CHAPTER-I

INTRODUCTION

This is the study entitled "Form of Request and Advice in English, and Bajhangi".This introductory part consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

1.1Background of the Study

It is believed that more than six thousand different languages are spoken in the present world. Really, we cannot say the fact origin of the spoken language. It is guessed that some types of spoken language developed between 100,000 and 50,000 years ago. The written systems of them are developed about 5000 years ago (Yule, 2008, p.1, as cited in Bohara, 2010).Generally, language can be defined as a voluntary vocal system of human communication. Language is the properly of human beings. Actually, language had made human communication effective, efficient, easier and entertaining. However, communication is alsopossible through other modes such as visual, tactile, olfactory and gustatory. The main purpose of language is to communicate.

Crystal (2003, p.255) defines "Language refers to the concerts act of speaking, writing or singing in a given situation.The notion ofparole or performance". Widdowson(1983) defines the language from cultural perspective by saying "Language is a system of arbitrary vocal system which permits all people in given cultural or other people who have learned the system of that culture, to communicate or to interest".

Wardhaugh (2000, p.1) defines "A language is what the member of a particular society speak". Similarly, Richards et al. (1999, p.199) define language as "the system of communication which consists of structured arrangement of sounds

or their written presentation in to large units e.g. morpheme, words, sentences, utterance".

Corder (1973, p.23) says," Language is thus seen as a part of human psychology, a particular sort of behavior, which has its principle function that of communication".

As above mentioned descriptions of language shows, language is that variety of communication which is used by only human beings. When human beings come to contact and communicate with each other, they use language. It is a system of systems. Language is systematically structured sentences are used to communicate everything to each other between human beings.Language is primarily a means of communicating ideas, feeling and emotions. Language is obviously a vital tool. Not only is it a means of communication thoughts and ideas but it forges friendship, cultural ties, and economic relationships. Language is the light of the mind. Language of course, is knowledge, and in our world today knowledge is one of the key factors in competitiveness.

1.2 Statement of the Problem

The problem is explored regarding forms of request and advice in English, and Bajhangi. Language plays a great role in the process of transmitting knowledge. Everybody learn language at a very early stage of their life and this means of communication will be used throughout in order to give and receive knowledge. If language makes us perceive some things more strongly than others, then also our thoughts about these things will be affected and conditioned by language.Bajhangi is one of the dialects of Nepali language, which is spoken in far western part of Nepal.According Pokharel (2040) the Nepali language has more varieties in western part than eastern.

The statement of problem specifically identifies the issues that serve as the bases of study. Concerning the present study, the problem tries to exploreformal description of the two languages in English, and Bajhangi.It is

difficult for one speaker to know all the functions and its meaning in the context. Because of such problems, different studies have been made related to comparative study. Different learners can have different difficulties and problem in learning languages. They can make different mistakes in pronunciation, grammar, orthographic and vocabulary usage while requesting and advising. Similarly, if two languages are culturally and structurally far it is difficult to understand the meaning one language to another language.

1.3 Objectives of the Study

The present study has the following objectives:

a) To find out the forms of request and advice used in Bajhangi language.
b) To compare and contrast the forms of request and advice in English and Bajhangi.
c) To list some pedagogical suggestions

1.4 Research Questions

The following research questions were used in the study.

a) What are the forms of request and advice that are used in Bajhangi language

b)   What are the similarities and differences between English and Bajhangi language in term of forms of request and advice?

c) Does the formal structure of the two different languages affect in understanding of meaning?

1.5 Significance of the Study

The study will be significant for the prospective researchers who want to undertake further research on forms of request and advice in English, and Bajhangi and who are directly involved in the work of language analysis. This study will be helpful the learner of both English and Bajanagi. They can make a list of the forms of request and advice in English, and Bajhangi in the different situations then after they will compare and contrast them. The teacher can create the dialogue that requires expression of request and advice and perform them in the different situations.It is helpful for the textbook writers because they can write different books related to Bajhangi language. Throughout this study they write the books that encourage the learner to use the forms of request advice in their conversation in different contents. The study will be significant to solve the problems which arouse in teaching learning activities. It will be useful to teaching and learning of current mother tongue textbooks.

1.6 Delimitations of the study

The basic limitations of the study were as follows.

i.   The study was delimited to 40 Bajhangi native speakers only

ii.   The study wasdelimited to the comparative study of forms of request and advice English, and Bajhangi languages.

iii. The study was based on Bajhangi language spoken in Bajh and Rayal VDCs of Bajhang district.

iv.   The study was further delimited to the analysis of responses obtained from the respondents only.

v.   It was delimited to the forms that are found in Bajhangi and later those compared with English.

1.7 Operational Definitions of the Key Terms

Perception: Generally, perception refers to ideas,beliefs or an image you have as a resultof how you see or understand something.In this research perception refers to understanding of different forms of request and advice in Bajhangi language.

Politeness: Having or showing good manner and respect for the feeling for others.In this research politeness refers to showing forms of request and advice in the Bajhangi language.

Request: The action of asking for something formally and polite.

Advice: In this research advice refers to an opinion or suggestion about what somebody should do in particular situation.

Form: In this research forms refers to the grammatical system describing ways in which linguistic items can be combined.

CHAPTER - II

REVIEW OF RELATED LITERATURE ANDCONCEPTUAL FRAMEWORK

A literature review discusses published information in particular subject area, and sometimes information in a particular area within certain period. A literature review can be just a simple summary of sources, but it usually has an organizational pattern and combines both summary and synthesis.Some of the previous literature which are relevant to my study have been reviewed below:

2.1 Review of Theoretical Literature

This section includes the linguistic situation in Nepal, Indo-Aryan group, Tibeto- Burman group, Dravidial group, Austro- Asiatic group, language functions, request and advice, short introduction to English language, an introduction to Nepali language, an introduction to Bajhangi language.

2.1.1 Linguistic Situation in Nepal

Nepal is a rich country in terms of linguistic diversity. According to(CBS Report, 2011) identified 123 distinct languages are spoken in our country Nepal.Nepali is the national language of Nepal. Only few languages spoken in Nepal have own written scripts most of languages are not codified in Nepal. They are used for only daily communication. Nepali is a recognized as the official language of Nepal in the interim constitution of 2007. There are 44.6% native speaker of Nepali and it has dominant role in the country including the its extensive uses for purposes as a medium of instruction at various levels of education,commerce,media,literature etc.The language used in Nepal can be grouped into the following four language families. Out of which very few languages have their written scripts.They are used only for daily communication. "The languages in Nepal can be grouped into 4 language families, namely Indo-Aryan family, Tibeto-Burman family, Austro-Asiatic

family and Dravidian with one controversial language, i.e., Kusunda" (Rai 2005, p. 132).

2.1.2 Indo-Aryan Group

Indo-Aryan Language is derived from Indo-Aryan language family, which further derived from Indo-European family of language. The Nepali language with 44.6percent speaker also comes under this family. The following languages come under this family.

Nepali	Maithili
Bengali	Churati
Rajbanshi	Danuwa
Kumal	Bhojpuri
Marwari	Hindi
Meghi	English
Urdu	Bajika
Bote	Thru
Darai	Manjhi
Awadhi	

(Source: Ethnologue Report for Nepal, 2009)

2.1.3 Tibeto-Burman Group

The Tibeto-Burman group falls under the Sino-Tibetan family. In the context of Nepal, this group of languages consists of the following languages:

Tamang	Dhimal
Gurung	Thami
Limbu	Tibetan
Yholmo	Thakali
Raute	Chepang
Yakkha	Chaltel
Newar	Hayu
Jirel	Raji
Magar	Kham
Bhujhel	Sunuwar
Leepcha	Marpha
Manange	Koche
Puhari	Koyu
Dura	Chepang

Source: (Ethnologue Report for Nepal, 2009)

2.1.4 Dravidian Group

On the basis of Ethnologue Report for Nepal, (2009), Jhangar and Dhangar two languages are spoken in Nepal. These two languages are mainly spoken in Koshi River in the eastern region of Nepal.

2.1.5 Austro- Asiatic Group

In this family, Satar (Santali) is the only one language. It is mainly spoken in Jhapa district of eastern part of Nepal.

2.1.6 Language Functions, Request and Advice

There are many different languages in our world that are different. Each language has its rules. Language function is a part of the language and each language has its function, which is used to communicate. Moreover, language function makes us to communicate correctly. If we don't know about language function, the sentences that we talk to other people will not complete.

2.1.6.1 Definition of Function

According to Ur (2001, p.191) "A function is some kind of communicative act". A function in language refers to the purpose for which utterance or a unit of language is used such functions are often described as categories or behaviors, e.g. asking, requesting, advising, narrating, apologizing etc. the functional use of language cannot determined simply by studying the grammatical structure of sentences but also purpose for which they are used for example, the following sentences are used for different functions:

    a. Give me that pen.(Order)

    b. Pass the salt please.(Request)

    c. Turn right at the corner. (Instruction)

d. Try the fried potatoes.(Suggestion)

e. Come on Saturday.(Invitation)

f. Good morning.(Greeting)

g. See you again.(Farewells)

h. Wellcome back to class.(Welcoming)

i. Let me wish you happy married life.(Expressing good wishes)

j. Thank you for calling.(Thanking)

k. I am extremely sorry about that letter(Apologizing)

l. Here take some suger.(offering)

m. Do you see what I mean?(Checking)

2.1.6.2 Request: A Brief Introduction

Request is a kind of language act which is done in the relation to other people. It is a kind of language function which is marker of politeness. When we ask someone to do something, we make request. Request symbolizes the civilization and culture of the society. Hornby (1996, p.996), defines request as "an act of politely asking for something". Request refers to the statement that expresses politeness explicitly. Language is used among participants who use it. It should be appropriate according to context. A good language user should have the ability to use the language which is pragmatically correct as well as contextually appropriate. Request refers to ask politely. It differs from language to language and depends on the social situations, social classes of the people. Request is an essential factor to make a good relationship between speaker and hearer and society's protocol. It depends on the culture and linguistic convention of that language communityas well as the age, sex, social class, personal relationship and particular situation.

Van EK and Alexander (1976, p. 25) presented six main categories of language functions, getting things done (suasion) is one of them. Under getting things done (suasion), requesting others to do something and advising others to do something are the kind of language act. Request is a kind of language act which

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is done in the relation to other people. When we ask someone to do something we make request. The main purpose of request form of language function is to use language in an appropriate situation or to use different requesting functions according to situation and purpose. Similarly Eraser (1975, p.13 as cited in Jaishi, 2009,p.12) mentions that request is a property associated with an utterance in which, according to the hearer, the speaker has neither exceeded any rights nor failed to fulfill any obligations.:

A good language user should have the ability to use the language which is pragmatically correct as well as contextually appropriate, though request refers to asking politely, it differs from language to language, and depends upon the social norms, rules and cultural phenomena which diggers from society to society, age group, sex, social class, personal relationship etc.

Van EK and Alexander (1976,p,48) has given some linguistic forms which are used while requesting others to do something. They are as follows:

   a. Please +VP(p).
   b. Would/could you (please)+VP(p).
   c. Would you be +so kind as to…..(R).
   d. ……+kind enough to …..(R)
   e. Would you mind + V ing…….(R)
   f. Can I have +NP + V ed (, please)?(P).

  According to Matreyek (1983, p. 14) in his book 'Communicating in English 'has mentioned following forms of request:

   a. V1 + obj…..o.k.?
   b. V1 + obj…..will you?
   c. Can + you + v1 +….?
   d. Will you + v1 +….?
   e. Could you please…?
   f. Please let me………?
   g. Would you….?

h. Would you mind + v-ing…?

i. May I + v1..?

j. May I please……?

k. May I ask you to….?

l. Would it be possible to….?

m. If I can make a request, I'd like to …..?

2.1.6.3 Advice: A Brief Introduction

Advice is a noun generally meaning can opinion about what could or should be done in a situation or about problem. (Matreyek,1983, as cited in Khadka, 2006) Advice is a form relating personal or institutional opinions, belief, systems, values, recommendations or guidance about certain situations in some context to another person, group or party offered as a guide to action or conduct. According to Hornby (1996) advising is "to tell somebody what they think to do in a particular situation or to give somebody help and information on a subject that you know a lot about it". Put a little more simply, an advice message is a recommendation about what might be taught, said, or otherwise done to address a problem, make decision, or message a situation. Advice is believed to be theoretical, and is often considered taboo as well as helpful. Advice pertain relationship lifestyle change, legal choices, business goals, career goals, education goals, religious beliefs, personal growth, motivation, and so on. Advice is not pertinent to any solid criteria, and may be given freely or only given when asked upon. In some culture advice is socially unacceptable to be released unless requested. In other culture advice is given more openly.

Van EK and Alexander (1976, p, 38) has mentioned 'advising others to do something' is the one language act of 'Getting Things Done (suasion).' Advising is asking somebody to do something for the hearer himself or as it is necessary to internalize grammatical rule as well as sociolinguistic rules for a language user to communicate effectively. These rules tell him/her to use a piece of language in a given setting. Thus the use of 'advising' is a part of

socio pragmatic approach. Advising is guiding the people to get rid of the difficult situations. According to oxford advanced learner dictionary advice means 1.to tell somebody what you think they should do in a particular situation. 2. to give somebody help and information on a subject that you know a lot to officially tell somebody something.

We advise someone to show them the way to perform their task or get those things done in a better way. Language is a strong medium of communication and expressing our ideas, views and opinions. We advise people in different ways in different situations. Language function and our daily language is based upon our social relationship too. We generally order or recommend to the juniors and suggest to the seniors according to our social relationship.

According to Van EK and Alexander (1976, p. 48) presented the following forms of advising others to do something:

a. You should + vp (p)
b. You ought to + vp (p)
c. Why don't you + vp (p)
d. I can recommend. (or).

Matreyek (1983, p, 125) mentioned some linguistic forms that can be used to express advice in English are as follows:

a. I think you'd better +v1………..
b. If I were you, I'd ….
c. It would probably be a good idea to +v1……
d. Why don't you…?
e. How about +v4…..?
f. I'd say that you'd better +v1….
g. I advise you to……..
h. My advice is……….

i. I recommend that…….

j. My recommendation is that…..

2.1.7 Short Introduction to English Language

According to Braj Kachru (1985) the English language falls under the Indo –
European group of the West Germanic language. It is used as mother tongue by
people of Great Britain, America, Australia, Canada and New Zeland. In this
21th century most of the countries have English because it is an international
language. It is also used by professionals who are at work each day, on travel,
or work related matters. English is spoken in many different countries and
many people there understand English as it is required for business travel etc.
furthermore English is also used to established diplomatic relationship with
most of the countries in the world. Phillipson (2007) says:

> English is now entrenched world wide as a result of British colonies,
>
> international independence, revolutions of technology, transport,
>
> communication and commerce and because of English is language is the
>
> USA, a major economic political and military force in contemporary
>
> world, is not only Britain which has gravitated towards linguistic
>
> homogeneity, but the significant pertain of entire world.

English is taken as a foreign language in Nepal. It is taught as a compulsory
subject from grade one to bachelor level.According to Sharma (2050) when we
look the history of English in Nepal, it entered in Nepal in1910 B.S. when the
Jang Bahadur Rana visited in England, returned and opened Durbar School to
teach English to his family member. In the context of Nepal, English is
language which is learn for some specific purposive i.e. communication,
translating, business etc. with the foreigners.

Harmer (2008, p.415) say's, by the end of 20th century English was already well on its way to becoming a genuine lingua franca is a language used widely for communication between people who do not share the same first language". So far as the question of English is concerned, it has been taught as foreign language in Nepal and many other countries.

2.1.8An Introduction to Nepali Language

The Nepali language falls under Indo- Aryan group. Actually, Nepali language is derived from Sanskrit language or we can say, Nepali has roots in Sanskrit and written in Devanagari script. Nepali is the official language in Nepal. Nepali language serves as lingua franca among Nepalese of different ethno linguistic groups. The regional language Bhojpuri, Awadhi, Maithili, and rarely Hindi are spoken in the southern Terai Region. Many Nepali's in government and business speak English as well. Verities of Tibetan are spoken in north of the higher Himalaya where standard literary Tibetan is widely understand by those with religious education. Local dialects in the Terai and hills are mostly unwritten with effort underway to develop systems for writing many in Devanagari or the Roman alphabet.

There are 123 languages spoken as mother tongue reported in (CBS Report 2011) Most of them are belong to the Indo- Aryan and Sino- Tibetan language families. Nepali is spoken as mother tongue by 44.6 percent (11,826,953) of the total population followed by Maithili(11.7%; 3,092,530), Bhojpuri (6.0%; 1,584,958), Tharu (5.8%; 1,529,875), Tamang (5%; 1,358,311), Newar (3.2%; 846,557), Bajika (3.0% 793,418), Magar (3.0%; 788,530), Doteli (3.0%; 787,827), Urdu (2.6%; 691,546). In addition Nepal is home to at least four indigenous sign languages.

2.1.9 An Introduction to Bajhangi Language

Bajhangi is a regional dialect of Nepali language spoken in Bajhangi district. That lies in Seti zone. Joshi (1989) describes Bajhangi dialect as the dialect spoken by the permanent inhabitants of lower hills and valleys of Bajhang district in far western development region of Nepal expect Bungali Bajhangi dialect is spoken in many VDCs in the district. Bajhangi dialect is not spoken only in the Bajhang district but also other districts of western part of Nepal such as Bajura, Achham, Jumla, and Kalikot. Bajhangi dialect is widely used in the district in spoken form. There are not written materials in this dialect. There is only few local advertisement and books are in written forms.

Pokharel (2040, p. 43) has classified the dialects of the Nepali into five groups which are as follows

a) **Purbeli group:** This dialect is spoken in Dailekh, Jajarkot, and Salyan etc.
b) **Majhali group:** This dialect is spoken in Karnali zone.
c) **Orapachhima group:** This dialect is spoken in Bajhang, Bajura and Achham.
d) **Majhpachhima group:** This dialect is spoken in Doti and Dadeldhura.
e) **Parapachhima group:** This dialect id spoken in Mallosorad, Baitad, Marma, Lekam, Chuwagadh, Purchaudi etc. of Mahakali Zone. (p. 72)

As we discussed dialect above, Bajnangi dialect is a regional dialect of the Nepali language spoken in Bajhang district. Joshi (1989, p. 23) describes Bajhangi dialect "The dialect spoken by the permanent inhabitants of lower hills and valleys of Bajhang district in the far western development region of the Nepal except the chair Bungali dialect is called the Bajhangi dialect." It is a dialect of the Nepali language because it is intelligible to the speakers of the Nepali language. Though 4 dialects (Chir Bungali, Lekali, Dhuleli, and Bajhangi are in vogue currently, in Bajhang, the Bajhangi dialect is being used widely.

The Bajhangi dialect is a less studied dialect. The Bajhangiuse their dialect among themselves. But while conversing with Nepali speakers, they switchover to the Nepali language. Code switching takes place among educated speakers, too. This shows that the number of people speaking this dialect is decreasing day by day. People especially in Chainpur, the district headquarter, have started using standard Nepali with the residents of the village because they think that those who can speak Nepali are superior than the dialect speakers. There is danger of it becoming an extinct language or dead language in the near future. Consequently, the study of this dialect seems to be necessary in this time.

2.1.10 Need and Importance of Contrastive Analysis

Contrastive analysis (CA) is systematic study of two or more languages to find out the similarities and differences.

Contrastive Analysis was developed by C.C. Fries and Robert Lado in the late 1940s' and 50s'. Contrastive Analysis was used extensively in the field of second language acquition in the 1960s' and early 1970s. It was used as a method of explaining why some features of a target language were more difficult to acquire than others.

This theory is based on behaviourism of psychology and structuralism of linguistics. Behaviourists argue language learning as the matter of habit formation. Therefore, mastering over second language depends on the differences and the similarities between the target language and first language.

Contrastive Analysis has been defined by some scholars and linguists differently. To quote some of them James (1980) says "Contrastive Analysis is a linguistic enterprise aimed at producing inverted (i.e. contrastive not comparative), two valued typologies (CA is always concerned with pair of languages) and found on the assumption that languages can be compared" (as cited in Bohara, 2009). Contrastive Analysis is used to contrast two languages

rather than to compare them. By the nature, Contrastive Analysis is used in the practical field of language teaching and learning particularly in the field of applied linguistics.

Contrastive Analysis is based on the following assumptions:

a) Language learning is a matter of habit formation.

b) The mind of L_2 is already full of L_1 habits where as the mind of language learner is empty i.e. mind of child at birth is tabula-rasa.

c) Language are different however, they are comparable.

d) The differences between L_1 and L_2 lead to difficulty in learning the L_2 which, in turn leads to the errors in performance.

Contrastive analysis is important in the field of language teaching and learning. Cotrastive Analysis helps a teacher to find the areas of difference and the areas of difficulty while teaching a second language. The importance of Contrstive Analysis in teaching language can be shown as follows.

a) The teacher who has made a comparison of a foreign language with native language will know the real problems of L_2 learning and can provide enough practice to avoid the misleading of the students.

b) Errors can be predicted as it is believed that the greater the difference the greater the difficulty. So error can be avoided being as teacher tends to have precaution.

c) It is easy to construct teaching materials based on information provided.

d) Contrastive Analysis is more useful in the study of phonology.

e) Comparison of language side by side with description will help course designers planners teachers and learners as well.

In this way, Contrastive Analysis has great importance in language teaching and learning.

2.2 Review of the Empirical Literature

Many researchers have compared different languages like English, Nepali, Limbu, Rai, Newari, Tharu, Maithali, Doteli, Achhami etc. Here, the researcher has studied and used many previous articles, reports, books, researches etc. to fulfill his objectives. A brief survey of them has been given below:

Chapagain (2002) carried out a research on "Request Forms in English and Nepali Language; A comparative Study". The objective of her research was to enlist the different forms of request of English and Nepali native speaker based on socio- pragmatic approach.The sampling procedure of her study was sample random sampling. She used questionnaire methods as main tool. She found out that 68% English and 22.2% of Nepali speakers used direct request.

Khadka (2006) has carried out a research entitled "Noun phrase structures in English and Nepali". The main purpose of this study was to identify the similarities and differences in the noun phrase structures in English and Nepali language. He used both primary and secondary source of data. He used judgmental non random sampling procedure. He found that Nepali and English noun phrase are very much similar.

Kunwar (2009) carried out the research study on "Forms of Address in English and Doteli Dialect". His objectives were (a) to find out the forms of address used in Doteli dialect. (b) tocompare and contrast the forms of address used in Doteli dialect with those in the English language. The sampling procedure of his study was simple random sampling. He used questionnaire and interview methods as main tools. He concluded that the Doteli dialect has more forms of address in comparison to English.

Rawal (2009),has carried out the research on "A comparative study of greeting and taking leave in English, Nepali and Bhajhangi". His main objective was to compare and contrast the forms of greeting and taking leave in English and

Bajhangi. He used two different tools of data collection viz. a set of questionnaire and interview. He used purposive non- random sampling procedure.Both primary and secondary sources of data were used to elicit relevant data. He found out that 62% Bajhangi nativespeaker are more formal in greeting than English native speakers.

Joshi (2009) carried out research on "pronominal in English and Bajhangi". His main objective was to compare and contrast the English and Bajhangi pronominal. The data were collected through a set of questionnaire. The sample which was he selected through purposive non- random sampling procedure.He found out that 63% Bajhangi native speakers used polite pronominal than English native speakers.

Bohara (2010) carried out a research study on "Deixis system in English and Bajhangi dialect of Nepali". His main purpose of study was to find out the forms of person deixis, discourse deixis and social deixis used by Bajhangi native speakers and compare those with English forms of deixis. Both primary and secondary sources of data were used while carrying out the research. The data were collected through the questionnaire and interview. For primary sources of data, 40 Bajhangi native speakers were selected through purposive sampling procedures. The found that Bajhangi second person second deictic expressions for singular number has the existence of honorific distinctions '-tam' and non-honorific distinction '-tu' are used whereas English lack this phenomena.

Jaishi (2009) carried out a research on "Requests and Apologies in English and Doteli." The objectives of this research were to enlist different forms of requests and apologies in English and Doteli and to compare them. There were 40 respondents in each of the language. They were selected by using judgmental non random sampling. The main tool for data collection was questionnaire. He concluded that English native speakers used more apologetic

terms than the Doteli native speakers but the Doteli native speakers used some context specified apologies which explicitly always do not express apologies.

Jagri (2011) carried out a research on the "Forms of Ordering and Suggesting in English and Bajhangi". His objectives were (a) to find out forms ordering and suggesting in Bajhangi dialect (b) to compare and contrast the forms of ordering and suggesting in English and Bajhangi (c) to list some pedagogical suggestions. He used two different tools of data collection viz. a set of questionnaire and interview. He used Judgemental, non- random sampling procedure. He took 25 literate and 25 illiterate Bajhangi native speakers. He found that the Bajhangi native speakers use the plural forms to be polite while ordering and suggesting.

However, different researches have been carried out on language one function; nobody has done the research on form of request and advice in English, Nepali and Bajhangi". Till now from our department. In this way, this study is completely different from other studies.

2.3   Implications of the Review for the study

In the above discussion, I have reviewed both theoretical ideas and empirical studies related to the topic. They all are related to some extent to my study area. From the empirical research studies, I got information about the various procedures needed to conduct research study. They provided me with a lot of information regarding sampling strategy, use of tools, analysis and interpretation procedures. All these theoretical and empirical studies helped me to carry out my research study. They stood as the backbone of my research study to make more informative and reliable. The entire sources have helped me bring the clarity and focus on research problem, select methodology and estimate the findings. The review of the related literature made the researcher feel and need to carry out this study. They also help the researcher to lubricate his courage, curiosity, logical and psychological factors. For instance, Khadka
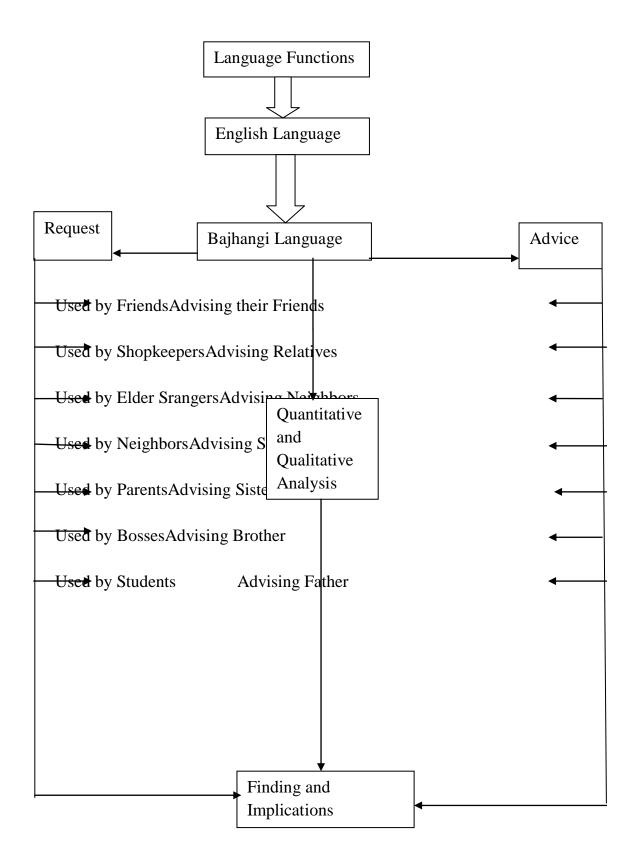
(2006) major finding was Nepali and English noun phrase are very much similar. Chapagain (2003) main finding was 68 percent English and 22.2 percent of Nepali speaker used direct request.

Jagri's (2011) study about forms of ordering and suggesting English and Bajhangi has however, the implication on the present study in sense that though Bajhangi informal forms are used with children while ordering and suggesting.From the same taken, the review of Kuwar's (2009) and Rawal's (2009) research works and similarly others have direct or indirect implication on this study. To some extent, Bajhangi speakers are habituated to order neighbors, strangers, guests, general friends. But in the case of English, they request for the same purpose. Therefore, the teacher should inform the Bajhangi speakers about it.

To be specific Khadka(2006), Cahapagain(2003), Jagri(2011), helped me to select develop research tools.similarly Kuwar(2009), Rawal(2009), help me to analyze and interpret data and derive findings. Therefore, I have gone through different existing literature and reviewed them. Because of the reviewed documents, I developed the theoretical background to my research, understand the subject area better and conceptualized research problems clearly. Again, it helped me to make clear concept for sampling population. The reviewed theory enabled me to prepare the test item to find answer research questions.

2.4 Theoretical/ Conceptual Framework

The conceptual framework of my research study as follows:

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                    ┌─────────────────────┐
                    │  Language Functions │
                    └─────────────────────┘
                              │
                              ▼
                    ┌─────────────────────┐
                    │  English Language   │
                    └─────────────────────┘
                              │
                              ▼
┌──────────┐        ┌─────────────────────┐        ┌──────────┐
│ Request  │◄───────│  Bajhangi Language  │───────►│  Advice  │
└──────────┘        └─────────────────────┘        └──────────┘
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Used by Friends   Advising their Friends

Used by Shopkeepers   Advising Relatives

Used by Elder Srangers   Advising Neighbors

Used by Neighbors   Advising S

Used by Parents   Advising Siste

Used by Bosses   Advising Brother

Used by Students   Advising Father

┌─────────────────┐
│ Quantitative   │
│ and   │
│ Qualitative   │
│ Analysis   │
└─────────────────┘

┌─────────────────┐
│ Finding and   │
│ Implications   │
└─────────────────┘

CHAPTER -III

METHODS AND PROCEDURES OF THE STUDY

The methods and procedures, the researcher adoped during this study has been discussed below.

3.1Designand Method of the Study

 The researcher conducted survey research to achieve the objectives of the study. To compare and contrast the form of request and advice English and Bajhangi.The researcher followed qualitative and quantitative research design in general and survey research design in particular. In this types of research which tries to study both large and small population by selecting and studying samples in order to find out the present situation or present activities. It is mainly carried out to find out people's attitudes, opinions and the specified behavior on certain issues, events or situations.

According to Hutton (1990), "survey research is the method of collecting information by asking a set of determined sequence in a pre-determined sequence in a structured questionnaire to a sample of individual so as to be representative of a defined population". Similarly, Nunan (1992, p. 140) states "survey are widely used for challenging data in most areas of social inquiry from politics to sociology, from educational linguistics". Likewise, Kerlinger views (1986), "survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables". From above mentioned definitions we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sectors to obtain snapshot conditions, attitudes and events at a single point of time

Nunan (1992, p. 141), suggests the following eight step procedure of survey research:

Step 1:Define the objectives   - What do we want to find out?

Step 2: Identify target population   - What do we want to know about?

Step 3:Literature review   - What have others said/ discovered

about the issue?

Step 4: Determine sample   -How many subjects should we

                                       Survey, and how will identify these?

Step 5: Identify survey instruments   -How will the data will be collected

      questionnaire / interview?

Step 6: Design survey procedure   -How will the data collection a

actually carried out?

Step 7: Identify analytical procedure   -How will the data be assembled

and analyzed?

Step 8: Determine reporting procedure   -How will be written up and

presented?

The discussion above entails that survey research is one of the important research method used in educational investigations. It is mainly carried out to find out people's attitudes, opinions and specified behavior on certain issues, phenomena, events or situations. The finding of survey is generalizable to the whole group. For this reason, I choose survey design in my research study.

3.2 Population Sample and Sampling Strategies

The findings of the study have been generalized to all the Bajhangi native speakers. Therefore, all Bajhangi speakers were the population. The sample consists of 40 Bajhangi native speakers.

3.3 Study Areas/ Field

The researcher visited the native speakers of the Bajhangi dialect of the Nepali language from two VDCs of Bajhang, namely Bajh and Rayal. The sample population consists of 40 Bajhangi native speakers who were selected through purposive non-random sampling. The researcher selected 20 speakers from each VDC. And 10 were males and 10 were females and they were literate and illiterate both. The researcher used snow-ball non random sampling while selecting the males and females.

3.4 Data Collection Tools

The main tools for data collection were questionnaire and interview. The interview was used for illiterate and questionnaire was distributed to literate and educated informants.The secondary sources of data were the related books, journals, reports, dictionaries, articles and unpublished thesis and useful websites. The main sources of secondarydata were Matreyek (1983) Finocchiaro (1974), for the English language.

3.5 Data Collection Procedure

At first, the researcher prepared the interview schedule and questionnaire. The researcher visited the selected VDCs in Bajhang district. At first, the researcher introduced himself to the informants.The resercher told them to objectives of his study. The researcher has collected data from the illiterate, using interview and literate using questionnaire. The researcher distributed questionnaire forms to the concerned informants and request them to complete. Finally, the researcher found the forms of request and advice in English, and Bajhangi

language.The researcher compared them with those English and Bajhangi forms of request and advice.The researcher used to secondary sources of data like different related books, journals etc.

3.6 Data Analysis and Interpretation Procedure

The collected data were analyzed, interpreted and presented descriptively, analytically and comparatively. The researcher haspresented the facts in different lists, tables, graphs, charts, diagrams.After analyzing and interpreting the collected data, the findings of the study were presented. They were listed along with the appropriate recommendations and pedagogical implications.

CHAPTER - IV

ANYLYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of data. All the responses used by the Bajhangi native speakers on request were tabulated on the basis of direct request, indirect request and non-request. Similarly, the responses of the Bajhangi Native speakers used on advice were tabulated on the basis of direct advice and indirect advice. Then the responses of the Bajhangi native speakers were analyzed and interpreted in the given situations.

4.1 Total Forms of Request used by Bajhangi Native speakers

　　　- Forms of Request used with Friends, Shopkeepers, Strangers, Neighbors, Parents, Boss.

4.2 Total Forms of Advice used by the Bajhangi Native Speakers.

　　　- Forms of Advice used with Friends, Relatives, Neighbors, Younger Sisters and Brothers, Elder Sisters and Brothers, Sons.

4.1 Total Forms of Request used by Bajhangi Native Speakers

The following table shows that the total forms of request used by Bajhangi native speakers.

Table No. 1

Total Forms of Request used by Bajhangi Native Speakers

BNSs	DR	IDR			Non-R
	F 369	**%** 61.5%	**%** 29.5%	**F** 54	**%** 9

The above table shows that out of 600 responses, only 61.5 percent Bajhangi native speakers used direct request 29.5 percent used indirect request and 9

percent used non request forms. Some examples of direct request from the Bajhangi language are:

(1) *Sahuji mukhi yek plate momo aanauta.*(S.No1,a)

 (Please give me a plate of momo).

(2) *Buwa mu saman kindo bhaya rupee aanauta.*(S.No7, c)

  (Daddy, if you have money, please, give me for shopping.)

In this way, the researcher found 29.5 percent indirect request in Bajhangi language. In these responses, polite terms are not used but the forms of verb express request indirectly. Some examples are:

(3) *Ye! Bhaja yek plate momo aanta* (S.No1,c)

(Please bring a plate of momo).

(4*) Sathi Tyam kati bhayao mukhi bhando chhaiki*(S.No2,a)

(Friend, is it all right to tell the time)

In these above mentioned responses, the respondents expressed their request indirectly. They did not use polite terms here but the sentences expressed request to some extent. So, these types of responses are classified in indirect request.

The other responses are categorized under non request. Out of 600 responses, only 9% responses were of these types in Bajhangi language for examples.

5) Tyam bhana pan. (S.No 3, c)

   (Please tell me the time.)

(6*) Pani aantaTis lagi.* (S.No12,c)

   (Please give me water, I am thirsty.)

The respondents were found less polite to respond the situation. The above table shows that out of 600, only 9% responses are non-request in

Bajhangilanguage. The above examples *'tyam bhana ta'* changes into *tell me the time;ok*? With intimate friends in English but in other cases regarding the English language, *please tell me the time*. *Can you tell me the time*, are used to request the friends. It shows that native speakers of Bajhangi were seen less polite. But in fact, it does not mean that Bajhangi speakers are not polite. It has been found from the study that Bajhangi native speakers used less polite forms with their intimate friends only.

4.1.1 Forms of Request used with Friends

The following table shows the forms of request while requesting with friends.

Table No. 2

Total Forms of Request used with Friends

BNSs	S.No.	DR		IDR		Non-R	
		F	%	F	%	F	%
Bajhangi	2,3,5,12	61	38.12	46	28.75	53	33.12

In the cases of Bajhangi native speakers, more direct forms of request were found. Out of 160 responses 38.125 percent were direct request 28.75 percent were indirect request and 33.125 percent were non request. They used more direct request to their friends. Some examples are:

(1) *Tyam kati bhayo mukhibhanda chhauki*. (S.No 2, d)

 (Can you please tell the time?)

2) *Mukhi tami aspatala puryaideuta*.(S.No 5,c)

 (Please help me to go to the hospital.)

Bajhangi Native speakers used more non request responses than the indirect request and less than direct request. Some examples are;

3) *Dinesh tyam bana ta* (S.No.2, c)

   (tell me the time.)

4*) Mukhi aspatalpuryai de ta*. (S.No.5, d)

   (Help me to go to hospital.)

5*) Oi !yarpaani aanta* . (S.No 12, a)

   (Give me water)

6*) Dinesh, paani aanta kasi tis lagi.* (S.No 12, b)

(Dinesh give me water, I am thirsty.)

In Bajhangi language, friends are addressed by their first name e.g. Dinesh, Keshav, etc. The above examples are said in the following way:

- Please tell me the time.
- Can you help me to go to hospital?
- Would you mind giving me water?
- May I please have a glass of water?
- I am thirsty.

 While requesting to their friends, respondents used non request to their intimate friends. The sentence 'pani aanta' is not polite it looks like order in Bajhangi Native Speakers did not use polite terms to their intimate friends . In comparison to English speakers Bajhangi native speakers were less polite while requesting their intimate friends.

4.1.2 Forms of Request used with Shopkeepers.

The following table shows that the formsof request Bajhangi native speakers while requesting with shopkeepers

Total Forms of Request used with Shopkeepers

NSs	S.N.	DR		IDR		Non-R	
		F	%	F	%	F	%
Bajhangi	1,11	52	65	24	30	4	5

From the above table, it is summarized that the majority of Bajhangi respondents responded the situations very politely. They used more direct forms of request. Out of 80 responses 65 percent responses were direct request. Some examples of direct request are given below:

(1) *Saahuji mukhi yek plate momo aanauta*. (S.No. 1,a)
    (Please, bring a plate of momo).

(2) *oh! Daju/Didi momo yek plate aanata* .(S.No.1,b)
    (Please bring a plate of momo.)

(3) *Saahuji saman gharakhi puryauda chhauki*.(S.No. 11,b)
    (May I get the home delivery service?)

Out of 80 responses, 30 percent were indirect requests which expressed politeness indirectly in Bajhangi language. Some examples are as follows.

(4) *Ye !bhajamomo yek plate yeta aanata*. (S.No.1 ,c)
    (Please bring a plate of momo here)

(5) *Momo yek plate ha*.(S.No.1,e)
(A plate of momo please.)

6) *Saahuji TV gharkhi puryuda chhauki nai*. (S.No. 11,a)
    (Is it Ok if you deliver this TV to home?)

7) *Yeh! Bhaja momo yek plate aanata*.(S.No 1,c)

(Bring a plate of momo please.)

8) Mukhi *TV kindo bhaya gharkhi puryaideullaki*. (S.No.11)

(please deliver this T.V. to home.)

4.1.3 Forms of Request used with Strangers.

The following table shows the forms of request by Bajhangi native speaker while requesting with strangers.

Table No. 4
Total Forms of Request Used with Strangers

NSs	S.N.	DR		IDR		Non- R	
		F	%	F	%	F	%
Bajhangi	4,9	50	62.5	23	28.75	7	8.75

The above table shows that Bajhangi native speakers used more polite forms to the strangers than to the friends. There were 80 responses in total. Out of these 62.5 percent were direct request, 28.75 percent were indirect request and 8.75 percent were non- request responses. Some examples of direct request are given below:

(1) *Yeh!Gruji yekairauka gadi rokaula ki mukhi toilet arnu parnechha*. (S.N. 4,a)

(Please stop the bus, I have to go to toilet.)

2) *Gurji yek rauko gadi rokaula ki ma toilet jadovaya*. (S.No. 4, sc)
(Please stop the bus, I wanted to go washroom .)

3) Hajur thokai ha para sarnehauki mukhi athparo bhayo.(S.No.9, a)
(please go ahead , I am feeling uncomfortable.)

4) *Thakai pundi ghayekhi kaso hola*(S.N. 9, b)

   (Excuse me, can you go ahead.)

5) *Saathi thakai haparasaran milalaki.* (S.N 4, d)

   (Would you please go ahead.)

In the above examples, respondents used hajur, saathi to address the strangers. They used hajur if the strangers were older than them. And 'saathi' was used for the same level strangers. Bajhangi native speakers also used 'oh lau' to draw the strangers attention .From this example, It shows that native speakers of Bajhangi mostly used Bajhangi words in their day to conversation.

Similarly, Bajhangi Native speakers used less indirect forms of request in comparison to direct request. Some examples are as follows.

6) *Yeh! Guruji gadi rokauta toilet aarne thiy*.(S.No. 4, b)
(Would it be possible to stop the bus, I have to go to toilet.)

7) *Yeso uta sare hunethiyo bhaja*. (S.No 9, f)
(Is it ok to ahead to sit.)

8) *Milikana basuli*. (S.No. 9, g)
(May I ask) you to sit here.)

From the above example, it is clear that Bajhangi Native speakers used more direct request forms while they were speaking with strangers. Bajhangi native speakers were more polite to the strangers.

4.1.4 Total forms of Request used with Neighbors.

The following table shows that thetotal forms of request by Bajhangi native speakers while requesting with neghbours.

Table No. 5
Total Forms of Request used with Neighbors.

NSs	S.N.	DR		IDR		Non- R	
		F	%	F	%	F	%
Bajhangi	6,13	39	48.75	25	31.25	16	20

The given table indicates that 48.75 percent of responses were expressed in the form of direct request by Bajhangi speakers. Some examples of them are as follows:

1) *Aaja sabui gaaumi sarsapha ardavaya chakala sabui jamma hoidiya.* (S. N. 6)

   (Would you please come at 10 am for cleaning program of our village on tomorrow morning?)

2) *Bhola chakal gaunko sarsafai arno parnya ho chakal sabui gaunle 10 baje aaidya.*(S.No 6)

   (Can you come for the program at 10 am?)

3) Kaka yek kilo chini layai deulla ki .(S. N. 13, a)

    (Uncle, could you please bring one kilo daal for me?)

4) *Kaka chini 1kilo aani deula ki.* (S.No 13, c)

   (Would you mind helping me to bring 1 kg suger?)

There were 31.25 percent of responses categorized in indirect request by Bajhangi Native speakers. Some of the examples are as follows:

1) *Vola chhakala sarsafai karyakarm rakheko chha sabui gaule 10 baje aaya*. (S.N.6,c)

   (Please come for the program at 10 am)

2) *Bazzar bati daal lyaunu ko lagi tamro sahayog payelagi*. (S. N. 13)

(May I ask you to bring one kilo daal for me?)

3) *Kaki mulai yek kilo chini layai deula ga* .(S.No 13,)

(Would it be possible to bring daal for me.)

On the other hand, there were some other responses used in these situations. They were impolite. They did not express request. So, these responses were categorized under non- request. Some examples are given below:

4) *Bhola chakala sarsafai karyakarm hudo sabui gaule 10 baje aaya* .
(Please come on tomorrow for the sarasafai program.)

5) *Tami chini aani deula ki* .(S.No 13)
(Please bring a kilo of daal when you go to bazzar .)

From the above examples, it was found that most of the responses were polite in Bajhangi language. Most of the respondents used direct request while responding to their neighbors Bajhangi Native speakers used non- request to the younger neighbors.

4.1.5 Total Forms of Request used with the Parents.
The total forms of request used by Bajhangi native speakers with their parents are as follows:

Table No. 6
Total Forms of Requestused with Parents.

NSs	S.No.	DR		IDR		Non- R	
		F	%	F	%	F	%
Bajhangi	7,8,14,15	133	83.12	27	16.87		

The above table indicates that BajhangiNative speakers used 83.125 percent direct request and 16.875 percent indirect request to their parents.

Bajhangi Native speakers do not use non-request or impolite form to their parents while requesting. Some of the examples of direct request are as follows.

1) *Buwa mu saman kindo bhaya rupya deuta.* (S.No. 7,a)
   (please , give me some money for shopping.)

2) *Mummy tami sanga rupya bhaya khi aanta.*

(S.No. 7,c)

   (Could you please give me some money for shopping)

3) *Buwa aaja mu kana saathi sanga nagarkot jadovaya .*

(S.No 8,b)

   (May I go to nagarkot with my friends.)

4) *Aaja mu kana sathi sata nagakot jana deulla ki.* (S.No. 8,c)
   (Please let me go to Nagarkot with my friends.)

Similarly, it was found that Bajhangi native speakers use less indirect request forms to their parents. Some examples of indirect request are as below:

5) *Ama mu kana sathi saitai nagarkot jadobhaya .* (S.No 8,e)
   (May I ask you to go to nagarkot with my friends.)

6) *Buwa hamuki bazzar bati maasu layaipanta.* (S.No. 14, a)
   (I am willing to eat meat.)

7) *Bawa tamile manekhi film herna jado bhaya .* (S.N. 15)
   (Would it be possible to go with my friends to see film?)

The above mentioned examples show that Bajhangi native speakers use polite request forms but in indirect way. They respect their parents. So, they do not use impolite forms to their parents in the case of requesting their parents.

4.**1.6 Total Forms of Request used with Boss**

The total forms of request used by Bajhangi native speakers with their boss are as follows.

Table No. 7

Total Forms of Requestused with Boss.

NSs	S.N.	DR		IDR	
		F	%	F	%
Bajhangi	10	33	82.5	7	17.5

The boss is the person who is more respected in related office. She/he is recognized as the prestigious and powerful person than other staff of the office.

The above table states that Bajhangi native speakers responded 82.5 percent direct request and 17.5 percent indirect request. Some responses of direct request are as follows.

1) *Sir, mukhi voli bida deula.* (S.N. 10, a)
   (Please give me a leave for tomorrow.)

2) *Hakim sab yek din kobida deula.* (S.N.10, d)
   (MayI please get leave for tomorrow.)

3) *Ma tami satha yek dinko bida magdo vaya.* (S.N. 10, f)
   (May I please get leave for tomorrow?)

However, Bajhangi Native speakers used least number of indirect forms of request in comparison to direct request. Some examples of indirect forms of request are as follows.

4) *Sir/ madam yek dinko bida milne ho ga.* (S.N. 10, e)
   (Would it be possible to take leave for tomorrow?)

5) *Sir mera ghara vola kam paryo mu office aaunnehunna.*(S.No.10, c)
   (Sir, I will be unable to come to office on tomorrow.)

The above mentioned examples show that Bajhangi speakers use indirect request to their boss in the respectful manner.

4.2 Total Forms of Advice given the Bajhangi Native Speakers.

The following table shows the total forms advice used by Bajhangi native speakers their English equivalents.

Table No. 8

Total Forms of Adviceused by NNSs

NNSs	DA		IA	
	F	%	F	%
Bajhangi	382	63.66	218	36.33

The above table shows that out of 600 responses, the Bajhangi Native speakers used 63.66 percent direct advice, 36.33 percent indirect advice. The above given data shows that Bajhangi Native speakers used more direct form of advice while advising other. Some of the examples of direct advice are as below:

1) *Tu check adda saktehai*.(S.No.1)
   (You should go to check up your health.)
2) *Bank hai rin leu* .(S.No 15)
   (Why don't you take loan from bank.)

3) *Computer shikta jhauman.* (S.No 6)
   (Go for computer training.)

In this above mentioned responses, the respondents express their advice directly. They used formal forms for the seniors and informal forms for juniors. But they advised them in direct way.

Similarly, 36.33 % responses were indirect responses. Some of the examples of indirect responses were given below:

4) *Aspatala ghayakhi chhiyo* .(S.N. 1)
   (You should go to hospital.)

5) *Mabhayakhi dosya kosis archya.* (S.N. 5)

   (If I were you, I'd try again.)

6) *Bankbati rin liyakhi kaso hola* (S.No 15)

(How about taking loan from bank.)

In these above mentioned responses, the respondents expressed their advice in indirect way. They did not provide advice directly. They expressed such sentences which advised people indirectly. Bajhangi Native speakers used such sentences to advise other indirectly. Such sentences didn't make people angry with our advice.

4.2.1 Total Forms of Advice Found between Friends

The total forms of advice used by Bajhangi native speakers with their friends are as follows:

Table No. 9

Total Forms of Advice used with Friends

NSs	S.N.	DA		IA	
		F	%	F	%
Bajhangi	1,5	54	67.5	26	32.5

In the cases of Bajhangi Native speakers more direct forms of advice were found. Out of 80 responses, 67.5 percent were direct advice and 32.5 percent were indirect advice. They used more direct advice to their friends. Some examples are mentioned below:

1) *Tu check arna jana saktehai.* (S.N. 1)

   (You should go to check up.)

2) *Check adda gaijha pachi jhal holla.*(S.N.1)

   (You ought to go to check up your health; otherwise, it will be difficult for you.)

3) *Jharko namana ajha prayas ara.*(S.No. 5)

   (Why don't you try next time.)

Bajhangi Native speakers used less number of indirect advice forms while advising friends. Some examples are:

4)Aspatala gayakhi hunethiyo (S.No)

(How about going to hospital.)

5)chhati aspatala gayakhi niko hola . (S.N. 1)

(It would probability be a good idea to go to hospital very soon.)

6)Ma vayakhi jharko namani ajha kosis arnethiya .(S.N.5)

(If I were you, I'd try next time.)

From the above examples, it is clear that Bajhangi native speakers use indirect forms of advice to address new friends or not close friends. In Bajhangi culture people do not advise others directly. In the same way if the new friends are advised directly, it will be impolite and informal way of advising others. So, in the case of advising friends Bajhangi Native speakers advise indirectly. The example no.4 aspatala gayakhi hunethiyo was used for friends. Regarding English language, how about going to hospital is used to friends. Bajhangi Native speakers expressed politeness with indirect sentences. So Bajhangi Native speakers used polite forms of advice as native speakers used with new friends.

4.2.2 Total Forms of Advice used with Relatives.

The total forms of advice used by Bajhangi native speakers with their relatives are as follows:

Table No. 10

Total Forms of Advice used with Relatives

NSs	S.N.	DA		IA	
		F	%	F	%
Bajhangi	2,4,11,14	108	67.5	52	32.5

The above table indicates that the Bajhangi Native speakers used 67.5 percent direct advice 32.5 percent indirect advice out of 160 responses with their relatives. Some examples of direct advice are as follows:

1) *Ghar bati bahira gayale tala lagai jhaya ha*.(S.No 2)
   (When you go outside the home you should lock the door.)

2) *Talcha lagai bada jhaya.* (S.No 2)
   (You ought to lock the door when you go out.)

3) *Kaka raksi jana khaya*.(S.No 4)
   (You should not drink alcohol.)

4) *Tami byam ara.* (S.N. 11)
   (Please do exercise.)

The above examples clarify that Bajhangi Native Speakers use polite term or formal forms while advising their relatives. It is summarized by the terms they use in the above examples, such as, *jhaya, hajur, janapi*. These are the honorific terms of Bajhangi language. Bajhangi Native speakers advised their relatives directly but using honorific language.

In the same way, 32.5 percent Bajhangi Native speakers used indirect advice forms to their relatives. Some examples of indirect advice are as below;

5) *Taalcha layakhi niko hune hunethiyo aama* .(S.No 2)
   (It would probably be a good idea to lock the door.)

6) *Aafno paraniko pani herbichar arihala.*(S.N0. 4)
(How about taking care of your health.)

7) *Chhakala ko niko hawami hidekhi nigai hola* .(S.No.11)
   (You'd better walk early in the morning.)

8) *Raksi le gyan bigaddo chha ni mama* .(S.No 14)
   (I suggest that alcohol causes bad effects with your health.)

From the given examples, Bajhangi, Native speakers used more polite terms while advising relatives. It is culture specific that Bajhangi native speakers did not use informal or impolite language to their relatives. The examples no. 6 aafno paraniko pani herbichar arihala' is used. It is used to aware the alcohol user as the form of advice.

4.2.3 Total forms of Advice found with Neighbors.

The total forms of advice used by Bajhangi native speakers with their neighbours are as follows:

Table No. 11
Total Forms of Advice used with Neighbors.

NSs	S.N.	DA		IA	
		F	%	F	%
Bajhangi	3,8,10,12	102	63.75	58	36.25

The given table indicates that 63.75 percent of responses were expressed in the direct forms of advice. Some examples of them are as follows.

1) *Dai tarakari kheti adda sakte hau*. (S.No.3)

   (You should do Vegetables farming.)

2) *Dhumra pan jana ara paddebela mi bigrellai*.(S.No.8)
   (You should not smoke.)

3) *Puranu kheti vanda sagpat arekhi niko hunethiyo*.(S.No.10)
   (You ought to follow modern technology.)

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In the given examples, the respondents provided the examples directly. They used honorific terms for the senior neighbors using honorific terms such as 'garna sakte hau' hunethiyo ' etc. They advised in polite way using direct forms.

Similarly, 36.25 percent responses were indirect advice used by the Bajhangi Native speakers. Some examples are given below.

4) *Merasochami jhhika kamai hunewala laya hunethiya*.(S.No.3)
(I think you'd better start mushroom farming.)

5) *Churot khana chadideu yeile parani bigaddo thaha aachina* .(S.N. 8)
(Don't you know smoking effects health.)

6) *Kaka kheti aarne tarika sapadapan*.(S.No.10)
 (Uncle you should change the way of farming.)

The mentioned examples clarify that Bajhangi Native speakers advise neighbors in indirect way but English people use direct forms of advice.Bajhangi Native speakers use polite forms for seniors and informal forms for juniors while advising.

4.2.4 Total forms of Advice found with Younger Sisters and Younger Brothers.

The total forms of advice used by Bajhangi native speakers with their younger brothers and sisters are as follows:

Table No.12

Total Forms of Advice used with Younger Sisters and Brothers.

NSs	S.N.	DA		IA	
		F	%	F	%
Bajhangi	6,7	55	68.5	25	31.25

The above table shows that elder brothers and sister used more direct forms of advice to their younger brothers and sisters. Out of 80 responses 68.75 percent used direct advice. Some examples of direct advice are given below.

1) *Tami computer sikta jhaumana.*(S.No.6)
   (You should take computer class.)

2) *Bahini computer jhane aara.*(S.No.6)
   (You Ought to go computer class.)

3) *Padhai ma pani dhayan de hai lata.* (S.N. 7)
   (You Should have to give time for study)

4) *Pahile padha utpachhi khela*(S.No 7)
   (You ought to give first priority to study then after game.)

The examples show that Bajhangi Native speakers use informal or impolite language with their younger sister and brothers while advising. In Bajhangi cultural it is not necessary to use formal forms for juniors. In Bajhangi language younger sisters are addressed by lati or bahini and younger brothers are addressed by lata or by their name. But in English language 'You' was used for all level and formal forms were used for advising others.

Similarly, 31.25 percent were indirect advice forms used for younger brothers and sisters. Some examples are given below:

5) *Computer ka baremi kehi janekhi niko hola.*(S.No. 6)
   (How about taking computer class.)

6) *Mera sochami computer class liyakhi niko hola .*(S.no.6)
   (I think you'd better to go computer class.)

7) *Khelya hoijhalakhi paddu parena.*(S.No. 7)
   (You should give priority to your study.)

From the above examples, the researcher found that Bajhangi Native speakers used few forms of indirect advice while they were advising their younger sister

and brothers. From these examples, it is concluded that Bajhangi Native speakers, also used polite forms of advice but in indirect way. They directly didn't use polite forms.

4.2.5 Total Forms of Advice found with Elder sisters and Brothers.

The total forms of advice used by Bajhangi native speaker with their elder sisters and brothers are as follows:

Table No.13

Total Forms of Advice used with Elder Sisters and Brothers.

NSs	S.N.	DA		IA	
		F	%	F	%
Bajhangi	9,15	44	55	36	45

The above table indicates that the Bajhangi Native speakers used 55 percent direct advice to their elder sisters and brothers. They expressed their advice using honorific verbs, such as, *padha ha sakya ha, magauta* etc. Some examples of direct advice are as follows.

1) *Didi ajha padha ha*. (S.N0.9)
   (You should complete your study.)

2) *Didiajha padhai sakya ha.*(S.No.9)
   (You ought to study again.)

3) *Bank bati rin leuta*.(S.No.15)
   (You should take loan from bank.)
4) *Kasai sanga rin magauta*.(S.No.15)
   (How about taking loan from somebody?)

The examples given above indicate that the person was compelled to do the task .Such advice forms were used in Bajhangi language. But respondents used polite forms to give advice. In English, people were advised given but were not forced to do something.

In the same way 45 percent indirect advice were used to the elder brothers and sisters. Some examples of indirect advice are mentioned below.

5) *Mubhayakhi dosya padne chhya* .(S.N.9)
   (If I were you, I'd start my study again.)

6) *Didi yek ghati dosya padne thagan aara.*(S.N.9)
   (Why don't you think about your study again.)

7) *Mero bicharmi kehi byapar arekhi hola.*(S.N.15)
   (I think you'd better start small business.)

8) *Ma bhaya bankbati rin line thiya.*(S.N.15)
   (My advice is to take loan from bank will be better.)

The examples show that Bajhangi Native speakers used indirect forms of advice to their seniors. The advice given above indicates that people were not forced to do some think. They have right to decide whether to do task or not. So, these exponents are indirect advice. In English, They advised people indirectly.

4.2.6 Total Forms of Advice found with Sons

The total forms of advice used by Bajhangi native speakers with their sons are as follows:

Table No.14

Total Forms of Advice used with sons.

NSs	S.No.	DA		IA	
		F	%	F	%
Bajhangi	13	27	67.5	13	32.5

The above table states that the Bajhangi Native speakers used 67.5percent direct advice out of 40 responses. Some responses of direct advice are as follows.

1) *Churot jana khayai lata.*(S.No.13)
   (You shouldn't smoke.)

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2) *Churot jana khaya ha*.(S.No.13)
   (You ought not to smoke.)

3) *Tukhi churot jana kha vaneko hoinaga*.(S.No.13)
   (I suggest that you cannot smoke.)

From the above examples it is concluded that Bajhangi Native speakers do not use polite forms to their sons or daughters while advising. They suggested their sons directly.

However, Bajhangi Native speakers used less number of indirect advices to their sons. Only 32.5percent responses were indirect advice. Some examples of indirect advice are as follows:

4) *Churot le paraniko nas huncha bhani janya aachhinaba*.(S.N.13)
   (Why don't you understand smoking effects our health.)

5) *Churot khanu nikohainaba*.(S.N.13)
   (You should not smoke.)

The examples indicate that some respondents used indirect advice to the sons.People who live around our house are neighbours. We interact and exchange our ideas and knowledge with them. We help each other with them and we can share our joy and tear with them. There are different kinds of neighbours in the society such as educated, uneducated, high/low social status, relatives older than us, younger than us on. The language used with them is based on age, and situation in the conversation. The researcher had taken the data based on the language that is used with older and younger neighbours in the Bajhangi dialect. According to the collected data, Bajhangi speakers order the younger neighbours but English speakers request them if they have to ask them to do something. Similarly, Bajhangi speakers use informal form with younger neighbours but English speakers use formal forms with them.

CHAPTER-V

CONCLUSION AND IMPLICATION OF THE STUDY

5.1 Conclusion of the Study

A.The first objective of the present research was to find out the forms of request and advice used in Bajhangi language. The major findings related to this objective are mentioned below:

a. Out of 100 percent Bajhangi Native speakers used 61.5 % direct request, 29.5 % indirect request and 9% non request responses. .

b. Bajhangi Native speakers used 38.12 % direct request among friends.

c. Sixty five percent responses were direct request used with shopkeepers.

d. There are 62.5 percent responses were direct request in Bajhangi language.

e. Bajhangi speakers used 'oh lau' 'saati' to address the stranger. .

f. Bajhangi speakers used 48.75 % responses were direct request forms used with neighbors.

g. There are83.12 % direct request responses were used with parents.

h. Bajhangi Native Speakers 82.5 % respondents used indirect request responses to their boss.

i. Out of 100 percent the Bajhangi Native speakers used 63.66 % direct advice, 36.33 % indirect advice.

j. Bajhangi speakers used 97.5% direct advice with the friends.

k. There are 63.75 % responses were direct advice found among neighbors 68.75 % Bajhangi respondents used direct advice while advising younger brothers and sisters.

B. The second objective of this research was to compare the forms of request and advice used in English and Bajhangi language. Following are the major findings related to this objective.

a. In comparison to English speakers Bajhangi Native speakers were less polite while requesting their intimate friends.

b. As the English native speakers majority of Bajhangi native speakers used polite forms while requesting the shopkeepers..

c. Similarly Bajhangi native speakers used indirect forms of request to the neighbours but English speakers used direct forms.

d. Bajhangi native speakers used honorific terms to their parents, seniors but English speakers used only polite forms of request.

e. Both English and Bajhangi speakers were found to have used polite forms of request to their boss.

f. Bajhangi native speakers advised people in indirect way but English people advised them directly.

g. In comparison to English native speakers Bajhangi native speakers used less polite forms of advice to their sons, younger sisters and brothers.

h. Most of the honorific terms were used in the Bajhangi language while advising but in English language polite terms were used for all.

i. In Bajhangi language most of the advice responses were looked like orders, advice forms were used to force people to do task but English native speakers used polite forms ofadvice.

5.2. Implications

This study has the following implications:

5.2.1 Policy Level Implications

The policy level implications of this study will be as follows:

a) The topics like forms of request and advice in English and Bajhangi included in the curriculum and syllabus from basic level to upper level.For example School Level, Intermediate Level, Bachelor Level and Master's Level.

b) The course book should be constructed for the students and teachers related to the Bajhangi language.

c) The governments can make policy to enhance the different forms of Bajhangi Language.

d) The government or related authority should develop the both forms of request and advice in English and Bajhangi separately.

5.2.2 Practical Implications

On the basis of the finding, some suggestions for teaching the two language functions i.e. request and advice, which would be beneficial for teachers, students, course designers and the learners of English and Bajhangi as second languages. The main implications of the study for educational practice can be presented in the following way:

a. The teacher should make a list of exponents of request and advice on the basis of their level of politeness i.e. direct, indirect and non-request.

b. The teacher should create different situations, while teaching these two language functions, in which students use the appropriate forms (direct, indirect forms,) of request and advice.

c. The teacher can create dialogues that require the expressions of request and advice and help students to practice in using appropriate forms, i.e. direct, indirect or non- depending on the situations.

d. With the exposure of various situations in which formal forms of request and advice have been used, the teacher should let the students practice in using formal or polite forms to request and advice the other rather than using impolite expressions.

e. The learners of both English and Bajhangi language can make a list of the forms of request and advice from English and Bajhangi situations respectively and make a comparative study in them.

f. This research analyses the different exponents of request and advice with the various relationship which help language teachers to teach these function in such relationship.

g. It shows the exponents which are used frequently in both languages. So, the teacher can give emphasis on these exponents in the classroom.

h. The present study classifies the various exponents of request and advice into direct, indirect and non forms in both languages which help the language teachers to teach these exponents systematically and appropriately in both languages.

5.2.3 Further Research

In this study, the researcher tried to find out the forms of Request and Advice in English and Bajhangi Language in terms of direct request, indirect request, non request, direct advice and indirect advice.This is the broad area of study.Several research can be done under this topic. Any person who is interested in Bajhangi language they can study different language forms related to the Bajhangi language. The further studies with in this topic will be as follows:

a) English and Bajhangi Kingship Terms: A Comparative Study.
b) The Forms of Address in English and Bajhangi Language
c) Forms of Ordering and Suggesting in English and Bajhangi.

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APPENDIX-I

Direct Request used in Bajhangi language

Q.No.1.	Exponents used with Shopkeepers	F
	a) saahujimukhi yek plate momo aanata.	15
	b) ye! daju/ didi yek plate momo deuta.	10
Q.No.2.	Exponents used with Friends.	
	d. Tayam kati bhayo mukhi bhanda chhauki.	2
Q.No.3	Exponents used with Friends.	
	a. Aajaka din tami sabui mera ghara khanu khana aaunu mero janamdin ho.	14
	b. Aaja sabui satya khanu khana aaunu ha ki.	5
Q.No. 4	Exponents used with Strangers.	
	a) ye! Guruji yekai rauka gadi rokda chhauki toilet arnu parneya chha.	19
	c.guruji gaadi roka ta toilet ardo vhaya.	13
Q.No.5	Exponents used with Friends.	
	a) Mukhi aspatala khi puryauda chhauki mero kothar dhukheko chha.	9
	c.aspatala jana sahayog arne haunai.	7
	e.tami mukhi aspatala puryai deuta.	8
Q.No.6	Exponents used with Neighbors.	
	a) bholichakala gaunko sarsafai arnu parne ho chhakala sabui ha tala papal chautari ma aaya.	13
	b) bholi chhakala sarasafai karykarm raheko chha sabui gaule 10 baje aaya .	12
Q.No.7	Exponents used with Narents.	
	a) Buwa mu saman kindo vaya ruppya deuta.	8
	b) Mukhi kapada kindo chhe ruppya dida chhauki.	15
	c) Buwa tami sata ruppeya vhayakhi aanata.	10.6
	d) Buwa mu jacket kindo vaya paisa aanata.	11
Q.No.8	Exponents used with Parents.	
	b.buwa ma kana Nagarkot jado vaya.	10
	c) Aaja mu kana Nagarkot jado bhaya sathi sata.	6
Q.No.9	Exponents used with Strangers.	
	a) Ye lau thokai hapara sarne hauki mukhi athparo vhayo.	8
	b) Thakai pundi jhauta.	7
	d.thakai pundi gayakhi kaso hola	5
	e.aali hapar sarapan.	4
Q.N0.1o	Exponents used with Boss.	
	a) Sirmukhi bhola bida deula.	4
	b) Hakim saab yek diko bida milaideuta.	7

	d.ma tami satha ye dinko bida magna aaudo vaya.	10
Q.No.11	Exponents used with Shopkeepers.	
	b.saahuji saman gharakhi puryuda chhauki.	13
	c.ye lau TV ghar samma puryauda chhauki.	7
	d.samal ghara puryai deulakhi.	4
Q.No.12	Exponents used with the Friends .	
	d.yek glass paani deullaki.	4
Q.No.13	Exponents used with Neighbors.	
	a) Kaka yek kilo chini layai deullaki.	5
	c.kaka hamukhi yek kilo chini aanideulaki .	3
	d.chini yek kilo aanideya.	9
	f.kaka chini aani deula ki.	7
Q.No.14	Exponents used with the Parents.	
	a) Buwa hamukhi bazzar bati maasu lyaipanta aaya.	13
	b) Buwa aaja hami massu khada bhaya.	7
	e.buwa maasu layaipnta aaullaki.	10
Q.No.15	Exponents used with the Parents.	
	a) Buwa mu film herna jauki.	3
	d.buwa vhajalai mu filim herna laijado bhaya.	8
	e.bawa tamile manekhi filim herna jado thiy.	6

APPENDIX-II

Indirect request used in Bajhangi language.

Q.No.1	Exponents used with the Shopkeepers.	F
	c)ye! Bhaja momo yek plate ha .	7
	e)momo yek plate ha.	3
Q.No.2	Exponents used with Friends.	
	a) Saathi tayam kati bhayo.	10
	b) kati bajyo yaar.	8
	e)dinesh kati bajyo.	8
Q.No.4	Ezponents used wih Strangers.	
	b)Ye! Bhaja gaadi rokalliki mukhi pisab lagyo.	8
Q.No.5	Exponents used with Friends.	
	f)timile mukhi aspatala lagidiya nikai khushi hudo thiya.	5
Q.No.6	Exponents used with Neighbors.	
	b)aaja sabui gaaumi sarasafaai ardavaya chakala sabui jamma hoidiya .	9
	c)chakala 10 baje sabui sarsafaai karekram mi aaideula ki.	8
Q.No.8	Exponents used with Parents	
	e)aama mukana sati satai Nagarkot jado bhaya.	4
Q.No.9	Exponents used with Strangers.	
	b)Alli hapara saraullaki.	7

	f)thakai pundoi jha.	5
	g)shati mupana basuki.	9
Q.No.10	Exponents used with Boss.	F
	c)sir, mera ghara kam paryo mu office aaunehunna.	5
	e)sir/madam yek din ko bida paine ho ga .	2
	f)sir/madam mukhilai chutti din saknehauga.	12
Q.No.11	Exponents used with Shopkeepers .	
	a) sir, mera ghara TV puryai saktehauga.	10
Q.No.12	Exponents used with Friends.	
	e)paani yek gilass khana payalaki.	2
	f)yek glass paani deman tis madde chhi.	8
	g)saathi paani khana payala gi.	10
Q.No.13	Exponents used with Neighbors.	
	e) bazzar bati daal layauna tamro sahayog payalagi.	2
	g)kaki mulai 1 kilo daal layai deula ga.	6
Q.No.14	Exponents used with Parents.	
	a) Buwa mulai sikar khane man chhiyo.	6
	b) Ba 1 kilo sikar khauga.	4
Q.No.15	Exponents used with Parents .	
	b)buwa mu pana film hedda jhauga .	9
	c)Ba mu pana shati sita filim herna jhana paya hunechhiyo.	4

APPENDIX-III

Non request used in Bajhangi language

Q.No.1	Exponents used with Shopkeepers.	
	Ye bhaja momo yek plate aanata.	4
Q.No.2	Exponents used with Friends.	
	c)Dinesh tyam kati bhayo .	12
Q.No.3	Exponents used with Friends.	
	c)aaja mera gharmi bhetghat aaru sabui khana mu khuwala.	12
Q.No.4	Exponents used with Strangers .	
	a) Yekai rauka gaadi rokauta.	5
Q,No.5	Exponents used with Friends.	
	b)Lagaibhayakhi mulai saathi aspatal pugaman.	6
	d)mulai aspatal samma pugai de ta.	7
Q.No.6	Exponents used with Neighbors.	
	Bhola gaunko sarsfaimi tu pana aai jhayai.	5
	tam bhola gaaughar arsafai mi 10 baje aauna jana bhulya.	3
Q.No.9	Exponents used with Strangers.	
	yeh! Bhaja thakai pundai jha ta.	2
Q.No.11	Exponents used with Shopkeepers	
	TV kinya bachhi ghar pugai de ha .	6

Q.No.12	Exponents used with Friends .	
	a) oi! yaar paani aanta.	6
	b) dinesh pani aanta tis lageki chha.	5
	c) paani aanta ghati sukigayo.	7
Q.No.13	Exponents used with Neighbors	
	b)Tu bazzar jane bhayekhi mukhi dal layai de.	8

APPENDIX-IV

Direct advice used in Bajhangi language.

Q.No.1	Exponents used with Friends.	
	d)tu check arna saktehai.	8
	a)Tu khi ghara mi basera biram niko hune hoga check arna jha .	12
	f)check adda gaijha pachhi jhal hola.	5
	g)tami aspatal jhaau.	3
Q.No.2	Exponents used with Relatives.	
	a) Ghara bati bahira gayale tala lagai jhaya ha.	17
	b) Tala lagai bada jhaya.	9
	d)Talcha laune addo paddya ho.	6
Q.No.3	Exponents used with Neighbors.	
	b)Daju tarakari kheti arna saktehau.	9
	c)mera bichaarmi chyaau kheti pani nigai hola .	11
	d)Ramveda kheti kaso hola.	6
Q.No.4	Exponents used with Relatives	
	a) Raksile parani mattai nas aarchha yeslai napiuda nikai hola.	
	b) kaka raksi jana khau.	5
	c) tamule raksi nakhayaki niko.	7
Q,No.5	Exponents used with Friends.	
	a) mihenat gareta arko palta pass bhaihalinchha ni.	5
	b) parishram gare pass hunuhunchha.	9
	c) niras na hou pheri pryass gara na.	12
Q.No.6	Exponents used with Younger Sisters ,	
	a) Tu computer class lina saktehai.	10
	c)computer sikta jhaman.	7
	e)computer ma jhane ara.	6
Q.No.7	Exponents used with Younger Brothers.	
	a) football ra padhailai satsatai ara.	8
	b) padhai ma puni dhayan de hai lata.	14
	c) pahila pad utpachhikhel.	10
Q.No.8	Exponents used with Neighbors.	
	a) dhumra pan jana arya padhe bela bigraula.	15
	b) churot khaana chada.	8
	d)babu ho churot khana chodideu nata phokso bigdla.	10

Q.No.9	Exponents used with Elder Sisters .	
	a) ajha padhai sakte ara.	11
	d)didi ajha padha ha.	6
Q.No.10	Exponents used wih Neighbors.	
	a) purano kheti bhanda tarkari kheti arda niko hola.	10
	d)aadhunik prabidhi arda niko hola.	6
	e)chyaau kheti arya vane jhikka kamai hune chiyo.	5
Q.No.11	Exponents used with Relatives	
	a) kaki chakala daudde ara.	8
	b) tami bayam ara.	6
	d)chakala chakalai yeso hidaman.	9
Q.No.12	Exponents used with Neighbors.	F
	a) tami silai talim lina saktehau.	10
	b) silai talim leuman.	5
Q.No.13	Exponents used with Sons	
	a) churot janakha.	8
	d)tukhi churot janakha bhanya hoinapa.	13
	e)churot jana kha ha.	6
Q.No.14	Exponents used with Relatives.	
	a) raksi le kalejoma asar arddo cha.	12
	b) mama raksi janapiya.	7
	d)raksile paraniko nas archa taba .jana khau	11
Q.No.15	Exponents used with Elder Brothers.	
	bank bati rin leu ha.	10
	Kasaisatha rin maga.	9

APPENDIX-V

Indirect advice used within Bajhangi language.

Q.No.1	Exponents used with Friends.	F
	c) aspatala gayabya hune chyo.	3
	e) chatti aspatala baya niko hola .	2
	h) mukhi yeso bhayele aspatala gai jhanthiya.	7
Q.No.2	Exponents used with parents.	
	b)taalchaa laayakhi niko hunethiyo.	8
	e .aafno surakshaa ka lagi mani taalchaa laihalya aama.	4
Q.No.3	Exponents used with neighbors.	
	a) Mera sochma jhikka kamai hune wala laya pani niko hunthiyo.	6
Q.No.4	Exponents used with relatives.	
	a) kaka raksi le parani bigarcha ho yeslai napiya niko hola.	13
	d. Aafno paraniko herbichar aariyalya.	10
Q.No.5	Exponents used with friends	

	e. ma bhaye dosya kosis arne thiya.	11
	f. ghoda chadhne ladchha ajha kosis arna chodaina.	3
Q.No.6	Exponents used with younger sisters.	
	b. computer class ka baremi janekhi niko hola.	8
	d. mera bicharmi computer liyakhi niko hola.	9
Q.No.7	Exponents used with younger brothers .	F
	d. khelna paaye hoijhanya ho paddo parena.	8
Q.No.8	Exponents used with neighbors.	
	c. dhumra paan le parani ko nas archa thaha aachhina.	8
Q.No.9	Exponents used with elder sisters .	
	b. tamile paadhai pura arykhi niko hunethiyo.	7
	c. ma bhaye khi ajha padhane thiya,	12
	e. didi, yek ghati dosya thagan ara.	4
Q.No.10	Exponents used with neighbors.	
	b. mastha kamai hune binu laya hunrthiyo.	10
	c. kaka kheti arne tarika sapadpan.	9
Q.No.11	Exponents used with relatives.	
	c. khane belami chet arevhane niko hola.	12
	e. chakala ko niko hawami hidekhi niko hola.	5
Q.No.12	Exponents used with neighbors.	
	c. silaai sikyakhi nikai hola.	14
	d. sip sikne talim liyagi valo hola.	7
	e. tamukhi lai silai bunnu nikai hola.	4
Q.No.13	Exponents used with sons	
	b. churot le jayn linchha thaha chhaina.	9
	c. churot khane bani niko hoinaba.	4
Q.No.14	Exponents used with relatives.	F
	c. raksile parani bigaddo chha ni mama.	10
Q.No.15	Exponents used with elder brothers.	
	a. Mera thaganami kei bebasaya arekhi hola.	7
	b. Mu ta bhannuchubank bati rin liyakhi niko hola.	6
	c. bank baata rin lida ke cha bichar.	3
	d. ma bhaye khi bank bati rin line thiya.	5

Questionnaire

Dear informants

The questionnaire is a part of my research study entitled "Form of Request and Advice in English and Bajhangi" under the supervision of Mr. Ashok Sapkota , the Teaching Assistant of the Department of English Education, T.U., Kirtipur. Your co-operation in completion of the questionnaire will be great value to me. I will assure you that responses made by you will be exclusively used confidently only for present study.

Researcher

Dev Raj Bhatta

T.U., Kirtipur Kathmandu.

Name of the informants :…………………………………………

Sex : …………………………………………………………….

Age : ……………………………………………………………..

Academic qualification :……………………………………….

Make requests in the following situation into Bajhangi language.

1) You have a terrible stomach pain. You have to go hospital. Make a request with your room partner to drop you at hospital in his bike. (तपाइलाई बेस्सरी पेट दुखेकाले, अस्पताल जानूपऱ्यो आफ्नो साथीलाई अस्पताल सम्म पुऱ्याइदिन आग्रह गर्नुहोस् ।)

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2) Your neighbor is going to market. Request him to bring a kilo of sugar. (तपाइको छिमेकी बजार जादै हुनुहुन्छ, उहाँलाई एक किलो चिनि ल्याउन अनुरोध गर्नुहोस् ।)

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3) You bought a fridge in the market. Make a request with shopkeeper to help you by delivering it up to your home.(तपाइले पसलमा फ्रिज किन्नु भयो, सो फ्रिज घर सम्म पुर्याईदिन पसलेसंग अनुरोध गर्नुहोस्।)

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4) You are feeling uneasy to stand in the bus. Request the helper to arrange you a seat.(तपाईलाई गाडिमा उभिन असजिलो भइरहेको छ, खलासिलाई एउटा सिट मिलाईदिन अनुरोध गर्नुहोस् ।)

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5) You forget your watch at home. Request your friend to tell the time. (तपाईले घडि ल्याउन बिर्सनु भयो, साथीसंग समय बताईदिन अनुरोध गर्नुहोस् ।)

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6) You are in a hotel. Request to provide a plate of momo. (तपाई होटलमा हुनुहुन्छ, एक प्लेट मम दिन अनुरोध गर्नुहोस् ।)

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7) You left mobile at your friend's home. Request him to bring at your home. (तपाईल साथिको घरमा मोबाईल छोड्नुभयो, तपाईको घरसम्म ल्याईदिन अनुरोध गर्नुहोस् ।)

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8) You are in need some amount of money. Borrow with your neighbor. (तपाईलाई केहि पैसाको खाँचो परेको छ, आफ्नो छिमेकी संग सापटि दिनको लागि अनुरोध गर्नुहोस् ।)

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9) It is raining. A stranger is walking with an umbrella. Request him for help.(पानी परिरहेको छ, एकजना अपरिचित मानिस छाता ओडेर हिडिरहेको छ, तपाईलाई पनि सो दिन छातामा ओत दिएर हिडाउन अनुरोध गर्नुहास् ।)

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10) Some of the guests are there at home, request them to wait in sitting room. (तपाईको घरमा केहि पाहुनाहरु छन्, उनिहरुलाई बस्ने कोठामा पर्खिदै गर्न आग्रह गर्नुहोस् ।

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Advice the following situation in Bajhangi language:

1. Your father smokes a lot. His lungs have been damaged. Advice him not to smoke.(तपाईको बूवाको चुरोट धेरै पिएर फोक्सो खराब भएको छ, उहँलाई चुरोट नपिउन सुभाब दिनुहोस् ।)

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2. You saw some school children climbing a tree. Advice them not to climb up as they may get accident.(तपाईले केहि स्कुले केटाकेटीहरु रुख चढेको देख्नुभयो, तिनिहरुलाई रुख चढ्दा दुर्घटना हुन सक्छ भनि नचढ्न सुफाब दिनुहोस्)

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3. Your youngest sister is going to face S.L.C exam. But she spends more time in watching T.V. serials. Advice her to prepare hard for exam.(तपाईको कान्छी बहिनीको एस् एल् सी परिक्षा नजिक आईसक्यो तैपनी तिनि धेरै टिभिमा कार्यक्रम हेर्छिन, परिक्षाका लागि तयारि गर्न सुझब दिनुहास् ।)

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4. Own of your friend is shivering by cold. Advice him to wear a jacket.(तपाईको साथि जाडोले कापिरहेको छ, उसलाई ज्याकेट लगाउन सुभाब दिनुहोस् ।)

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5. One of your younger brothers usually woke up late in morning. Advice him to wake up early for better health.(तपाइको भाई विहान ढिला उठ्छ, उसलाई विहान चाडै उठ्न सुभाब दिनुहोस् ।)

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6. Your aunt is too much fat. She is suffering from different diseases. Advice her to control her fat and join jogging every morning. (तपाईकी काकी धेरै मोटी हुनुहुन्छ, उहाँलाई विभीन्न रोगहरु छन् उहाँलाई मोटोपन घटाउन प्रत्येक बिहान दौडन सल्लाह दिनुहास् ।)

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7. Your brother is suffering from fever, but has not gone to hospital. Advice him to meet doctor.(तपाइको भाइलाई ज्वरो आईरहेको छ, तर ऊ हस्पिटल गएको छैन, उसलाई डाक्टरलाई देखाउन सल्लाह दिनुहोस् ।)

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8. Some of your friends want to go for swimming. But the river is too dirty. Advice them to go to swimming pool.(तपाईंका केहि साथिहरु पौडी खेल्न जान चाहान्छन्, तर खोलाको पानी धेरै फोहोर छ उनिहरुलाई स्विमिङ् पुलमा जाने सुभ्रब दिनुहास् ।)

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9. Your neighbor wants to go to start his own business but he does not have enough money. Advice him what he can do.(तपाईंको छिमेकी आफ्नो कुनै व्यापार व्याबसाय गर्न चाहाँनु हुन्छ तर उहाँसंग प्रसस्त पैसा छैन, उसलाई आवस्यक सल्लाह दिनुहोस् ।)

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10. Your neighbor is looking for house to buy. Advice him to buy the land and make a house himself. (तपाईंको छिमेकी घर किन्न खोज्दै हुनुहुन्छ, उहाँलाई आफैले जग्गा किनेर घर बनाउन सुभ्राब दिनुहोस् ।)

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