON-R |      |
|---------|---------|----|----|-----|------|-------|------|
|         |         | F  | %  | F   | %    | F     | %    |
| English | 1,2,5,8 | 54 | 90 | 2   | 3.33 | 4     | 6.66 |
| Limbu   | 1,2,5,8 | 24 | 40 | 6   | 10   | 30    | 50   |

The above table shows that English people were found more polite in the relationship with their parents. They are more polite than Limbu native speakers are. 90% of responses were categorized under direct request in English. On the contrary, 40% of responses were categorized under direct requests in Limbu.

Some examples of direct requests are as follows:

1. Could you pass the salt please? (S.no.1)
2. Would you mind ironing my shirt? (S.no.5)

Unequal numbers of indirect forms of request were found in both English and Limbu. Each language speakers used of 3.33% and 10% respectively. Therefore,

a few number of Limbu like to use indirect forms of requests to their relatives. To make it clear. Let's illustrate some examples:

3. I would never ask my father to do this. (S.no.2)

4. o';IS kf]v[a[afn[ rf]u'n[ ;[dl yIS s[xfGb'n[ ofdaS c';'F'af kf]ld[GYof].  
(S.no.2)

*/yusik pokhebebale chogule semi thik kehandule yambak usuruba pongmenthyo/*  
(It is getting dark. If you switch on. It is easy to work.)

On the contrary, out of 60 responses 6.66% of responses in English and 50% of responses in Limbu were categorized in non-requests. Limbu speakers were found less polite in the comparison to their English counterparts. Some examples of non-request are given below:

5. Mum, turn on the light. (S.no.2)

6. Pass me the salt. (S.no.1)

7. o'Dd[G yIS cfualaL . (S.no.1)

*/yummen thik aagbibi/* (pass me the salt)

8. cfhflxfd' yIS k[; y[u[gf . (S.no.5)

*/aajanghamu thik pes thegena/* (Press these clothes for me.)

The total requests used by English and Limbu speakers in the relationship between the relatives are listed below:

**Table No.7**

List of total request forms in the relationship of relatives

| DR by ELSs       | F  | %    | DR by LLSs            | F | %    |
|------------------|----|------|-----------------------|---|------|
| Can you          | 15 | 25   | ____g' (nu)           | 6 | 10   |
| Could you please | 6  | 10   | ____d]GYof] (menthyo) | 2 | 3.33 |
| ...please        | 3  | 5    | dldf __ (mima)        | 1 | 1.66 |
| ...will you      | 2  | 3.33 | ____nfcfUa[ (laabe)   | 6 | 10   |
| Can I .....      | 6  | 10   | ____g' (nu)           | 2 | 3.33 |

|                    |   |      |  |   |      |
|--------------------|---|------|--|---|------|
| Could you ....     | 6 | 10   | ____d]GyUof] ( <i>menthyo</i> )                      | 1 | 1.66 |
| Would you mind     | 3 | 5    | ____s[clt'al ( <i>keitubi</i> )                      | 3 | 5    |
| Would you ..       | 1 | 1.66 | ____al ( <i>bi</i> )                                 | 1 | 1.66 |
| May I              | 2 | 3.33 | IDR by LLSs  | F | %    |
| Please .....       | 3 | 5    | cfbfla[/cfbflid]/dldf__ ( <i>aadangbe/aadsngme</i> ) | 5 | 8.33 |
| Will you ....      | 2 | 3.33 |  |   |      |
| .... should I .... | 1 | 1.66 |  |   |      |
| Do you want ...    | 2 | 3.33 |  |   |      |
| IDR by ELSs        | F | %    |  |   |      |
| I would never      | 2 | 3.33 |  |   |      |

The above table shows that English people used different forms of politeness than their Limbu counterparts. English speakers used more than double of responses of direct forms of requests.

#### 4.1.5 Total forms of request found between student and teacher

**Table No.8**

Total request forms used by student and teacher

| NLSs    | S.No.        | DR |    | IDR |     | NON-R |      |
|---------|--------------|----|----|-----|-----|-------|------|
|         |              | F  | %  | F   | %   | F     | %    |
| English | 4,9,10,12,13 | 44 | 50 | 22  | 25  | 22    | 25   |
| Limbu   | 3,9,10,12,13 | 66 | 75 | 8   | 9.1 | 14    | 15.9 |

In the above table, Limbu speakers preferred to use direct forms of request as compared to English speakers. 50% of responses in English and 75% of responses in Limbu were expressed in the form of direct requests. It was found that Limbu speakers were more polite with their teachers compared to English counterparts. Some examples are given below:

1. Can I stay at my friend's house? (S.no.1)

2. Can you help me to edit this?

3. cfbfla,[ kfxfFf k[Sdf ;'sfal Z (S.no.10)

*/aadangbe, pahara pekma sukabi/* (Excuse me sir, could I go to toilet?)

4. cfbfla[, s ;fKkSjf gf]af rf]Sdf s[ mfcf al Z (S.no.3)

*/aadangbe, k saptakla noba chokma kefaa bi?*

(Excuse me sir, could you help me to edit this article?)

Unequal number of indirect forms of request was found in both English and Limbu. Whereas 25% of responses in English and 9.1% of responses in Limbu were found as the form of indirect requests.

On the contrary, out of 88 responses, 25% of responses in English and 15.9% in Limbu were categorized under non-requests. The findings were English people were less polite compared to their Limbu counterparts.

Some examples from non-requests

5. I need to use the bathroom. (S.no.12)

6. cfbfla], kfxfFf k[Ssf ncf . (S.no.12)

*/aadangbe, pahara pekma laa/* (Sir, I want to go to the toilet.)

The following table presents the requests forms used by Limbu and English speakers in the content of student-teacher relationship.

**Table No. 9**

List of total request forms in the relationship content of student teacher.

| DR by ELSs        | F  | %     | DR by LLSs                                 | F | %    |
|-------------------|----|-------|--|---|------|
| Can I/you .....   | 14 | 15.9  | ____t'g' ( <i>..tunu</i> )                 | 5 | 5.68 |
| Could I/you ....  | 15 | 17.04 | ____d[GYof] ( <i>menthyo</i> )             | 6 | 6.81 |
| Would you minding | 2  | 2.27  | ____s[clt' d]GYof] ( <i>ketu menthyo</i> ) | 4 | 4.54 |

|                               |   |      |  |   |      |
|-------------------------------|---|------|--|---|------|
| Could you please ...          | 3 | 3.4  | ___d]GYof] ( <i>menthyo</i> )              | 5 | 5.68 |
| May I ....                    | 3 | 3.4  | ___al ( <i>bi</i> )                        | 4 | 4.54 |
| Do you mind if I              | 1 | 1.13 | ___s]clt' ( <i>keitu</i> )                 | 6 | 6.81 |
| Can I please ...              | 1 | 1.13 | ___;'St'lal ( <i>suktungbi</i> )           | 2 | 2.27 |
| ...will you please            | 2 | 2.27 | ___al ( <i>bi</i> )                        | 6 | 6.81 |
| May I please                  | 2 | 2.27 | ___;'St'lal ( <i>suktungbi</i> )           | 4 | 4.54 |
| IDR by ELSs                   | F | %    |  |   |      |
| ...Is it etc. if I...         | 8 | 9.09 |  |   |      |
| ...Is it a problem if I       | 4 | 4.54 |  |   |      |
| I'm afraid I                  | 2 | 2.27 | cfDalcl/cf]cflal ( <i>aambii/oaangbi</i> ) | 3 | 3.4  |
| Can I be excused for a minute | 1 | 1.13 | ;mf; Sgf ( <i>safasikna</i> )              | 5 | 5.68 |

Most of the respondents in Limbu are more polite to their teacher. On the contrary, native English speakers are found less polite while responding to the situation. Comparatively Limbu speaker are found more polite than their English counterparts are.

#### 4.1.6 Total forms of request found between patient-doctor

**Table No.10**

Total responses used by patients and doctors

| NLSs    | S.No.       | DR |       | IDR |   | NON-R |       |
|---------|-------------|----|-------|-----|---|-------|-------|
|         |             | F  | %     | F   | % | F     | %     |
| English | 15,19,23,24 | 11 | 22.91 | -   | - | 37    | 77.09 |
| Limbu   | 15,19,23,24 | 9  | 18.75 | -   | - | 39    | 81.25 |

The table above shows that Limbu used less number of requests compared to English people. Out of 48 responses, 22.91% and 18.75% of direct requests were found in Limbu and English respectively. Little more speakers that are English were found more polite than their Limbu counterparts were. Some examples, which were used at the time of responding to the situation.

1. Could you please give me a free check-up as I have no money? (S.no.15)
2. Could you promise not to drink again? (S.no.23)
3.  $\text{cfbfla[, ofi xf]K;fl cfwslG yIS cf]d[t[ cfalF[gf Z}$  (S.no.15)

*/aadangbe, yang hopsang aadhakin thik omete aabirena/*

(Doctor, could you please give me a free check-up, as I have no money?)

On the contrary, both English and Limbu people did not use indirect forms of requests whereas there were majority of respondents in Limbu and English of using non-requests. 77.09% from English and 81.25% from Limbu were used as non-requests. Some examples can be cited as follows:

4. You need to take your medicine every day, ok? (S.no.24)
5. You mustn't lie! This could cause you serious harm in the future! (S.no.19)
6.  $\text{s[t'S;fi Yofl clls[n[sfaf a]!}$  (S.no.19)

*/ketuksang thyang ingkelekaba be/* (You are sick but telling me lie!)

7.  $\text{sn[ gf]af d[hf]u'G v[s[n[ rf]u'n[ d[y'i[gf] .}$  (S.no.23)

*/kale noba mejogun khekele chogule methungeno/*

(Don't drink. It's bad to get better for you.)

The total requests provided by English and Limbu speakers in the relationship between doctors and patients are as follows:

**Table No.11**

List of total request forms in the relationship of doctors and patients.

| DR by ELSs | f | %     | DR by LLSs                      | f | %    |
|------------|---|-------|---------------------------------|---|------|
| Could you  | 7 | 14.58 | _____d]GYof] ( <i>menthyo</i> ) | 4 | 8.33 |

|                      |   |      |                                    |   |      |
|----------------------|---|------|------------------------------------|---|------|
| Would you            | 2 | 4.16 | _____al ( <i>bi</i> )              | 3 | 6.25 |
| Please .....         | 2 | 4.16 | _____dldf ( <i>mima</i> )          | 2 | 4.16 |
| Could you please ... | 3 | 6.25 | _____d]GYof]<br>( <i>menthyo</i> ) | 1 | 2.08 |

From the table given above, majority of the Limbu respondents used non-requests while responding to the situations with their patients and the same result was found in the English language but the number was little less than their Limbu counterparts. In case of direct forms of request were found more or less similar.

#### 4.1.7 Total forms of request found between customer-shopkeeper.

**Table No. 12**

Total responses used by customers and shopkeepers.

| NLSs    | S.No.       | DR |       | IDR |      | NON-R |       |
|---------|-------------|----|-------|-----|------|-------|-------|
|         |             | F  | %     | F   | %    | F     | %     |
| English | 14,16,18,20 | 54 | 84.37 | 7   | 10.9 | 3     | 4.6   |
| Limbu   | 14,16,18,20 | 11 | 17.18 | 2   | 3.12 | 51    | 79.68 |

From the above table the majority of English respondents responded to the situation politely. They used more direct forms of requests more than their counterparts did. 84.37% of responses in English were found in direct requests whereas only 17.18% of responses in Limbu were found in direct. Some examples of direct requests are given below:

1. Excuse me; may I have a cup of tea? (S.no.14)
2. Could you deliver this to the office, please? (S.no.18)
3. vf]F[ y]S yL cfalF[gf Z (S.no.14)  
*/khore thik thee aabirena/* (Could you serve a cup of tea?)
4. cllufg mfl ;fKkGxf gfSd[ s];'St' al Z (S.no.20)

*/ingan fang saplaha nakme kesuktu bi/* (Could you order the books for me?)

Out of 64 responses, 10.9% of responses were indirect requests in English and 3.12% of responses were indirect requests in Limbu. Some examples from English and Limbu:

5. Is it possible to order these books? (S.no.20)

6. Would it be possible for this to be delivered? (S.no.18)

7. *vf ;fKkGxf gfSdf ;'St[ kl Z* (S.no.20)

*/kha saplaha nakma sukte pi/* (Is it possible to order these books?)

79.68% of responses were categorized under non-requests in Limbu. They did not express politeness. It was found that English people were far more polite than their Limbu counterparts. English respondents used 4.6% non-requests. Some examples from Limbu:

8. *g';fc], sg cfxlDgf s[t[ cfalF[gf .* (S.no.18)

*/nusame, kan aahimna kete aabirena/* (Brother, deliver this to my house.)

**Table No.13**

List of total request forms in the relationship of customer and shopkeeper

| DR by ELSs       | F  | %    | DR by LLSs                    | F | %    |
|------------------|----|------|-------------------------------|---|------|
| Could you please | 6  | 9.37 | ___d]GYof] ( <i>menthyo</i> ) | 1 | 1.56 |
| Could you/I      | 21 | 32.8 | ___d[GYof] ( <i>menthyo</i> ) | 2 | 3.12 |



|                          |    |       |                                |   |      |
|--------------------------|----|-------|--------------------------------|---|------|
| Can you/I                | 12 | 18.75 | __t'g' ( .. <i>tunu</i> )      | 1 | 1.56 |
| May I                    | 4  | 6.25  | ___al ( <i>bi</i> )            | 1 | 1.56 |
| Please                   | 5  | 7.81  | dldf __ ( <i>mima</i> )        | 3 | 4.68 |
| Would you mind....ing    | 2  | 3.12  | __s[ct' al ( <i>keitu bi</i> ) | 3 | 4.68 |
| Can I please             | 1  | 1.56  |                                |   |      |
| Would you                | 3  | 4.68  |                                |   |      |
| IDR by ELSs              | F  | %     |                                |   |      |
| Would it be possible for | 5  | 7.8   | ___d[GYof] ( <i>menthyo</i> )  | 3 | 4.68 |
| Is it possible to ....   | 2  | 3.1   | ___d]Gg' ( <i>menu</i> )       | 2 | 3.12 |

It has been found from the study that English people used a little bit more indirect requests than Limbu people. English people used more direct form of requests compared to Limbu counterparts. Limbu people almost used impolite language while responding to the shopkeeper.

#### 4.1.8 Gender-wise Comparison

This includes the total forms of requests responded by male and female speakers of Limbu. They are as follows

| Gender-wise | Relationship  |
|-------------|---|
| Male        | Friend/Friend, Neighbor/Neighbor, Relative/Relative, Student/Teacher, Customer/Shopkeeper and Patient/ Doctor |

|        |   |
|--------|---|
| Female | Friend/Friend, Neighbor/Neighbor, Relative/Relative, Student/Teacher, Customer/Shopkeeper and Patient/ Doctor |
|--------|---|

The researcher tried to find out the gender-wise differences of requests in both languages. Equal number of male and female (10/10) were found while collecting the data in the English languages. Comparison of English gender cannot be made. Thus, he mentioned the comparison of requests in Limbu speakers only.

**Table No. 14**

Gender-wise difference of request form in Limbu speakers

| Relationship        | Male |       |     |       | Female |       |     |       |
|---------------------|------|-------|-----|-------|--------|-------|-----|-------|
|                     | DR   | %     | IDR | %     | DR     | %     | IDR | %     |
| Friend/Friend       | 16   |       |     |       | 14     |       |     |       |
| Student/Teacher     | 30   |       | 1   |       | 35     |       | 1   |       |
| Relative/Relative   | 9    |       | 4   |       | 15     |       | 5   |       |
| Customer/Shopkeeper | 8    |       | 2   |       | 5      |       | 2   |       |
| Patient/Doctor      | 6    |       |     |       | 3      |       |     |       |
| Neighbor/Neighbor   | 17   |       | 3   |       | 15     |       |     |       |
| Total               | 86   | 53.12 | 10  | 55.55 | 87     | 54.37 | 8   | 44.44 |

From the above table, it is found that female speakers of Limbu were found more or less polite than their male counterparts. They were found excessively polite with their teachers. Male speakers used 53.12% of direct requests and 55.55% of indirect requests. On the contrary, female speakers used 54.37% of direct and 44.44% of indirect requests. Female speakers were more polite with the teachers, relatives compared to male speakers. Generally, both the speakers did not use indirect requests to their friends, teachers, relatives and doctors. A few

respondents used indirect requests while responding to their relative and neighbor.

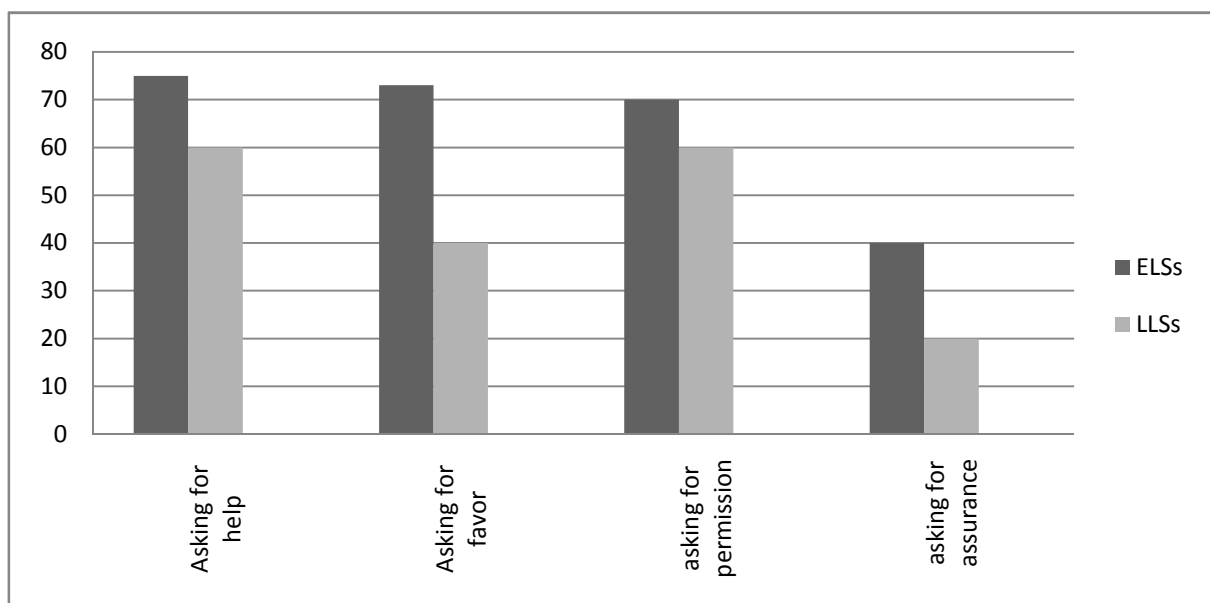
#### 4.1.9 Comparison between English and Limbu speakers on the basis of four forms of request.

This includes the comparison between English and Limbu speakers on the basis of four forms of request. They are asking for help, asking for favor, asking for permission and asking for assurance. They are as follows:

| Request Forms         | Comparison      |
|-----------------------|-----------------|
| Asking for help       | Direct/Indirect |
| Asking for favor      | Direct/Indirect |
| Asking for permission | Direct/Indirect |
| Asking for assurance  | Direct/Indirect |

The respondents of the study were the native speakers of Limbu and English categorized in the study. These relationships were categorized in four forms of request; asking for help, favors, permission and assurance. The native speakers of both languages were compared on the basis of four forms of requests.

**Chart No.3**



Comparison between ELSs and LLSs on the four forms of request.

From the column diagram given above it is seen that ELSs were more polite than LLSs in each forms of request of Limbu. English respondents were more polite in asking for help compared to the forms of request. They were less polite while asking for assurance. 75 (30.1%) of direct requests and 73 (29.3%) of direct requests were used in the form of asking for help and favors respectively. Limbu people were found more polite in asking for help and less polite in asking for assurance compared to other forms of requests. Limbu people used 12 (7.1%) of direct requests in the form of asking for assurance. 60 (35.5%) of direct requests and 57 (33.7%) of direct requests were used in the form of asking for help and permission by Limbu people that were more compared to other forms of requests. English people compared to Limbu people used indirect forms of requests much more.

#### **4.1.10 Total request forms used by the native/non-native of English Speakers.**

##### **4.1.10.1 Total request forms used by the native English speakers.**

The native speakers of English used 25 types of requests at the time of responding to the whole situations. Out of 296 responses in English 193 were direct forms of requests and 24 were indirect requests.

**Table No.15**

Total request form used by English language speakers

| DR by ELSs             | F  | %    |
|------------------------|----|------|
| Could you/I            | 45 | 23.2 |
| Can you/I              | 57 | 29.7 |
| Can you please         | 13 | 7.0  |
| Would you please       | 10 | 5.2  |
| Could you please       | 14 | 7.2  |
| Will you               | 2  | 1.2  |
| Please                 | 6  | 3.2  |
| May I                  | 9  | 4.8  |
| May I please           | 8  | 4.2  |
| Can I please           | 5  | 2.4  |
| Do you mind if I could | 6  | 2.8  |
| Would it be O.K.       | 4  | 2.0  |
| ....,Would you?        | 3  | 1.6  |
| ...will you            | 5  | 2.4  |
| ...please              | 4  | 2.0  |
| Excuse me, I'm having  | 2  | 0.8  |
| IDR by ELSs            | F  | %    |
| Is it possible         | 5  | 22.5 |
| I would never          | 1  | 3.2  |
| I am afraid            | 6  | 25.8 |
| Is it O.K. if I        | 6  | 25.8 |
| It is important that   | 1  | 3.2  |
| Do you mind if I       | 2  | 6.4  |
| Is it right if I       | 3  | 12.9 |

From the above table, it was found that could you /I, can you/I were most used by the English speakers whereas I am afraid, I would never and it is important that were rarely used.

#### 4.1.10.2 Total request forms used by native speakers of Limbu.

**Table No.16**

Total request forms used by LLSs.

| DR by LLSs                                       | F  | %     |
|--|----|-------|
| _____t ( ... <i>ta</i> )                         | 51 | 31.91 |
| _____gf ( ... <i>na</i> )                        | 34 | 21.27 |
| _____al ( ... <i>bi</i> )                        | 22 | 13.47 |
| _____nfUa[ ( ... <i>labe</i> )                   | 14 | 8.51  |
| _____g' ( ... <i>nu</i> )                        | 6  | 3.54  |
| _____d[G <sub>Y</sub> of] ( ... <i>menthyo</i> ) | 14 | 8.51  |
| _____s[;'St'g'( ... <i>kesuktunu</i> )           | 9  | 5.67  |
| _____s[clTt'al Z( ... <i>ketubi</i> )            | 4  | 2.83  |
| dldf _____ (mima)                                | 1  | 0.5   |
| _____cf];fug' ( .. <i>osagnu</i> )               | 4  | 2.83  |
| _____g";[ug' ( .. <i>nusegnu</i> )               | 1  | 0.5   |
| IDR by LLSs                                      | F  | %     |
| _____al ncf ( .. <i>bi laa</i> )                 | 6  | 33.33 |
| _____;mf;ISgf ( .. <i>safasikna</i> )            | 4  | 22.2  |
| _____d[Gg' ( .. <i>mennu</i> )                   | 4  | 22.2  |
| _____u d[G ( .. <i>ga men</i> )                  | 2  | 11.1  |

|                                      |   |      |
|--------------------------------------|---|------|
| cfDəlcl/cf]cflal<br>_(aambii/oangbi) | 2 | 11.1 |
|--------------------------------------|---|------|

## 4.2 Summary/Discussion of Findings

As the present study targeted of enlist, compare the four forms of request found in English and Limbu. The following summarized form has been deducted from the study:

### 4.2.1 Findings

Every two languages share some common and uncommon features which were found when they were compared. The comparative study between Limbu and English languages shows that request forms between them are similar in some respects and different in others. The major findings of the present study are as follows:

#### 4.2.1.1 Request Forms in Taplejunge Limbu Language

- ) In more polite request form '*aadangbe*' for male and '*aadangme*' for female are used in the very beginning.
- ) '*...bi/i*' is mostly used at last.
- ) In more polite request form plural forms are used frequently, i.e.
- ) '*...chammna*' (to eat), '*...pegina*' (to go) etc.
- ) '*...menthyo*', '*...aa*', '*...bi*' are used as indirect request form.
- ) Distinct request forms are used in social functions.

#### 4.2.1.2 Similarities Between English and Limbu Request Forms

- ) Both languages have request forms.

- ) Indirect request forms are mostly used in both languages.
- ) In accordance with number request forms are used in both languages.

#### **4.2.1.3 Differences Between English and Limbu Request Forms**

1. In totally 65% of English and 54% of Limbu speakers used requests. That is to say English people were found more polite than Limbu people.
2. While comparing the four forms of request in English and Limbu, the following findings came up:
  - a) 'Please' is used mostly in English request forms but there is no specific term for Limbu request forms.
  - b) Limbu people were found more polite in the relationship between friends and with their teachers. 75% of English and 90.9% of Limbu used direct requests with their friends.
  - c) In the relationship with neighbors. English speakers used 80% of direct requests whereas Limbu speakers used 50% of requests. So English people were found more polite with their neighbors.
  - d) 90% and 40% of direct requests were used by English and Limbu speakers respectively. That is to say, English people were more polite with their relatives.
  - e) Limbu people used 75% of direct requests while English people used 50% of direct requests responding to their teachers. So, Limbu speakers were found more polite with their teachers.



- f) Both English and Limbu people used just 22.91% and 18.75% of direct requests in the interaction between patients and doctors. So, Limbu people were found less polite.
- g) English people used 90% of direct requests whereas Limbu people used 40% of direct requests to their neighbors. So, English people were found more polite than Limbu interlocutors.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Conclusions**

While comparing the four forms of request in English and Limbu, the following conclusions came up:

- a) English people were found more polite among all the relationship compared to Limbu people.
- b) English people used a greater number of indirect requests rather than Limbu people.
- c) English people were more polite compared to Limbu people on the basis of four forms of requests.

#### **5.2 Recommendations**

Every research study should have its recommendation in one or another ways. So, this research work has also some recommendation. It is hoped that the findings of the study will be utilized in the following mentioned levels. The recommendation on these levels has been presented separately below :

##### **5.2.1 Policy Related**

1. Policy makers should formulate policy regarding the 'community based language teaching'.
2. Text-book writers should develop functional and communicative type of syllabus that the learner can be encouraged to use them in their conversations.
3. The government should be imposed Limbu language as an official language in eastern region.
4. The governmental policies should be improved in accordance with respect to inclusive education.
5. It would be better, the Nepalese government should inspire the Limbu linguistic experts by financial, educational, legal and technological support.

### **5.2.2 Practice Related**

1. The teacher should create dialogues that require the expressions of requests and perform them in the situations.
2. The teacher should make the students know all the requests in English and Limbu. He should ask them to list all the polite forms of requests in these languages, which are functionally similar. Then find out the requests, which are different from one language to another language and make them learn in the situations.
3. The learners should act themselves to respond those situations and make the list of requests.
4. The learner should use audio-visual teaching aids like TV, Video, Laptop, Mobile, Cassettes etc.
5. The teacher should use a comic strip such as asking for help, asking for favor, asking for permission and asking for assurance from others and respond the situation in requests.

6. The teacher should introduce the different forms of request and create suitable dialogues of each of them and practice them.
7. The teacher should create situations based on the four forms of requests and ask the students to make requests properly.

### **5.2.3 Further Research Related**

On the basis of conclusions, the researcher has attempted some pedagogical suggestions for teaching 'requests'. The implications would be beneficial for students, teachers, NGO, INGO and the researchers of English and Limbu as second language. Some implications are listed as follows:

1. This research will provide a valuable secondary source for the researchers.
2. Limbu language itself is a rich language. However, it needs further research.
3. It will provide new research areas, which are left to be investigated.

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## APPENDIX I

### 1.4 Research Questions (Test Items)

#### English Situations

This questionnaire is prepared for the native speakers of the Limbu language to fulfill the requirements of the research work 'Request Forms in English and Limbu' for the dissertation of M.Ed. in English Education.

I hope you will co-operate me to fulfill the requirements.

Mr. Deu Kumar Limbu

Sukuna Campus, Morang

Name: .....

Address: ..... Age: .....

Nationality: ..... Occupation: ..... Academic

qualification: ..... Sex: .....

Make request in the situations.

1. You want to put salt in your mutton curry. You ask your brother to pass the salt.

.....

2. It's getting dark. You want to complete your homework. You ask your mother to switch on the light.

.....

3. You are trying to move a heavy box and having a hard time to do so. You ask a fellow worker for help.

.....

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

.....

5. You have to attend a meeting but you cannot iron your clothes due to hand injury. Ask your brother for help to press on your clothes.  
.....
6. You are sick; you want to drink hot water. Ask your roommate to help you to boil water.  
.....
7. As your Laptop has stopped working. You want to use your friend's. Ask him for permission.  
.....
8. He is late for school. You want to take your uncle's child to school. Ask him for permission.  
.....
9. It is getting late almost 10 p.m. to finish your project work. You can't get on the bus after 9 p.m. You ask your hostel teacher to stay in your friend's house.  
.....
10. You have an appointment with a dentist. You want to leave the class a little bit earlier. Ask your professor to let you go.  
.....
11. It's already 9:20 a.m. You have an appointment with a doctor at 9:30 a.m. So you want to borrow your neighbor's bike. Ask your neighbor to ride his bike.  
.....
12. You want to go toilet (bathroom). Ask your teacher for permission.  
.....
13. You need to get your article edited very soon for publishing in a journal. Ask your professor for a favor.  
.....
14. You have a cold. You want tea to drink. Ask a waiter in the canteen to give a cup of tea.



.....  
15. You don't have money but have to check your health. Ask a doctor to do a favor to you.

.....  
16. You bought many things from a shop, which you cannot carry at a time. You leave some of them behind in the shop and ask the shopkeeper for a favor to look after goods until you come back.

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

.....  
18. You purchase a computer from the shop. You want the shopkeeper to deliver it to the office.

.....  
19. You found your patient lying and make him/ her not to do so again.

.....  
20. You need some new books on your subject but they are not available. Ask the shopkeeper to buy them for you.

.....  
21. You want to invite your neighbor for dinner. He assumes for a promise to you come to the dinner.

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

.....  
23. Your patient is alcoholic. Once you saw him having alcohol by hiding. Ask him to promise not to do so again.

.....

24. You heard from his/ her family members. Your patient does not take medicine regularly. Ask him/her to promise not to do so again.

.....

25. Your student often comes undress at school. Ask him/her to promise not to do so again.

.....

Thanks for the co-operation

## APPENDIX II

## Test Items

## Limbu Situations

Ming:.....

lammik:..... yodang:..... yaktanggem:.....

yambak:..... smbo:..... chu:.....

**hena -pendi/peli-panja**

1. sa sumbakmu yum melimden.swa in yum aabire mete.  
.....
2. yusik pokhebe. him yambkin surung laaa. ma in mi tupte mete.  
.....
3. hara-hara kelipa kakin chame kotung. kchumin farange mete.  
.....
4. sak-sak kin nuba chokme wa. ksik samben farange mete.  
.....
5. chumlung nge mu pekma parne,hukin tugebale chogule changnge mu  
iron menggete wa. kenswa in kete mete.  
.....
6. ktukpale chogule makwa thungma kgotu. kchumin makwa makte mate.  
.....
7. klaptop pi le nu yambak mechogunbale kchuminlen chalab chokma k  
gotu. kchumin mete.  
.....
8. langkhekma menchukmna knakpan sak-sak him tema kgotu. kem  
fungan mete.  
.....

9. yusik 10 mukilerak yambak chupapokhe. 9 muktariklak ladan khodet.  
kyung himuba siksamban achumilena yaka mete.  
.....
10. hebo kchokpen tumma parne pokhebale aaje hare nimen lema k  
gotu. ksiksamban pekabaro mete.  
.....
11. hara pekma parne pokhebalechogule yo-thosma himuba bike nakte.  
.....
12. he-se pekavang ksiksambanu nakte.  
.....
13. ingkhak sak-sak mu lamabhng hara sak-sakin nuba chokma parnewa. khen  
le lagi ksak-sak tangban mete.  
.....
14. chung siktebale chogule k koba chwa thungma k la. yambak kchokmen  
mete.  
.....
15. yang hopsang doctoren thak amepangghung k la. khen le lagi doctoren  
mete.  
.....
16. dokanmu yarik chij kengubalechogule krek thikleleng tema knchuktun  
hekele k kyakpa chijha fena tarik dokanen ometepirango mete.  
.....
17. thik sak engghang sapla saptung kla, himjechumbaregar yamba iklamu  
uchhenba samloha memukhu. aaje chuksa chogame metese.  
.....
18. kengba computeren dokanelea himudarik ktubira kela.  
.....
19. ktukpe manan fen yambak chokpa k nisu heklele yamu heka mechogunla  
kla.

- .....
20. khene kgotuba saplaha dokanemu mehopale chogule dokanen tare aabirena mete.
- .....
21. kutuba himjchumin kujek aahimna tak chase ktabaro mete.
- .....
22. himjechumle the-the ha klakhumu lamefesu. thikleng ga khenea knisu. yamu khake mejokan la pangghe.
- .....
23. thik ktukbele sarik thi-laksi thung.thikleng khenea knisu. yamui hek mejokan la pangghe.
- .....
24. himubare khune kuban kebatuba k kheosura kwa. khen ktukpele nurikang sida-pangda mejonen.hen ktukpen yamu hek mejokan la pangghe.
- .....
25. nichham himu we chang kchnghang kedaba nichhamsa yamu hek mejokan pa pangghe.
- .....

gf]u[G /nogen/(Thank you)

## APPENDIX III

## Test Items

## Total Responses in English

| S. no. | Forms of request                          | Frequency of occurrence |
|--------|---|-------------------------|
| 1.     |   |                         |
|        | a) Can you pass the salt, please          | 3                       |
|        | b) salt please                            | 2                       |
|        | c) please pass the salt                   | 2                       |
|        | d) can I have the                         | 2                       |
|        | e) Will you pass the salt                 | 1                       |
|        | f) Pass me the salt, will                 | 1                       |
|        | g) Can you pass the salt                  | 2                       |
|        | h) Could you pass the salt please         | 1                       |
|        | i) Hey, please pass the salt              | 1                       |
|        | j) May I have the salt                    | 1                       |
| 2.     |   |                         |
|        | a) Mom, will you please hit the switch    | 1                       |
|        | b) Mother, could you please switch on the | 2                       |
|        | c) Mum, can you switch on the light,      | 2                       |
|        | d) Mom, can you turn on the light         | 2                       |
|        | e) Please turn on the light               | 1                       |
|        | f) I would never ask my mother to do      | 1                       |
|        | g) Mom, turn on the light                 | 5                       |
|        | h) Could you please switch on the light   | 2                       |

- 3.
- a) Hey, can you give me a hand with this 2
  - b) Could you give me a hand with this cart 3
  - c) Hey, could you help me with this cart 1
  - d) Can you help me move this 2
  - e) Could you do me a favor 1
  - f) Can you give me a hand 1
  - g) Could you help me please 1
  - h) Could you help me move this cart 2
  - i) Can you please help me 2
  - j) Excuse me I am having trouble with this
  - k) Would you mind giving me a hand 1
- 4.
- a) I was wondering if you have time to take look at this I'd appreciate your input. 1
  - b) Can you please help me edit on article 2
  - c) Can you help me edit this 3
  - d) Can you edit my article please 1
  - e) Could you please help me with this article to edit 3
  - f) Ms...I would like to make an appointment with you to edit my paper 1
  - g) Would you mind helping me out with this article 2
  - h) professor, I was wondering if you could take a look at my paper 2
  - i) professor, would you please help me edit my article 1

5.

- |   |   |
|---|---|
| a) Hey man, my hand is killing me. could you press<br>this shirt for me       | 2 |
| b) My hand really hurts, could you help me with ironing<br>some of my clothes | 2 |
| c) Could you help me iron my clothes? I have to<br>attend a meeting           | 3 |
| d) Can you press these clothes for me   | 2 |
| e) Help me out a sec, will you  | 2 |
| f) Would you mind ironing my shirt for me                                     | 1 |
| g) Can you iron my clothes for me   | 2 |
| h) I need to iron my clothes, can you help me                                 | 1 |
| i) Will you iron this for me?...  |   |

6.

- |  |   |
|--|---|
| a) Could you please boil me some water? I think<br>it will help my stomach | 2 |
| b) Will you help me boil some water  | 2 |
| c) Could you boil some water for me  | 3 |
| d) Can you boil some water for me  | 2 |
| e) Would you mind boiling some water for                                   | 2 |
| f) I feel horrible; could you help me boil this water                      | 1 |
| g) Could you please boil some water for me                                 | 2 |
| h) Can you help me out   | 1 |
| i) Could you make me hot water   | 1 |
| j) Vishnu, would you do me a favor and                                     | 1 |
| k) I am really wasted by the flu, bring some hot water, will you           | 1 |



- 7.
- a) My keyboard is on the fritz, can I use yours 1
  - b) May I use your typewriter, Mine has stopped 2
  - c) My typewriter isn't working. can I use yours when  
You aren't using it 2
  - d) Can I use your typewriter? Mine's broken 4
  - e) Could I use your typewriter 4
  - f) could I borrow your typewriter for a while Mine is 1
  - g) Can I use your typewriter please 2
- 8.
- a) Hey, can I take Katie a long to school now 2
  - b) Do you want me to take him to school 1
  - c) Can I take your child to school 2
  - d) ...can I help you by taking her to school 2
  - e) ... Should I take him 1
  - f) Can I take (name) to school 4
  - g) I can take (name) to school if you want 2
  - h) ...I'll take (name) to school ok 1
  - i) would you like me to take (name) to 1
- 9.
- a) ...I', goanna miss my bus. Can I stay here at the hostel 2
  - b) ...is it okay if I stay at my friend's house 4
  - c) Can I stay with a friend tonight 8
  - d) Could I stay at my friend's house 2

10.

- |   |   |
|---|---|
| a) Hi, do you mind if I leave a little bit early  | 1 |
| b) I need to leave class early for a dentist appointment                                | 2 |
| c) Could I leave a little early to go to the dentist                                    | 3 |
| d) ..... Can I leave a class early?   |   |
| e) ..... Is it ok if I leave a bit early  | 5 |
| f) ( name) , I need to leave a bit early today for a dentist appointment. Is this<br>ok | 3 |
| g) I'm afraid I have to go earlier today .....  | 1 |
| h) ..... it is ok.  |   |
| i) I have a dentist appointment and was wondering if I could be excused                 | 1 |

11.

- |   |   |
|---|---|
| a) ..... Can I borrow your bike to go to the doctor | 7 |
| b) ..... Could I use your bike to get there on time | 1 |
| c) ..... Can I use your bike                        | 3 |
| d) Could I ask you a huge favor                     | 1 |
| e) Could I please borrow your bike                  | 2 |
| f) I'm running really late                          | 1 |
| g) Can I please use your bike to go to the doctor   | 1 |

12.

- |   |   |
|---|---|
| a) My I run to the bathroom                 | 1 |
| b) Can I please go to the bathroom          | 1 |
| c) Can I go to the toilet please            | 1 |
| d) Can I go to the bathroom                 | 1 |
| e) I need to go to the bathroom             | 1 |
| f) Can I be excused for a minute please?    |   |
| g) ( name ) , May I please use the bathroom | 2 |

- |                               |   |
|-------------------------------|---|
| h) May I please be excused    | 1 |
| i) Could I go to the toilet   | 2 |
| j) I need to use the          | 2 |
| k) May I get to the bathroom? | 3 |

## 13. Professor (name)

- |   |   |
|---|---|
| a) I need to get this published                             | 1 |
| b) Professor, I need a big favor, please                    | 1 |
| c) ..... I was wondering if you have any time               | 1 |
| d) Can you help me edit this                                | 2 |
| e) Would you mind doing me a huge favor                     | 1 |
| f) Could I make an appointment with you to edit my article? |   |
| g) (name) ,could you please help me edit this               | 5 |
| h) Could you help me edit this                              | 1 |
| i) could you do me a favor                                  | 1 |
| j) ...Will you please edit an article                       | 1 |
| k) Hi... I have to bug                                      | 1 |

## 14.

- |  |   |
|--|---|
| a) One tea please                        | 1 |
| b) tea ,                                 | 2 |
| c) Could you give me a cup of tea please | 3 |
| d) One cup of tea please                 | 1 |
| e) I would like a cup of                 | 1 |
| f) Can I have a cup of tea please        | 2 |
| g) Excuse me; may I have a cup of tea    | 1 |
| h) May I have a cup of tea please        | 1 |
| i) I'd like a cup of tea                 | 2 |
| j) I'd like a cup of                     | 2 |

- k) May I have a cup of tea 2
- l) one cup of tea 1
- 15.
- a) ...could you give a break on a 2
- b) Would you be able to give me a physical 1
- c) could I ask you to do something for me 1
- d) Could you please give me a free check-up 1
- e) Could you do me a favor?
- 16.
- a) Hey-can I leave these here for a minute 2
- b) can I please leave some books here 2
- c) could I leave these things for a while 1
- d) can you do me a favor and 2
- e) would you mind looking for these things for me 1
- f) ...would it be ok if come back later for the rest 1
- g) would it be alright if left a few of the items here 1
- h) Could I please keep my things here for a while 1
- i) can you hold these for a bit 1
- j) Can I come back for these later 1
- k) Could you watch bags until I return 1
- l) ....please keep an eye on these until I get back 1
- 17.
- a) Hey man? Could you turn that down a bit 2
- b) Could you please turn down the music 2
- c) If you don't turn down the volume....
- d) Hey sorry but can you turn your music down a little 2

- e) please could you turn it down 3
- f) turn down that a bit 1
- g) (name) can you turn that down a bit 5
- h) Would you mind turning the music down 1

18.

- a) Is delivering available 2
- b) I need to have this delivered to my 1
- c) Could you deliver this to the office please 3
- d) could I have this delivered to my 2
- e) Is delivery included with the perchance of a computer 1
- f) I'd like you to deliver it to the office 1
- g) Would it be possible for this to be delivered 2
- h) Please deliver this to my office 1
- i) Can you deliver the computer to my office 1
- j) Would you be able to deliver this to my office? 1

19)

- a) I wouldn't care 1
- b) Don't ever lie to me again 1
- c) If you keep lying about your condition 3
- d) I need you to be truthful with me 1
- e) You mustn't lie! 1
- f) You have to be honest about these things 1
- g) Don't do it again 2
- h) Look, you need to be straight with one if I am 1

20

- a) It would be better 1

- b) Is it possible for you to get these books for me?
- c) Could you order the book for me please 1
- d) Can you order these books for me 3
- e) Is it possible to order these books 2
- f) Could you please buy these books next time 2
- g) You don't have the books I need 2
- h) Could you order these books for me 2
- i) Could you order me some books 2

21.

- a) Would you like to come over for dinner 2
- b) ..... Are you free for dinner sometime this week 2
- c) Would you like to come to my house for dinner 1
- d) Hey, why don't you come over for dinner tonight 5
- e) Hey, you should come over for dinner some night 2
- f) Can I have a cup of tea please 2

22.

- a) Man I saw you doing it, stop or I'll call the police.
- b) ... If you do it again. I will call the police 1
- c) Please, don't through rubbish into my courtyard 4
- d) ....If it happens again I'm calling the cops!
- e) Please don't throw garbage here 1
- f) Please don't do it again 1
- g) Excuse me, sir? Can you please not throw trash in my yard 1
- h) ..... Don't throw your garbage in my courtyard 3
- i) I would appreciate it. If you did not throw your garbage on my property.1
- j) .....Please don't throw it on my lawn 1
- k) Would you quit throwing your garbage in my courtyard 2

23.

- |  |   |
|--|---|
| a) Please don't drink. It's bad for you                | 1 |
| b) Could you promise not to drink again                | 2 |
| c) You have to stop drinking. This is a big problem    | 2 |
| d) ..... If you don't stop your liver will be finished | 1 |
| e) It is important for your health and                 | 2 |
| f) .... Promise me you won't do it again               | 6 |
| g) Sir, you cannot continue drinking                   | 1 |
| h) ..... ? You've got to stop if you want to get       | 1 |
| i) Would you promise not to drink secretly             | 1 |

24.

- |   |   |
|---|---|
| a) .... Is there a problem with side effects                        | 1 |
| b) You need to take your medicine everyday O.k.                     | 2 |
| c) You must do what the doctor say and take your medicine regularly | 5 |
| d) You need to take your medicine regularly.                        |   |
| e) It is very important that you take your medicine regularly       | 1 |
| f) Please start taking your   | 3 |
| g) ...You absolutely must take it if you want to recover            | 1 |

## APPENDIX IV

s'hSnf/*kujakla/ 4/li /*

## Test Items

;f]D/*som/ gfjxf/nawaha/*

s[F[S oSt'Daf gf]uKf

*/kerek yaktumba nogapa/* (Total responses in Limbu)

gldLT k[nl gfjxf

c[TyISxf

*/nimit/(S.no.) /peli nawaha/(Forms of request) /akthikha/*  
 (occurrences)

1V

s) o'D yIS cfalF[gf .

3

*/yum thik abirena/* (Can you pass the salt, please)

v) o'D jfal .

1

*/yum wabi/* (Salt please)

u) o'D cfalF[t .

2

*/yum aabireta/* (Please pass the salt)



P) o'D wIS rfl ncf .

1

*/yum dhik chang laa/* (Will you pass the salt)

i) o'D yIS kldf cfu;'Skl Z

1

*/yum thik pima aagsukpi/* (Could you pass the salt please)

r) c[, o'D kIFfi[t .

2

*/a yum pirangeta/* (Hey, pass the salt)

p) o'D kIFfi[t .

3

*/yum pirangeta/* (Give me salt)

h) o'dlg rfd f ;'St'lal Z

1

*/yumin chama suktungbi/* (Can I have the salt)

2V

s) ddfdf}, ;[dl yIS s[xfGb'al Z

1

*/mamou, semi thik kehandubi/* (Mom, will you please hit the switch)

v) ddfdf}, ;[dl xfGb[gf .

3

*/mamou, semi kehandena/* (Mom, turn on the light)

u) dɸdɸ}, ;[dl xɸ]kɸal Z

1

*/mamou, semi hopabi/* (Mom, there is no light)

P) ;[dl jɸn[ g'af kɸ]ld]GYof] .

1

*/semi wale nuba pongmenthyo/* (I would never ask my mother to

do)

i) dɸdɸ}, y[cɸl glɸ[b[Gg[Gt Z

1

*/mamou, theaang nimedenenta/* (Please turn on the light)

3V

s) mɸɸɸi[t .

2

*/farangeta/* (Help me)

v) mɸɸɸi[ɸɸ .

4

*/farangena/* (Could you help me please)

u) x'S yIS s[alɸɸal Z

1

*/huk thik kebiaabi/* (Can you give me a hand)

P) ;fFIS nIkf Fx[p .

1

*/sarik lipa rahechha/* (Can you help me move this)

i) gfgfS rt'Dgf .

1

*/nanak chatumna/* (Could you help me move this cart)

r) cfumfal Z

1

*/aagfabi/* (Can you please help me)

p) s[;lF'n[u g'a[;f kf'ld[GYof] g' .

1

*/kesiruleg nubsa pongmenthyo nu/* (Would you mind giving me a hand)

4V

s) s'glTtIG gf]af rf'Sdf s[af'laf jf Z

2

*/kunitin noba chokma kebongba wa/* (Can you please help me edit on article)

v) ;lS;fDa[, mfFfi[gf .

2

*/siksambe, farangena/* (Can you edit my article please)

u) cfbfia[, cfs[ rf]u'lafa[ Z

2

*/aadangbe aake chogungbabe/* (Would you mind helping me out with this article)

P) cfbfla[, d[Gg[ ncfaf .

3

*/aadangbe, menne laaba/* (Could you please help me with this article to edit)

i) cfbfla[, s[;IF'd[GYof] al Z

2

*/aadangbe, kesirumenthyo bi/* (I was wondering if you have time to take look at this article)

5V

s) cfrfi[d' cfcIFG s[t[ .

2

*/aachangemu aaeran ketel/* (Can you press these clothes for me)

v) cfrfi[d' cfcIFG s[t[t .

4

*/aachangemu aaeran keteta/* (Can you iron my clothes for me)

u) cfcIFG s[s[t'al Z

2

*/aaeran keketu bi/*(Will you iron this for me?)

P) cfG;[, cfrfi[d' cfclFG s[t[t .

1

*/aanse, aachangemu aaeran keketeta/* (Hey man, could you press this shirt for me)

i) cfrfilG wIS cd[t[t Z

1

*/aachangin dhik ameteta/* (Would you mind ironing my shirt for me)

r) cfclFG wIS s[s[t' d["gYof] al Z

1

*/aaeran dhik keketu menthyo bi/* (I need to iron my clothes, can you help me)

6V

s) t[la[ dSjf wIS jf al Z

2

*/tengbe makwa dhik wa bi/* (Could you make me hot water)

v) r'Dd[ dSjf cfalF[gf .

3

*/Chumme makwa aabirena/* (Could you boil some water for me)

u) dSjf xf' kL Z

2

*/makwa ho pi/* (Will you help me boil some water)

P) dSjf wIS y'i'l al ncf .

1

*/makwa dhik thunung bi laa/* (Would you mind boiling some water for)

i) dSjf dSt[gf .

2

*/makwa maktena/* (Can you boil some water for me)

r) dSjf y'ldf vf'b[tln[ g'K;f kf]ld[G'Yof] .

1

*/makwa thungma khodetile nupsa pongmenthyo/* (Could you please boil some water for me)

7V

s) s[ NofkklG ;mf wIS Tt[F'I ncf .

2

*/klaptopin safa dhik terung laa/* (Could I borrow your Laptop for a while)

v) s] NofkklG ;mf cfaF[gf .

3

*/klaptopin safa aabirena/* (May I use your Laptop for a while)

u) NofkklG ;mfwIS t[F'Inf] .

3

*/laptopin safa dhik terunglo/* (Could I use your Laptop)

P) cfNofktk[G m[nfF[afn[rf]u'n[ ofDas xfKt' .

1

*/alaptopen felarebalechogule yambak haptu/* (May I use your Laptop, mine has stopped)

i) cfbfla[, s]Nofktk[G cftf] jfa] Z

2

*/aadangbe, klaptopen aato wabe/* (What about your Laptop please)

r) s[NofktkIG m[t[T .

3

*/kelaptopin fete/* (Could you bring your Laptop)

p) NofktkIG wIS s[alcfn[ ;fFIS gf]af kf]ld[GYof] .

1

*/laptopin dhik kebiaale sarik noba pongmenthyo/* (Can I use your Laptop please)

8V

s) cfGgfSkfg gl;fDxID t[F'I ncf, cfSs[ kf]la[ Z

2

*/aannakpan nisamhim terung laa, aake pongbe/* (..can I help you by taking him to school)

v) cfGgfSkfg gl;fDxID t[F'Inf] .

3

*/aanakpan nisam him terunglo/* (Can I take your child to school)

u) gfSkfG gl;fDxID t[F'l ncf .

2

*/nakpan nisam him terung laa/ (...should I take him)*

P) cfGgfSkfG gl;fD xID t[Ddf kf]lclofa[ .

1

*/aanakpan nisam him temma pongilabe/ (I can take him to school  
if you want)*

i) cfGgfSkfG, s'oflcffl;fl gl;fDxID t[F'laI Z

2

*/aanakpan, kuyungaangsang nisam him terung bi/ (Do you want  
me to take him to school)*

9V

s) \_\_nfbfS xf]K, cfr'Dd[n[gf ofsfFf] .

3

*/ladak hop aachumelena yakaro/ (..it is ok, if I stay at my  
friend's house)*

v) \_\_ r'Dd[n[gf ofsf;fl g'nfa[ Z

3

*/chumelena yaksang nula be/ (Can I stay with a friend tonight)*

u) cfr'Dd[n[gf ofStfl .

3

*/aachumekena yakaro/ (May I stay at my friend)*



P) cfr'Dd[n[gf ofStflaf kf]v[ .

1

/aachumelena yaktangba pokhe/ (Could I stay at my friend's house)

10V

s) xlaf] rf]Sk[G t'Ddf mfl cfh[ xFFf k[Sdf kg[Ujf .

1

*/hibo chokpen tumma fang aaje hara pekma parne wa/* (I need to leave class early for a dentist appointment)

v) \_\_cfh[ xFFf k[sffFf] .

2

*/aaje hara pekaro/* (...can I leave a class early?)

u) \_\_xFFf k[Ssf .

3

*/hara pekka/* (.. is it ok, if I leave a bit early)

P) \_\_xFFf kflvfif] .

1

*/hara pangkhango/* (I'm afraid, I have to go earlier today ..)

i) xFFf k[sf ncf, s[cltfal Z

1

*/hara peka laa, keitabi/* (..do you mind if I leave a little bit early)

r) x[af]rf]SkfG t'Ddf jf t !

1

*/hebochokpan tumma wa ta/* (I need to leave early today for a dentist appointment)

11V

s) ;mfwIS s[ afcls[G gfSt'I ncf .

2

*/safadhik kebaikan naktung laa/* (..could I use your bike to get there on time)

v) xFFf k[Sdf kUg[ jf .

1

*/hara pakma parne wa/* (I'm running really late)

u) ;mfwIS s[afcls]S t[df ;'St'lal Z

2

*/safadhik kebaikan tema suktung bi/* (Could I bring your bike)

P) \_\_\_t[F'lnf[ ] .

2

*/terunglo/* (..can I use your bike)

i) \_\_\_ cfalF[gf .

2

*/aabirena/* (...can I borrow your bike)

r) s[ afcls[G wIS cITt'laf .

1

*/ke baiken dhik itungba/* (Could I please borrow your bike)

12V

s) kfxfFf wIS k[sf ncf .

2

*/pahara dhik peka laa/* (Can I go to the toilet please)

v) \_\_\_k[sfal Z

3

*/pekabi/* (May I go)

u) \_\_\_k[sfFf] Z

2

*/pekaro/* (Can I go)

P) clpli[T .

1

*/ichhingeta/* (Would you mind ...)

i) kfxfFf k[Sd[ jo[ .

1

*/pahara pakme waye/* (May I go to toilet)

r) kfxfFf k[sfn[ cfs[ kf]la[ Z

1

*/pahara pekale aake pongbe/* (May I please use the toilet)

p) \_\_\_k[sfgf .

2

*/pekana/* (I need to go ...)

13V

s) s ;fKSsjfG rfNnIS ;Snll rf]u[gf .

2

*/ka saptakwan chalik sakling chogena/* (I need to get this published)

v) cfbflaf ;Snliwf]Kkfc[, rfNnIS ;Snll rf]u[gf .

2

*/aadang saklingdhopae chalik sakling chogena/* (Professor, I need a big favor, please)

u) xfFfgf .

3

*/harana/* (Could you do me a favor)

P) rf]u[gf .

1

*/chogena/* (Can you help me edit this)

i) s[clt'cfl jfal .

1

*/ketuang wa bi/* (Would you mind doing me a huge favor)

r) rfNnIS yIS kf]iln[u .

2

*/chllik thik pongilega/* (I was wondering if you have any time)

p) \_\_gf]aU;f kf]ld[GYof] .

1

*/nobsa pongmenthyo/ (It would be better)*

14V

s) r'i;lSt[ dSjf xf]kl Z

3

*/chungsikte makwa hopi/ (One tea please)*

v) dSjf y'i'lncf .

2

*/makwa thungung laa/ (I would like to drink a cup of hot water)*

u) dSjf dSt[ .

3

*/makwa makte/ (Boil ..)*

P) dSjf y'lS y'ldf vf]b[tln[u .

2

*/makwa thik thungma khodetelega/ (Can I have a cup of hot water please)*

i) r'i;lSt[ cpli]t .

1

*/chungsikte ichhingeta/ (Excuse me; may I have a cup of hot water)*

r) dSjf dSd[ s[;'St'al Z

2

*/makwa makme kesuktubi/ (Could you give me a cup of hot water please)*

p) dSjf yIS y'ldf vf]b[Kkl Z

3

*/makwa thik thungma khodeppi/* (May I have a cup of hot water please)

15V

s) cfbfla[ ofl xf]K;fl cfwsIG cf]d[t[ cfaIF[gf Z

3

*/adangbe yang hopsang aadhakin omete aabirena/* (Could you please give me a free check-up)

v) kfGwIS kft'Incf \_\_\_\_ .

1

*/pandhik patunglaa/* (Could I ask you to do something for me)

u) cfbfla[ m'l:[jfUS nf] \_\_\_\_.

1

*/aadangbe fung sewaraklo/* (Could you do me a favor?)

P) \_\_\_\_ s[cLTtfal mfl .

1

*/keitabi fang/* (Would mind Please)    ````

16V

s) n[cIlgjf cfbfla[,cf]d]Tt[ cfaIF[cf] cf]cl .

2

*/aadangbe, ommete aabireo labi/* (.. please keep an eye on these until I get back)

v) \_\_cf]d[Tt[ cfalF[gf] .

3

*/omete aabirena/* (Would you mind looking for these things for me)

u) \_\_ ;mfwIS cf]d[Tt[ cfalF[cf] .

3

*/safadhik omete aabireo/* (Could you please keep my things here for a while)

P) \_\_;mfcfl m[GgfFf] .

2

*/safang fennaro/* (Can I come back for these later)

i) ;mfwIS cf]s[d[tt'n[u gf]af kf]ld]GYof] .

1

*/safadhik okemetulega noba pongmenthyo/* (Could I leave these things for a while)

r) \_\_o'v'l yflal ncf] .

2

*/yukhung thangbi laa/* (Could I please keep my things here for a while)

17V

s) xIDh[r'D cfbflaf;[, kfi;fDnf]G r'Skf clSnfcf] d'vfd]cfl v[K;fd[gf cf]cl

3

*/himjechum aadangbae, pangsamluk chukpa iklamo mukhemeang  
khepsamena obi/* (Hey man? Could you turn that down a bit)

v) cfbflaf;[, zScIIPI yIS ;fKt'l ncf .

1

*/aadangbase, sakingghang thik saptung laa/* (Please could you  
turn it down)

u) r'Skf cISnfcf] d'vfd[cf] .

2

*/chukpa iklamu mukhameo/* (Turn down that a bit)

P) r'Skf cISnfcf] d'vfd[ t .

2

*/chukpa iklamu mukhameta/* (If you don't turn down the volume  
..)

i) r'Skf cISnfcf] s[d'v'Dal Z

1

*/chukpa iklamo kemukhumbi/* (Would you mind turning the music  
down)

r) cfDalcl ! oDaf cISnfcf] s[d'v'dlg[ .

2

*/aambii ! yamba iklamo kemukhumen/* (Hey sorry but can you turn  
your music down a little)

18V



s) cfbfla[, s vfglli[g cfxlDdf]tfFIS s[Kdf cfuUmfal Z

2

*/aadangbe, ka khaningnen aahimmo tarik kepma aagfabi/* (Can you

deliver the Computer to my office)

v) \_\_cfxld' bfFIS s[Tt[ cfalF[gf cf]cl .

3

*/aahimmo darik kete aabireнна obi/* (Could you deliver this to the office please)

u) \_\_ cfxld' bfFIS s[u[t'af nfa[ Z

2

*/aahimmo darik kegetuba labe/* (Could I have this delivered to my)

P) sg cfxlDgf ;Uo[cfalFf] .

1

*/kan aahimna syeaabiro/* (I need to have this delivered to my)

i) cfxlDgf bfFIS t[df klDdf s[;'St'al Z

2

*/aahimna darik kemma pima kesuktubi/* (Would it be possible for this to be delivered)

r) cfDalcl ! cfxlDgf bfFIS s[u[t'cl m[glal .

2

*/aambii ! aahimna darik kegetuifenibe/* (Would you be able to deliver this to my office ?)

19V

s) cfbfla[ ofdf] v[s[bflaf offDaS s]hf]u'Ggn ncf .

3

*/aadangbe yammo khekedangba yambak kenjogun laa/* (Don't ever lie to me again)

v) s[b'Sn s[jfaf d]Gal Z

2

*/kedukla kewaba membi/* (Don't do it again)

u) cfDal ! vfs[ d[Gb'S .

3

*/aambi ! khake menduk/* (If you keep lying about your condition)

P) m[G ofDaS d[Ghf]s[ s[Gp'St'gal Z

1

*/fen yambak menjoke kenchhutunbi /* (You mustn't lie)

i) ss[ rf]Sdf d[g'g[Gt .

2

*/kake chokma menunenta/* ( You have to be honest about these things)

r) ofd' x[s[ d[hf]sfG kft[ t .

1

*/yammu hene mejokan pate ta/* (I need you to be truthful with me)

20V

s) n[lclGbflaf cfbfla[, rxf]hf]Skf ;fKnxf tf]cfalF[gf .

3

*/aadangbe, chahakejokpa saplaha tareaabirena/* (It is possible for you to get these books for me)

v) ;fKnxf dfF[afal Z

3

*/saplaha marebabi/* m (You don't have the books I need)

u) \_\_s]tfF' cfual al Z

2

*/ketaru aagbi bi/* (Could you order these books for me)

P) tf d]Gal Z

1

*/ta mmenabi/* (Is it possible to order these books)

i) rxf]hf]Skf ;fKnxf s[clTt'F s[jf d]Gal Z

1

*/chahakejokpa saplaha ketura kewa membri/* (Could you please buy these books next time)

r) \_\_s[bfF'n[u gf]af kf]ld[GYof] .

1

*/kedarulega noba pongmenthyo/* (It would be better)

21V

s) rfhf;[ c'Tgllaf cfbflaf;[ ;lSvf t[UofDcfalFfDd[ cf] .

3

*/chajasa iningba aadangbese sikhha teyamaabirame o/* (Would you like to come to my house for dinner)

v) cfbflaf;[ cfxlDgf cfa[SkfglFf] .

2

*/aadangbese aahimna aabekpaniro/* (Would you like to come over for dinner)

u) cfbflaf;[ cfxlDgf rfi[afglFf] .

3

*/aadangbase aahimna chasangebaniro/* (hey, why don't you come over for dinner tonight)

P) cfbflaf;[ cfGb[G c'glifl jfafglFf] .

1

*/aadangbase aanden iningaang wabaniro/* (I have already remembered to you for dinner)

i) c]G cfxlDgf rfrf;[ cfa[SkfglFf] .

1

*/an aahimna chajase aabekpaniro/* (We have to go to my house for dinner tonight)

r) c]g cfxlDgf t[UDdf ;'Sgllal Z

2

*/an aahimna tema sukningbi/* (Could I take him for dinner)

22V

s) cfbfla[ glg[t[g,[ ofDd' ofDd' cfm[n[cfI nfDd[b[cfG kft[ cf]cl

2

*/aadangbase nineteen, yammu yammu aafeleang lammedeaan pate obi/*

(Man I saw you doing it, stop or I will call the police)

v) \_\_ofDd' nfDd[b[cfG kft[t .

3

*/yammu lammedeaan pateta/* (..if you don't do it again, I will call the police)

u) \_\_ofDd' nfDd[b[cfG nd[ s[;'St'al Z

2

*/yammu lammedan lame kesuktubi/* (If it happens again I'm calling the cops)

P) cfDalcl glg[b[g[, cfNn y[ s[kft'a[ Z

2

*/aambii nineteen, aal the kepatube/* (What would you like to say)

i) \_\_d[hf]sfG yIS s]kft'al ncf .

1

*/mejokan thik kepatubi laa/* (I promise)

r) d[hf]sfg s[af't'n[u g'd[G'Yof] .

1

*/mejokkan kebatullega numenthyo/* (I am sorry)

23V

s) yI nfS;l d[y'ifg nF[t .

3

*/thi laksi methungan lareta/* (Please, don't drink. It's bad for you)

v) yI nfS;l d[y'ifg kft[t .

2

*/thi laksi methungan pateta/* (You have got to stop if you want to get)

u) ofDd' cs[ d[r]sfg yIS kft[gf .

2

*/yamu ak mejokakan thik patena/* (Promise me you won't it again)

P) cfDalcl cs[ d[hf]sfG s[GnGg[gal Z

1

*/aambii ake mejokan kenlarenbi/* (You have to stop drinking. This is a big problem)

i) cfNncflwf] gfcf nF[gf .

2

*/aalangaangdho naa larena/* (I promise, not to drink)

r) t'SsfF jfcfmfl cITt'l nF[ .

1

*/tukkara waafang itung lare/* (Would you promise not to drink secretly)

24V

s) \_\_\_v[s[n[ d[g'g[Gnf] cfbfla[, cplli[cf] .

3

*/khekele menunenlo aadangbe, ichhingeo/* (You must do what the doctor say and take your medicine regularly)

v) cfNncflwf] g'Flsfl ;lbf\_kflbf rfl nF[ .

2

*/aalangdho nurikang sida-pangda chang lare/* ( It is very important that take my medicine regularly)

u) \_\_\_\_\_ rfla[ kft[ .

1

*/changbe lare/* (I must take my medicine everyday)

P) glFlsfl ;lbf\_kflbf rfd[ s[Gp'St'Gal Z

2

*/nirikang sida-pangda chame kenchhuktunbi/* (I need to take my medicine regularly)

i) cfNn cflwf] glFlsfl ;lbf\_kflbf s[hf]ncf .

1

*/aalangdho nirikang sida-pangda kejolaa/* (..You absolutely must take it if you want to recover)

r) ofDd' x[s[ s[Ghf]u'al Z

2

*/yammu heke kenjogunbi/* (promise me you won't do it again)

**APPENDIX V****s'ufK 5****Limbu Language****ofSy'l kfMG****s'a'l;S /कुबुडसक/ : (स्वरवर्ण)**



c cM cf cfM cl cLM c' c'M c]  
 c} cf] cf} अ अः आ आः इ इः उ उः ए  
 ऐ ओ औ  
 c{ c[M  
 अं एः

भाषा वैज्ञानिकहरूका अनुसार लिम्बू भाषामा जम्मा १२ वटा स्वरवर्ण हुन्छन् । (c} र cf})

पुरानो वर्णमालामा पाइए तापनि भाषाविज्ञानका आधारमा ती वर्णहरू लिम्बू स्वरवर्णमा  
 भेटिदैनन् । c] र cf] बाहेक अरु सबैमा ह्रस्व र दीर्घ स्वर हुन्छन् ।

**s'wS\_zS/कुघकशक/ :** (व्यन्जनवर्ण)

s v u P i r p h g t y b w k m a e d  
 क ख ग घ ङ च छ ज न त थ द ध प फ व भ म  
 o / n j z ; x  
 य र ल व श स ह

लिम्बू भाषामा जम्मा १६ वटा व्यञ्जन वर्ण र ९ वटा संवर्ण हुन्छन् । ध्वनिक चिन्ह मानिँदै  
 आएको (C) मुक्फ्रेड् पनि व्यञ्जन वर्ण भएको पुष्ट्याइँ भएको छ ।

**;SgfDmG/सक्नाम्फन्/ (बाह्रखरी)**

s sM sf sfM sl sL s' s'M s] s} sf] sf}  
 s[ s[M

क कः का काः कि किः कु कुः के कै को कौ के केः

**s';]s----zS /कुसेक् सक्/ (ध्वनिक चिन्ह)**

लिम्बू भाषामा स्वर वर्णका चिन्ह बाहेक अरु पनि 'कुसेक् सक्' नामक दुई चिन्हहरु छन् । तिनीहरु विना कति लिम्बू शब्दको पूर्ण रूपमा उच्चारण हुन सक्तैन । ती ध्वनिक चिन्हहरु यस प्रकार छन् :

क) ( M) केःम्फ्रेङ्गले लिम्बू स्वरवर्णको दीर्घता जनाउँछ । त्यसैले केःम्फ्रेङ्ग अक्षरको ध्वनि साधारणतः लामो हुन्छ ।

जस्तै :

n[Mlɔf -लेःङ्मा-चिप्लिनु

sfMSɔf-काःक्मा -नाघ्नु

ख) ( -) सङ्ग नेपालीको हलन्त जस्तै हो । यो चिन्ह कहिले पनि शब्दको पहिलो अक्षरमा प्रयोग हुँदैन ।

cf];fug' -ओस्गनु -हो त नि

sfy-dfGb' -काथ्मान्दू - काठमान्दु

cl;-;M]l -इस्सेःङ - सग्लो, मात्र

**r'SzS /चुक् शक्/ (आधा अक्षर)**

|    |   |    |    |    |    |    |    |
|----|---|----|----|----|----|----|----|
| S  | I | G  | T  | K  | D  | U  | N  |
| क् | ङ | न् | त् | प् | म् | र् | ल् |

**o[Gdll /येन् मिड्/ (बारका नाम)**

t[g[af – ते:ने:बा – आइतवार  
mf]Ffa f– फोराबा – सोमवार  
dlSxfla f– मिकहाडबा – मंगलवार  
v]S;'MKkf – खेक्सुप्पा – बुधवार  
s'F'Kkf – कुरुप्पा – विहवार  
m];'Kkf – फेसुप्पा – शुक्रवार  
;]Gpq]laf – सेन्ध्रेड्बा – शनिवार

**nfdll /लामिड्/ (महिनाका नाम)**

sSm[Sjf – कक्फेक्वा – माघ  
;fKm[Sjf – साप्फेक्वा – फागुन  
r[F[IgfD – चरेड्नाम – चैत्र  
y[F[IgfD – थेरेड्नाम – वैशाख  
sfKd[Kkf – काप्मेप्पा – जेठ  
ySd[Kkf – थक्मेप्पा – असार  
;];[Skf – सिसेक्पा – साउन  
y];[Skf – थेसेक्पा – भदौ  
;];[SFf] – सिसेक्रो – असोज

y[;[SFf] – थेसेकरो – कात्तिक

;[GpqInf] – सेन्ध्रेइला – मइसिर

;!:[Snf] – सिसेक्ला – पुस

**jfMDdf dII/वा:म्मा मिइ/(ऋतुका नाम)**

m'ljfMDdf – फुइवा:म्मा – वसन्त ऋतु

xfljfMDdf – हाइवा:म्मा – ग्रीष्म ऋतु

jfu[MSjfMDdf – वागे:क्वा:म्मा – वर्षा ऋतु

tljfMDdf – तइवा:म्मा – शरद ऋतु

;[GjfMDdf – सेन्वा:म्मा – हेमनत ऋतु

r'ljfMDdf – चुइवा:म्मा – शिशिर ऋतु

**klzfl/पिसाइ/ (दिशा)**

gfDu[T – नामगेत – पूर्व

gfDyf – नामथा – पश्चिम

yflu[T – थाइगेत – उत्तर

nflu[T – लाइगेत – दक्षिण

**nfa jfj]S/लाब लालोक/(जुनको गति)**

nfwfl – लाधाड – जुनको आकार बढ्दो (शुक्ल पक्ष)

nfm'l – लाफूड – पूर्णमा

nfs'Kkf – लाकुप्पा – जुनको आकार घट्दो

nf;IS – लासीक् – औंशी

### vfglG/खानिन्/ (गन्ती)

(होप(पोड), थिक्, नेत्, सुम्, लि, डा, तुक्, नु,येत्, फाड, थिबोड, दश देखि माथि जस्तै, ११ लाई थिबोड्थिक् वा थिक्थिक्, १२ लाई थिबोड्नेत् वा थिक्नेत् आदि )

### vfglG/खानिन्/ (गन्ती)

|                      |                        |                    |                 |                 |                    |                     |                    |                   |                    |
|----------------------|------------------------|--------------------|-----------------|-----------------|--------------------|---------------------|--------------------|-------------------|--------------------|
| १ (1)                | २ (2)                  | ३ (3)              | ४ (4)           | ५ (5)           | ६ (6)              | ७ (7)               | ८ (8)              | ९ (9)             | १० (10)            |
| थिक्<br>yIS          | नेत्<br>g[T            | सुम्<br>'D         | ली<br>nL        | डा<br>if        | तुक्<br>t'S        | नुसी<br>g';l        | येत्<br>o]T        | फाड<br>mfl        | थिबोड्<br>ylaf]l   |
| ११ (11)              | १२ (12)                | १३ (13)            | १४ (14)         | १५ (15)         | १६ (16)            | १७ (17)             | १८ (18)            | १९ (19)           | २० (20)            |
| थिक्थिक्<br>yISyIS   | थिक्नेत्<br>yISg[T     | थिक्सुम्<br>yIS;'D | थिक्ली<br>yISnl | थिक्डा<br>yISif | थिक्तुक्<br>yISt'S | थिक्नुसी<br>yISg';l | थिक्येत्<br>yISo[T | थिक्फाड<br>yISmfl | थिबोड्<br>glaf]l   |
| २१ (21)              | २२ (22)                | २३ (23)            | २४ (24)         | २५ (25)         | २६ (26)            | २७ (27)             | २८ (28)            | २९ (29)           | ३० (30)            |
| नेत्थिक्<br>g]TyIS   | नेत्नेत्<br>g[Tg[<br>T | निसुम्<br>gl;'D    | नेत्ली<br>g[Tnl | नेत्डा<br>g]Tif | नेत्तुक्<br>g]Tt'S | नेत्नु<br>g[Tg'     | नेत्येत्<br>g[To[T | नेत्फाड<br>g[Tmfl | सुम्बोड्<br>'Daf]l |
| ३१ (31)              | ३२ (32)                | ३३ (33)            | ३४ (34)         | ३५ (35)         | ३६ (36)            | ३७ (37)             | ३८ (38)            | ३९ (39)           | ४० (40)            |
| सुम्थिक्<br>सुम्नेत् | सुम्नेत्               | सुम्सुम्           | सुम्ली          | सुम्डा          | सुम्तुक्           | सुम्नु              | सुम्येत्           | सुम्फाड           | लिबोड्<br>nlaf]l   |

| ;'DylS                          | ;'Dg]T                              | ;'D;'D                          | ;'DnL                        | ;'Dif                        | ;'Dt'S                          | ;'Dg'                        | ;'Do[T                          | ;'Dmfl                         |                                   |
|---------------------------------|-------------------------------------|---------------------------------|------------------------------|------------------------------|---------------------------------|------------------------------|---------------------------------|--------------------------------|-----------------------------------|
| ४१ ( 41 )<br>लिथिक्<br>nlylS    | ४२ ( 42 )<br>लिनेत्<br>nlg[T        | ४३ ( 43 )<br>लिसुम्<br>nl;'D    | ४४ ( 44 )<br>लिली<br>nlnL    | ४५ ( 45 )<br>लिडा<br>nlif    | ४६ ( 46 )<br>लितुक्<br>nlt'S    | ४७ ( 47 )<br>लिनु<br>nlg'    | ४८ ( 48 )<br>लियेत्<br>nlo[T    | ४९ ( 49 )<br>लिफाइ<br>nlmfl    | ५० ( 50 )<br>झबोइ<br>ifaf]I       |
| ५१ ( 51 )<br>झाथिक्<br>ifylS    | ५२ ( 52 )<br>झानेत्<br>ifg[T        | ५३ ( 53 )<br>झासुम्<br>if;'D    | ५४ ( 54 )<br>झाली<br>ifnl    | ५५ ( 55 )<br>झाडा<br>iffif   | ५६ ( 56 )<br>झातुक्<br>ift'S    | ५७ ( 57 )<br>झानु<br>ifg'    | ५८ ( 58 )<br>झायेत्<br>ifo[T    | ५९ ( 59 )<br>झाफाइ<br>ifmfl    | ६० ( 60 )<br>तुबोइ<br>t'af]I      |
| ६१ ( 61 )<br>तुक्थिक्<br>t'SylS | ६२ ( 62 )<br>तुक्नेत्<br>t'Sg]T     | ६३ ( 63 )<br>तुक्सुम्<br>t'S;'D | ६४ ( 64 )<br>तुक्ली<br>t'Snl | ६५ ( 65 )<br>तुक्डा<br>t'Sif | ६६ ( 66 )<br>तुक्तक्<br>t'St'S  | ६७ ( 67 )<br>तुक्नु<br>t'Sg' | ६८ ( 68 )<br>तुक्येत्<br>t'So[T | ६९ ( 69 )<br>तुक्फाइ<br>t'Smfl | ७० ( 70 )<br>नुबोइ<br>g'af]I      |
| ७१ ( 71 )<br>नुथीक्<br>g'yLS    | ७२ ( 72 )<br>नुनेत्<br>g'g[T        | ७३ ( 73 )<br>नुसुम्<br>g;'D     | ७४ ( 74 )<br>नुली<br>g'nl    | ७५ ( 75 )<br>नुडा<br>g'if    | ७६ ( 76 )<br>नुतुक्<br>g't'S    | ७७ ( 77 )<br>नुनु<br>g'g'    | ७८ ( 78 )<br>नुयेत्<br>g'o[T    | ७९ ( 79 )<br>नुफाइ<br>g'mfl    | ८० ( 80 )<br>येत्वोइ<br>o'Taf]I   |
| ८१ ( 81 )<br>येत्थिक्<br>o[TylS | ८२ ( 82 )<br>येत्तृत्<br>o[Tg[<br>T | ८३ ( 83 )<br>येत्सुम्<br>o]T;'D | ८४ ( 84 )<br>येत्ली<br>o[Tnl | ८५ ( 85 )<br>येत्डा<br>o[Tif | ८६ ( 86 )<br>येत्तुक्<br>o[Tt'S | ८७ ( 87 )<br>येत्नु<br>o[Tg' | ८८ ( 88 )<br>येत्येत्<br>o[To[T | ८९ ( 89 )<br>येत्फाइ<br>o[Tmfl | ९० ( 90 )<br>फाइबोइ<br>mflaf]I    |
| ९१ ( 91 )<br>फाइथीक्<br>mflylS  | ९२ ( 92 )<br>फाइनेत्<br>mflg[T      | ९३ ( 93 )<br>फाइसुम्<br>mfl;'D  | ९४ ( 94 )<br>फाइली<br>mflnl  | ९५ ( 95 )<br>फाइडा<br>mflif  | ९६ ( 96 )<br>फाइतुक्<br>mflt'S  | ९७ ( 97 )<br>फाइनु<br>mflg'  | ९८ ( 98 )<br>फाइयेत्<br>mflo[T  | ९९ ( 99 )<br>फाइफाइ<br>mflmfl  | १०० ( 100 )<br>किर्पथक्<br>slKylS |